

CRD 152: Community Development

CRN: 67028 – Spring 2019

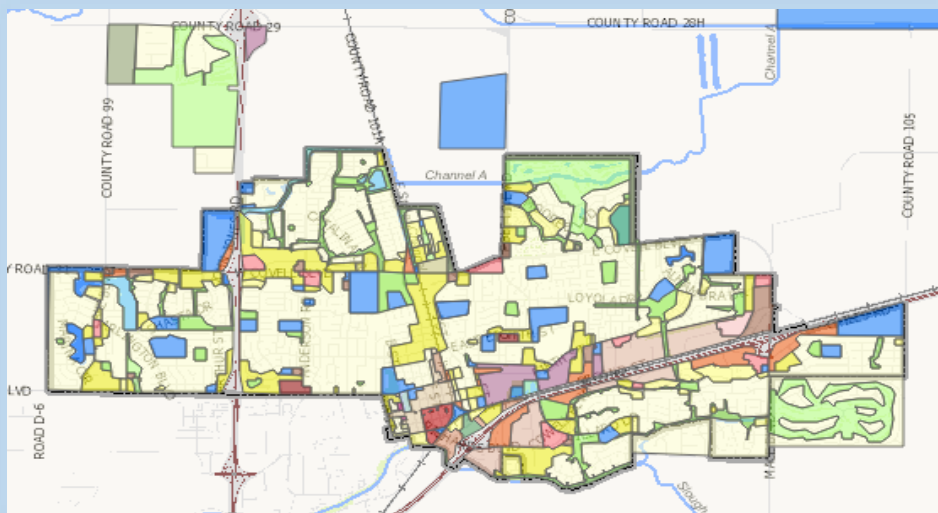
1150 Hart, Mondays and Wednesdays, 10-11:50am

Instructor: Dr. Catherine Brinkley, ckbrinkley@ucdavis.edu

Office Hours: sign up outside office (Rm 2333, Hart Hall)

Teaching Assistants: Email TA with any questions and to make appointments

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"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." - **Margaret Mead**

Required Texts: *Planning and Community Development: A Guide for the 21st Century.*
By Norman Tyler and Robert M. Ward. WW Norton, 2011.

Journal article, pod casts and report readings are posted on Canvas

Course Description: This course is designed to engage students in the practices of community development while reflecting on its underpinning history and theory. The course presumes basic knowledge gained in introductory classes. First, we will explore the roles of civic engagement and social change, as well as the effects of large-scale social, political, and economic forces on local communities.

Second, we will consider the forms that community development organizations take and the functions such organizations perform.

The result of these reflections and practice will demonstrate that community development is a (never-ending) process and that the community developer is a person who neither invents the rules nor dominates in the particular circumstances of the work.

Course Objectives: Students will practice the skills necessary to conduct community development in organizing, hosting meetings, gathering input, reaching consensus, visioning around common goals, crafting a roadmap to achieve community-driven objectives, report writing, and fact-based evidence gathering. By engaging in “community scholarship,” you will practice your skills in media and information literacy, critical thinking, writing, research, and communication.

Throughout the course, we will ask:

- How did the role of community development change over time? How did it stay the same?
- How do community development activities and organizations (the meso- level) negotiate the tensions between the demands of large-scale structures and processes (the macro-level) and the needs/efforts of individuals and local communities (the micro-level)?
- What role should community development organizations take in the economy?
- What are the functions of community development in society?
- What does community development actually accomplish vis-à-vis what it claims or hopes to achieve, and what criticisms of the field may arise from taking alternative perspectives on the particular problems community development organizations and practitioners seek to address?

Course Expectations

- Students should come to class prepared to showcase their future professionalism.
- Each student is responsible for completing reading assignments prior to class and should keep notes on course readings and lectures. Assigned readings, collateral readings, and current events will be the subject of class commentary and discussions.
- Participation is an essential part of class.
- Guest Speakers are welcomed to this course by a well-informed class that comes on time, is prepared (has finished the readings/posted questions) to intensely interact with the speakers and pose questions.
- Several assignments engage the City of Davis government agencies and community groups. Use this interface time to assess your own interest in community development work, meet future collaborators and showcase your expertise! For this reason, I ask that you get into the habit of introducing before you ask a question of a guest speaker.

Plan ahead if you are determined to earn a particular grade. An “A” student will complete weekly assignments in a timely and thoughtful manner with clear, grammatically correct writing. An “A” student is respectful of fellow students and guest speakers, and always has a thoughtful question to add to the discussion. An “A” student completes all the required readings and refers to the readings in class discussion and assignments to demonstrate knowledge acquisition. An “A” student will start the assignments two weeks before their due dates, and have a friend proof the deliverable for content and style before submission for grading.

Grade-focused conversations are welcome when they are proactive (still enough time in the course to impact a grade), realistic (the math adds up), and framed around concrete goals for the course. You may contest a grade by putting in writing where you think I have erroneously interpreted the Grading Rubric, posted on Canvas. Beware: re-grading might also lead to a lowering of the grade.

Be familiar with the Student Code of Academic Conduct: <http://sja.ucdavis.edu/cac.html>. Please ask the TAs if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of suspected violation.

Log in to our Canvas site. The system is highly catered to getting you help fast and efficiently from classmates, the TA, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions in the discussion section to rapidly crowdsource a response.

In addition to the weekly reading assignments and class discussion, this course is planned with one main deliverable. Individual work is worth 72% of your final grade, and group work is worth 28%. Three supporting assignments are designed to showcase your intelligence, demonstrate an arc of knowledge acquisition, and connect your work to the world outside the classroom.

1. Introductory Letter (5%)
2. Connect and Reflect (20%)
3. **Community Development Report (50%)**
4. Quizzes (25%)

1. Introduction Letter, due April 8 (5% of grade)

The goal of this assignment is for us to get to know one another and shape the focus areas of the course. Please write a few paragraphs detailing your interest in this course, your experiences that have shaped this interest, and what you hope to gain from this course. If you have worked with a community development organization or if there is one that you admire, please share. This assignment is excellent practice for formatting a professional cover letter. We will use these letters of introduction to benchmark our progress at the end of the course.

Please welcome your peers and comment on **FOUR** introductory letters by **April 15 (50% of grade for this assignment)**. Post your letter to the 'Introductions' Discussion section of Canvas.

2. Connect and Reflect, four due throughout the course (20% of grade)

A 500-800 word response paper connects your readings to a General Plan review assignment and provides perspective for the final project. Please respond to the prompts provided under "course objectives."

3. Community Development Report (50% of grade)

The goal of this assignment is for you to master working in a team to create a community development vision that reflects the wishes of your coursemates. We will treat the class as our community and the City of Davis as our landscape. We will conduct a needs assessment for the community, followed by a visioning session to distill goals. The class will divide into teams to gather data and conduct an analysis for each problem statement identified. You will research similar cases in proposing three solutions to each problem statement. One solution can be continuing with status quo. You will also include financing options where applicable. Each team will meet with me to discuss their plans and progress for completing their section of the report. The final document will be assembled and presented back to the community (our class), and refined before the final version is presented to a panel of community, city and university leaders.

Schedule

Week 2: Join a team (no more than 4-6 per team) based on a comprehensive plan element (see below)

Week 3: Assess community needs for your element. Gather as a team and go over the needs encompassed in your element. Design a short survey (no more than 3 questions) for the class. Pay attention to open-ended questions in order to solicit comments and allow the community (our class) an opportunity identify needs that may have been over-looked by the organizing committee. Post these questions on canvas in the discussion section by **April 18th**. Respond to the surveys for other elements by **April 21st**.

Week 4: Analyze findings from your survey

Week 5: Create potential alternate scenarios to present for discussion during the charrette

Week 6: Charrette: ascertain suitability of visions. Design a survey to ascertain the preference for potential scenarios identified in the charrette. Post these questions on canvas in the discussion section by **May 14th**. Respond to the surveys for other elements by **May 19th**.

Week 7: Compile results from the charrette, include financing options

Week 8: Draft reports, peer review

Week 9: Revise reports based on peer-review

Week 10: Present to panel

Grade breakdown:

Needs assessment survey and analysis (4%)

Charrette leadership and participation (2%)

Post-charrette survey and analysis (4%)

Draft report (10%), due May 22

Draft Presentation (10%), due May 20: 12 minutes per group

Peer Review (4%), due after presentations: Provide constructive critique for the other report sections following the prompts on the handout provided.

Peer Review of one Element (10%), due May 25

Final Report (10%), due June 8

Executive committee, peer review of all elements, Presentation, due June 5th

Special notes on executive committee functions: The executive committee will not take part in creating surveys or leading charrettes, but will respond to surveys and contribute to charrettes. The committee will not present drafts, but will present the final presentation to our guest panel. The executive committee will not submit draft reports, but will peer review all drafts and provide

an outline of the executive summary highlighting key elements and overall goals of the final report.

You will be graded based on timely completion of the task, understanding of the topic, critical analysis of the chosen problem, demonstration of reading comprehension through use of references, clarity of communication, and logic of proposed solution. Please indicate the contributions of each member to their section of the report in the concluding acknowledgements section.

Elements:

1. Executive Committee
2. Land Use and Growth Management
3. Transportation
4. Urban Design And Neighborhood Preservation
5. Housing
6. Economic And Business Development
7. Water
8. Materials, Solid Waste and Recycling
9. Computers and Technology
10. Parks and Open Space
11. Youth and Education
12. Human Services
13. Art and Culture
14. Diversity
15. Habitat, Wildlife, and Natural Areas
16. Agriculture, Soils, and Minerals
17. Historic and Archaeological Resources
18. Energy
19. Police and Fire
20. Hazards
21. Air Quality
22. Noise
23. *Environmental Justice (SB 1000, 2017)
24. *Agriculture (SB 732, 2017)

4. Reading/Lecture Comprehension Quizzes (25%)

Administered at random throughout the course. The quizzes offer you incentive to come to class and to complete your readings. Quizzes cannot be made up for any reason. Your lowest score will be dropped.

If you've read this before April 11, send me and the TA an email with an excerpt from your favorite poem for one extra credit point!

Week 1 (April 1, 3): Introduction to course and History of CD

Read	<p>Learn Better: http://www.npr.org/sections/ed/2017/03/22/520843457/you-probably-believe-some-learning-myths-take-our-quiz-to-find-out</p> <ul style="list-style-type: none"> • Skim: Brinkley, C., & Vitiello, D. (2014). From farm to nuisance: animal agriculture and the rise of planning regulation. <i>Journal of planning history</i>
In-Class	<p>Lecture: Birth of Community Development: Getting Wild Hogs Out of the Way</p> <ul style="list-style-type: none"> • Syllabus overview • Knowledge Baseline Assessment
Assignment	<p>Online introductions (due April 8), Welcome to peers due April 15th Think about which General Plan Element you want to tackle</p>

Week 2 (April 8, 10): The Science of Cities

Read	<p>Planning and Community Development, Introduction</p>
In-Class	<p>Lecture: How Do Cities Work? Join a team (no more than 6 per team) Guest: Steve Greenfield, Cunningham Engineering Corporation, developer of the Nishi project, April 10</p>
Assignment	<p>Comments on Introductions (4) due April 16th Connect and Reflect</p>

Week 3 (April 15, 17): Theories of Community Development, Determining Community Needs

Read	Planning and Community Development, Chapters 2-3, 5, 13, 14 DeFillipis and the Myth of Social Capital
In-Class	Lecture: Professionalization of Community Development Lecture: Land-use control and how to control it Community Needs Assessment
Assignment	Comments on Introductions (4) due April 15th Design your Community Needs Assessment Survey based on the background data you have gathered. Post by April 18 th Respond to surveys by April 21st Connect and Reflect

Week 4 (April 22, 24): Community Development Data and Methods

Reading	<ul style="list-style-type: none"> • https://www.census.gov/geography/interactive-maps.html • https://www.ers.usda.gov/data-products/food-environment-atlas/ • MacDonald, H. (2008). City Planning and the US Census: 1910 to 1960. <i>Journal of Planning History</i>. • MacDonald, H. (2006). The American Community Survey: Warmer (more current), but fuzzier (less precise) than the decennial census. <i>Journal of the American Planning Association</i>, 72(4), 491-503.
In-Class	Lecture: Let's Mine for Data Bring your computer to class!
Assignment	Analyze findings from your Community Needs Assessment Connect and Reflect

Week 5 (April 29, May 1): Charrette Preparation: Gathering Data

Reading	<ul style="list-style-type: none"> • Planning and Community Development, Chapter 5 • City of Davis General Plan, http://cityofdavis.org/city-hall/community-development-and-sustainability/planning-and-zoning/general-plan • Land-use maps and zoning http://maps.cityofdavis.org/landuse/ • Planning and Zoning http://cityofdavis.org/city-hall/community-development-and-sustainability/planning-and-zoning • Davis Downtown and Traditional Residential Neighborhoods Design Guidelines, 2007 http://cityofdavis.org/home/showdocument?id=604 • UC Davis Long-range Development Plan, http://campustomorrow.ucdavis.edu/
In-Class	<p>Lecture: Charrette etiquette Charrette! ID Assets and Needs Develop scenarios</p>
Assignment	<p>Research alternate scenarios to present in charrette Connect and Reflect</p>

Week 6 (May 6, 8): Charrette: visioning solutions

Reading	<ul style="list-style-type: none"> • Planning and Community Development, Introduction, Chapters 4-7, 10 • Lennertz, Bill. "The charrette as an agent for change." <i>New Urbanism: Comprehensive Report & Best Practices Guide, 3rd edn.</i> (Ithaca, New Urban Publications). Available at http://www.charretteinstitute.org/resources/charrettes/article.html (accessed 1 June 2006) (2003).
In-Class	<p>Charrette! Build Futures</p>
Assignment	<p>Design post-charrette survey on suitability of scenarios- post by May 9 Respond to survey on preference for charrette visioning scenarios by May 13 Connect and Reflect</p>

Week 7 (May 13, 15): Resource Management

Reading	<ul style="list-style-type: none"> • Planning and Community Development, Chapters 8, 9, 11-12, 16
In-Class	Lecture: Financing: Where will we find the money? Lecture: Benchmarking: Does weighing the hogs more often make them fatter?
Assignment	Compile charrette and survey results, research financing option and alternate cases Draft your element section based on your research and findings Draft Report due May 22, Peer Review by May 27 Prepare in-class presentation (12 minutes)

Week 8, 8.2, 9.2 (May 20, 22, 29): Draft report Presentations (May 27 is a holiday!)

In-Class	Draft report Presentations and Feedback
Assignment	Draft Report due May 22, Peer Review by May 27

Week 10 (June 3, 5): Finalize community development plan report

In-Class	Knowledge Baseline Assessment Revise Drafts based on feedback FINAL PRESENTATION
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Final Report due June 8