



**Menno Simons College**

*A Part of Canadian Mennonite University, Affiliated with the University of Winnipeg*

## **Syllabus: Participatory Local Development, IDS-2110/3-002**

Term: Winter 2016-17

Class location: 1MS16

Class time: Tues/Thur 10-11:15am

Course Website: <https://nexus.uwinnipeg.ca>

Instructor: Dr. Jerry Buckland Office: 2MS23 Office hours: Tues/Thur 3-4pm

Email: via Nexus (see below) Telephone: 204-953-3859

Faculty Member Website: <http://www.mscollege.ca/about.php?s=faculty&id=515>

### ***Calendar course description***

This course focuses on the participatory, local-level development models pursued by a range of community-based, non-governmental and public agencies as alternatives to national models focused on economic growth and global competitiveness. It examines the nature of chronic poverty and reviews historic efforts at community development, community economic development and cooperative formation. It analyzes current emphases on participation and empowerment, gender equity, social capital, sustainable livelihoods, social justice and local governance. Students will examine these issues in the context of sectoral programs in micro-finance, community-based social services, agricultural development, community-based natural resource management and organizational capacity building.

*This section of the course will introduce you to the theory and practice of community development and examine how it is applied in various contexts. The course is built around two key sources:*

- *A textbook by Robinson et al. which focuses on the vision and practice of community development with American case studies*
- *A series of readings that apply the community development*
  - *In other contexts, e.g., the global South and Canadian developing communities, and*
  - *In other ways, e.g., gender issues in CD, forms of participation*

### ***Course objectives***

- Identify the key elements of community development approaches, methods, and practices, and be able to examine their application in different sectors and socioeconomic conditions.
- Analyze the application of key development concepts and theories related to local-level development processes such as participation, power, social capital, gender, empowerment, wellbeing, indigenous knowledge, and self-help groups.
- Identify key development actors at the local level and evaluate their approaches and methods in different sectors.
- Gain an understating of complex socioeconomic, cultural, political, and environmental contexts, at micro and macro levels, in which community development related processes takes place.
- Improve their academic and research skills such as summarizing information from various sources, formulating analytical argument, conducting critical literature review, evaluating information from various sources, academic writing.
- Gain awareness of skills that are important for scholarship and for professional work in the field of international development.



Nexus

Nexus is the course management website that you have access to through your university identification. Course materials are posted there. All email related to this course should go through Nexus and we can share material relevant to class sessions, e.g., announcements and electronic readings.

Course outline

This is an outline of the course topics, readings and schedule for the course. Due to time limitations, we may not be able to cover all of the topics. The dates for each reading are approximations and we may vary from them in the class. Note: The **textbook and bold readings** are key readings and will be the source of class discussion; other readings are supplemental. Readings are from the following categories:

- ✓ **Required Textbook:** Jerry W. Robinson, Jr. and Gary Paul Green 2011. *Introduction to Community Development: Theory, Practice, and Service-Learning*, Los Angeles: Sage. **(Below, this is referred to by chapter, i.e., Chapter 1, Chapter 2).**
- ✓ **Other readings** are available on the course Nexus site, the UW’s Learning Management System.
- ✓ Where there are several readings/topic, the bolded reading is required; other readings are optional.

Date		Topic	Readings
5 Jan	1	Introduction	<b>Chapter 1: Developing Communities</b>
10 Jan			<b>Chapter 2: A Historical View of Community Development</b> <b>Chapter 3: Community Development and Natural Landscapes</b>
12 Jan		Class walk around Spence Neighborhood to identify & discuss community assets & challenges.	<b>Canadian Centre for Policy Alternatives 2008. ‘The Spence Neighbourhood Challenge: From Revitalization to Revaluation’ in <i>The State of the Inner City Report</i>, available: <a href="http://www.spenceneighbourhood.org/#!/research/cfga">http://www.spenceneighbourhood.org/#!/research/cfga</a>, accessed 19 Nov. 2015.</b>
17 Jan	2a	Theories of CD: Structural	<b>Loxley, John 2007. <i>Transforming or Reforming Capitalism: Towards a Theory of Community Economic Development</i>, Halifax: Fernwood, chp.1.</b> North, Douglas 1990. ‘Institutions, Economic Theory, and Economic Performance, chp.12 in <i>Institutions, Institutional Change and Economic Performance</i> , Cambridge: Cambridge University Press, chp.12. Ruttan, Vernon 2004. ‘The Sociology of Development and Underdevelopment,’ chp.3 in <i>Social Science Knowledge and Economic Development: An Institutional Design Perspective</i> , Ann Arbor, US: University of Michigan Press, chp.3.



Date	Topic	Readings
		<p>Polanyi, Karl 1977. 'The Two Meanings of Economic,' chp.2 in <i>The Livelihood of Man</i>, New York: Academic Press, chp.2.</p> <p>Leonard, Madeleine 2000. 'Coping Strategies in Developed and Developing Societies: The Workings of the Informal Economy,' <i>Journal of International Development</i>, 12.</p> <p><b>Task 1. Pick one of the additional readings in this group and write a 2 page summary.</b></p>
19 Jan	2a Theories of CD: Institutional and Social (continued)	<p><b>Todaro Michael &amp; Stephen Smith, 2007. 'Development Policymaking and the Roles of Market, State, and Civil Society,' chp.11 in <i>Economic Development</i>, 9<sup>th</sup> Edition, Boston: Pearson/Addison Wesley, chp.11.</b></p> <p>Axelrod, Robert 1990. 'The Problem of Cooperation' chp.1 in <i>The Evolution of Cooperation</i>, US: Basic Books, 1990.</p> <p>Bouman, F.J.A. 1995. 'Rotating and Accumulating Savings and Credit Associations: A Development Perspective.' <i>World Development</i>, 23(3).</p> <p>Ostrom, Elinor 1990. 'Reflections on the Commons,' chp.1 in <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>, Cambridge: Cambridge University Press, chp.1.</p> <p><b>Task 2. Pick one of the additional readings in this group and write a 2 page summary.</b></p>
24 Jan	2b Planning CD	<p><b>Edward J. Blakely &amp; Nancey Green Leigh. 2010. <i>Planning Local Economic Development: Theory and Practice</i>, Fourth Edition, Sage: Thousand Oaks, US, chp.3.</b></p>
26 Jan	2c Participation & CD	<p><b>Chambers 2007. <i>From PRA to PLA and Pluralism: Practice and Theory</i>, IDS Working Paper 286, Sussex: Institute of Development Studies.</b></p> <p>Cornwell, Andrea 2008. Unpacking Participation: Models, Meanings and Practices, <i>Community Development Journal</i>, Vol 43(3): 269-283.</p> <p><b>Task 3. Pick one of the additional readings in this group and write a 2 page summary.</b></p>
31 Jan	2d Poverty & CD	<p><b><u>SUPER IMPORTANT CLASS: Discuss Community Development Organization assignment and exemplars. 1% for attendance + 1% for submitting organization name.</u></b></p> <p><b>Narayan, Deepa, Raj Patel, Kai Schafft, Anne Rademacher, and Sara Koch-Schulte 2000. <i>Can Anyone Hear Us?</i> Oxford: Oxford University Press. [Refer to Chapter 7: Conclusion, p. 216-230].</b></p> <p>Hulme, David and Andrew Shepherd 2003. Conceptualizing Chronic Poverty, <i>World Development</i>, Vol 31(3): 403-423.</p>



Date		Topic	Readings
			<p>Laderchi, C R, R Saith, and F Stewart. 2003 Does it Matter that We Do Not Agree on the Definition of Poverty?: A Comparison of Four Approaches, <i>Oxford Development Studies</i>, Vol 31(3): 243-274.</p> <p><b>Task 4. Pick one of the additional readings in this group and write a 2 page summary.</b></p>
	2e	Gender issues & CD	<p><b>Akerkar, Supriya 2001. <i>Gender and Participation: Overview Report</i>, p. 1-26, Sussex: Institute of Development Studies.</b></p> <p>Haslam, Paul et al. 2012</p> <p>Agarwal, Bina 2001 Participatory Exclusion, Community Forestry, and Gender: An Analysis for South Asia and a Conceptual Framework, <i>World Development</i>, 29(10): 1623-1648.</p> <p><b>Task 5. Pick one of the additional readings in this group and write a 2 page summary.</b></p>
<b>2 Feb</b>	2f	Social capital & CD	<p><b>Woolcock, Michael and Deepa Narayan. 2000. <i>Social Capital: Implications for Development Theory, Research, and Policy</i>, <i>The World Bank Research Observer</i>, Vol 15(2): 225-249.</b></p> <p>Kay, Alan 2006. Social Capital, the Social Economy and Community Development, <i>Community Development Journal</i>, Vol 41(2): 160-173.</p> <p>Thorp, R, F Stewart, and A. Heyer 2005. When and How Far is Group Formation a Route Out of Chronic Poverty? <i>World Development</i>, Vol 33(6): 907-920.</p> <p>Pretty, Jules and Hugh Hard 2001. Social Capital and the Environment, <i>World Development</i>, Vol 29(2): 209-227.</p> <p><b>Task 6. Pick one of the additional readings in this group and write a 2 page summary.</b></p>
<b>7 Feb</b>	3a	CD Approaches 1	<p><b>Chapter 4: The Technical Assistance Approach</b></p> <p><b>Chapter 5: The Self-Help Approach to Community Development</b></p>
<b>9 Feb</b>	3b	CD Approaches 2	<p><b>Chapter 6: The Interactional Approach to Community Development</b></p> <p><b>Chapter 7: The Role of Conflict in Community Development</b></p>
<b>14 Feb</b>	4a	Skills for CD Research methods	<p><b>Chapter 8: Action Research and Evaluation in Community Development</b></p> <p>Johnson, Andrew 2012. <i>A Short Guide to Action Research</i>, 4<sup>th</sup> edition, Boston: Peason, chp.2-3.</p> <p>Stoeker, Randy 2005. <i>Research Methods for Community Change: A Project-Based Approach</i>, Thousand Oaks US:</p>



Date	Topic	Readings
		Sage Publications, chp.1-2.  Task 7. Pick one of the additional readings in this group and write a 2 page summary.
16 Feb	4b Leadership	<b>Chapter 9: The Role of Leadership Behaviors and Structures in Community Development</b>
	4c Collaboration	<b>Chapter 10: Principles of Working Together: Developing Relationships That Support Community Development Initiatives</b>
28 Feb	5a Case studies Rural Local Development	<b>Chapter 11: Communities in Rural America: Current Realities and Emerging Strategies</b>
2 Mar	5a Fair/Organic Agriculture Commodity Trade & Community-based Natural Resource Management	<b>Raynolds, Laura, Douglas Murray &amp; Peter Taylor, 2004. 'Fair Trade Coffee: Building Producer Capacity via Global Networks,' <i>Journal of International Development</i>, 16.</b> <b>Berkes, Fikret 2004. 'Rethinking Community-Based Conservation,' <i>Conservation Biology</i>, 18(3).</b>
7 Mar	5b Inner-city Development	<b>Chapter 12: Community Development Challenges in Inner-City Neighborhoods</b>
9 Mar	5c Micro-finance, asset- building & Micro- enterprise	<b>Hermes, Niels &amp; Robert Lensink, 2007. 'The Empirics of Microfinance: What Do We Know?' <i>The Economic Journal</i>, 117.</b> Sherradan, Michael 2005. 'Assets and Public Policy,' chp.1 in <i>Inclusion in the America Dream: Assets, Poverty, and Public Policy</i> , Oxford: Oxford University Press.  Task 9. Pick one of the additional readings in this group and write a 2 page summary.
14 Mar	5c Financial Inclusion	<b>Buckland, Jerry and Thibault Martin 2005. 'Two-Tier Banking: The Rise of Fringe Banks in Winnipeg's Inner-city,' <i>Canadian Journal of Urban Research</i>, Vol. 14, Special Issue.</b> Buckland, Jerry, Blair Hamilton, and Brendan Reimer 2006. 'Community-based Models to Address the Decline of Inner-city Banking,' <i>Canadian Journal of Urban Research</i> , Vol. 15.  Task 8. Pick one of the additional readings in this group and write a 2 page summary.
16 Mar	5d Health & CD	<b>Chapter 14: Health: A New Community Development</b>



Date		Topic	Readings
			<b>Challenge.</b>
21 Mar	5e	Learning and Community Development	<p><b>Chapter 15: Schools and Community Development</b>  <b>Chapter 13: Engaging Youth in Community Development</b>            Buckland, Jerry 2014. 'Financial Exclusion and its Implications for Adult Learning about Finances,' <i>New Directions in Teaching and Learning</i>, No.141, Spring, p.15-24.            Buckland, Jerry, Antonia Fikkert &amp; Joel Gonske 2013. 'Struggling to <i>Make Ends Meet</i>: Using Financial Diaries to Examine Financial Literacy among Low-income Canadians,' <i>Journal of Poverty</i>, Vol.17, p.331-355.</p> <p><b>Task 10. Pick one of the additional readings in this group and write a 2 page summary.</b></p>
23 Mar	6a	Sustainability & Globalization	<p><b>Chapter 16: Sustainable Communities: Sustainability and Community Development</b>  <b>Chapter 17: Globalization and Community Development: Synergy or Disintegration</b></p>
28 Mar	6b	Emerging Issues	<b>Chapter 18: Emerging Issues in Community Development</b>
30 Mar	6c	Student presentations	
4 Apr	6d	Student presentations & Wrap-up	

## Assignments

### Required assignments

Description	Deadline / Date	Weight towards final grade
<p><b>1.Learning tasks</b></p> <p>This includes a number of assignments such as summaries, reports of in-class group work, postings to class online discussion forums, etc., linked to class readings, lectures and assignments. See Course Outline, above, for deadlines. Some of these will be graded pass/fail and others will be given a letter grade.</p> <p><b><i>NOTE: Please read ahead to ensure the tasks you pick are of interest, and you understand them. I encourage you to come up with alternative learning tasks, i.e., activities that help you to learn about community dev elopement. If you have an idea please check with me (i.e., the instructor).</i></b></p>	Complete 6 learning tasks described in the course outline.	6 tasks x 2.5%/task = 15%



Description	Deadline / Date	Weight towards final grade
<b>2. Report on a community development organization</b>		
Complete a report that examines a community development organization that involves these components:		Sub-total = 55%
a) Attend class & Identify/get instructor's approval for organization	31 Jan	1% + 1%
b) Complete an outline that is 3-pages with minimum 5 academic sources from the library / library website	14 Feb	15%
c) Research and write an 8-page report on the organization, as follows, i) Use format: ½ - 1 page introduction; 6 pages content; ½ - 1 page conclusion ii) Content ideally includes: organization mission, purpose, geographic scope, size (staff, spending), activities, performance iii) Include an analytical dimension to your study: e.g., does the organization truly empower people? Does this approach to CD truly address poverty? Etc. For this piece, draw on your academic sources iv) Use effective citation style in references cited to refer to website, annual reports, materials available online and through academic databases  <i>For more information on this assignment see exemplars available on the course Nexus website</i>	14 Mar	34%
d) Present your research results to your group	28 & 30 Mar	2%
e) 1-page summary, in point form of your report for group members	28 & 30 Mar	2%
<b>3. Final exam</b>	10 April, 1:30 - 4:30pm, 1MS16	
No equipment is allowed. No personal ID is required		30%
<b>Total</b>		100%

### **Grade assessment**

#### **General grading scheme for the course**

Mark	Grade	Description	Mark	Grade	Description
90-100	A+	Excellent	65-69	C+	Slightly above Average
85-89	A	"	60-64	C	Average
80-84	A-	"	50-59	D	Marginal
75-79	B+	Superior	49 & below	F	Failure
70-74	B	"			



**Matrix of Grades & Writing Assignment Characteristics (e.g., Reports, Essays)**

The matrix below presents a general picture of what is expected in written assignments across several factors –creativity, analysis, knowledge, organization, writing quality, and documentation– to achieve certain grades. It is a rough guide for grade determination. For instance, an excellent (A) assignment would demonstrate the following,

- original thinking and a superior grasp of the subject matter
- a well-developed capacity for analysis, synthesis, and critical evaluation
- clear and appropriate description, with evidence of an extensive knowledge base
- the ability to organize information well, plus strong writing and/or speaking skills in English
- clear and thorough documentation of research sources making consistent use of an established academic format

Grade	Creativity/ Originality	Analysis, Synthesis &/or Evaluation	Knowledge of Topic	Organization	Writing Quality	Documentation
A	Very evident	Excellent	Excellent	Excellent	Excellent	Excellent
B	Evident	Good	Good	Good	Good	Good
C	Some evidence	Adequate	Adequate	Adequate	Adequate	Adequate
D	No evidence	Inadequate	Inadequate	Inadequate	Inadequate	Inadequate
F	No evidence	Poor	Poor	Poor	Poor	Poor

**Written assignment format**

- All assignments must be typed, double-spaced using a consistent style format and submit assignments in **paper copy**.
- Use a consistent **system of citing** and referencing is an important part of writing an essay. You need to select an appropriate referencing system, e.g., Turabian, MLA, etc and use this for your citations and bibliography.
- Avoid the use of **excessive quotations** if you can re-phrase the idea (of course, referencing the source)
- **Do not plagiarise:** ensure that all points taken from other sources are properly referenced. This includes quotes (verbatim material) & general ideas. If you have any doubts about what plagiarism is, please contact the instructor

**Late policy**

Assignments handed in after the due date will automatically receive a penalty of 5 percent with an





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additional penalty of 1 percent per workday for each additional day. Extensions for assignments may be granted if there are serious, documented reasons. Extensions will only be granted if you talk with the instructor before the assignment due date.

### **Appealing an assignment grade**

If you have any questions or concerns about an assignment or evaluation of an assignment Menno Simons College encourages you to first talk with your instructor about it. If you are not fully satisfied with the outcome you can then speak with the Associate Dean of MSC about the matter. If that does not resolve the issue for you the U of W has a formal process for appealing grades. Please note: if you choose to speak to the Associate Dean, you must do so no later than three weeks after final grades are posted. Formal grade appeals must be filed with Student Records within six weeks of final grades. Please consult the Academic Calendar for details.

### **Academic policies**

Students are expected to know and follow the academic regulations and policies in the University of Winnipeg General Calendar. Go to the link <http://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf> and be sure to read sections 3, 8 and 11 carefully. These cover conduct expected of students at the university, and explain forms of academic misconduct and its penalties. Procedures for student appeals are covered in sections 9 and 10, with helpful information also available at <http://uwinnipeg.ca/academic-advising/appeals.html>.

Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit our website at [www.theuwsa.ca/academic-advocacy](http://www.theuwsa.ca/academic-advocacy) or call 204-786-9780.

### **Other policies & practices**

#### **Laptop & cell phone**

- If you use a **laptop**, please sit in a location where other students will not be distracted by it. This could be at the back or the side of the room. If it is important for you to use a laptop and to sit in the front of the room please talk with the instructor.
- A **cell phone** can be particularly distracting so please be considerate to your classmates and, at minimum turn the ringer off, and ideally, turn the phone completely off. If there is an urgent reason to have the phone running during class please speak to the instructor ahead of time.

#### **Classroom set-up**

Please help to form the tables into a semi-circle at the beginning of each class and to return the tables to their original location at the end of class.



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## **Withdrawal deadline**

The last day to withdraw without academic penalty is 1 March 2017. Please see me if you are thinking about withdrawing from the course.

## **Services for students with disabilities**

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

## **Scent-free environment**

We ask that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume).

## **Menno Simons College**

This course is offered by Menno Simons College (MSC) in affiliation with the University of Winnipeg. MSC offers two programs at the University of Winnipeg: Conflict Resolution Studies and International Development Studies. MSC offers both majors and minors in these programs, as well as an honors program in International Development Studies. MSC is a college of the Canadian Mennonite University and is located at and affiliated with the University of Winnipeg. All courses offered by MSC are open to all University of Winnipeg students and are subject to University of Winnipeg Senate approval and policies. MSC endeavors to build an intentional learning community for students interested in issues of peace, non-violence and social justice. The MSC Practicum program, open to students majoring in CRS or IDS, provides an opportunity to learn from practice and to integrate theory with practice. MSC's Student Services team and the MSC Student Association host events such as the Social Justice Fair and Welcome Week. MSC also distributes a weekly e-Newsletter, which includes information about news, events, and job opportunities relating to conflict resolution, international development and social justice. For more information about MSC, events, the MSC Student Association or to sign up for the e-newsletter, please go to [mscollege.ca](http://mscollege.ca) or visit the MSC reception area at 520 Portage Avenue.