PROFESSIONAL SKILLS
IN COMMUNITY DEVELOPMENT

250 COMMUNITY & REGIONAL DEVELOPMENT

Spring 2018
166 Hunt Hall
University of California, Davis

instructor **michael rios**
179 Hunt Hall
office hours: T 2pm & by appt.

schedule W 1:00 – 4:00 pm
                 W 2:00-5:00pm on 4/11 & 5/16

course overview
The course is required for students to complete the Masters of Science degree in Community Development, It is not intended for students who have not already completed coursework required for that degree, or without similar community development related knowledge and experience. CRD 240 and graduate standing in an applied social science field (or permission of instructor) is required.

introduction & purpose
This course is designed to help Community Development students develop the practical skills needed to work professionally in community development-related organizations, in the public, nonprofit, or private sectors. Using participatory planning and design approaches, students will apply community development concepts, methods, and skills in a hands-on setting. The class also provides a learning environment for students to improve skills in community development planning, project management, collaborative teamwork, group facilitation, conflict resolution, and technical writing.

In the class, students will consider important issues in professional community development practice, including methods and ethics of initiating community projects, assessments, and participation. These topics will be addressed against a backdrop of community development theory and how theory is utilized in practice settings.

course structure
The key component of this class is the group project where students work on a client-based project. In this case, the client will be the Office of the Provost. The approach to the class project will be to act as if the project teams from the class are operating as organizational consultants. The class will use studio and workshop formats that include in-class creative inquiry and related exercises, individual and team working sessions, presentations and reviews by the instructor and outside guests, formal and informal presentations. Most weeks we will devote some class time to group-based project management and planning in the form of a "project team meeting." However, it is expected that students will arrange time outside of class to work with their assigned team. In sum, class time will be used as a forum for presentations and feedback ideas, tools, and techniques that can support students in successfully completing the project.

Students will work on a team to plan strategies, gather information, facilitate workshops, and prepare written reports and presentations. Project work will be organized around an initial work plan, which students will continue to develop as the class progresses. Students are responsible for coordinating group activities in order to accomplish project objectives and deliverables.

While some in-class time will be provided for teams to coordinate their efforts, teams will be expected to meet outside of class and set up meetings with groups and/or individuals on other days. Teams will need to ensure their work is coordinated with each other and any client groups. Active participation in two workshops are required and are tentatively schedule during class time, but may need to be moved to another day and time to accommodate client groups. The class will make a formal presentation of their project findings to invited guests at the end of the quarter with a final report due during finals week.

Students are also encouraged to attend the Thayer Lecture Series on most Thursdays, from 6:00-7:30pm, in 1 Hunt Hall. The lectures are organized as a series of discussion panels involving UC Davis faculty and students with community partners. Participating students can elect to sign up for 1-unit of credit hours.

course project
This quarter's project will focus on developing recommendations for deepening community-engaged learning for graduate and undergraduate students at UC Davis. Specifically, CRD 250 students will work in teams to: 1) inventory, document and assess existing programs, activities, and supports; 2) interview engaged learning stakeholders; 3) develop goals and objectives, 4) organize a workshop to present results and solicit feedback; 4) propose implementation strategies and make organizational recommendations; and 5) submit a final report to the Provost's Office. This is a component of a larger "Engaged Scholarship and Engaged Learning Initiative" that is being led by Michael Rios, Faculty Advisor to the Provost, in collaboration with Imagining America, the Center for Regional Change, and the Center for Reducing Health Disparities, among other campus groups (See one-page summary).

course materials
The required text for the course is *Design as Democracy: Techniques for Creative Inquiry* (Island Press 2018). Individually assigned readings will be available on Canvas or provided in person.

evaluation
Students will be evaluated based on successful completion of individual briefs, active engagement in collaborative learning and project management, and submission of a final report. The breakdown is as folllows:

briefs (40%)
Regular assignments will be organized as a series of "briefs" that support weekly tasks and provide opportunity for feedback.

Brief 1: The Landscape of Engaged Learning (10%)
Teams will inventory, document, and assess existing programs, activities, and supports for engaged learning at UC Davis. Individual students will identify a single case study for evaluative purposes.

Brief 2: Participatory Listening (10%)
The focus of this brief is to design a participatory activity to engage campus stakeholders to solicit ideas and feedback for team findings and recommendations.

Brief 3: Telling a Story (10%)
Based on the inventory, case studies, and stakeholder interviews, among other information gathered, the class will develop a series of narratives of engaged learning that frame major issues and identify opportunities for the future of engaged learning at UC Davis.

Brief 4: Designing the Experience (10%)
This final brief will be used to design an engaged learning workshop for campus stakeholders where goals, objectives, strategies, and recommendations will be presented, discussed, and prioritized.

active engagement in collaborative learning and project management (20%)
Individuals will be evaluated by fellow classmates on how well each member of the class contributes a fair share of the work, offers their unique skills and experiences to the project, and support each other's learning.

final report (40%)
A final grade will based on the student's contribution to the final project deliverables to the project. At minimum, this includes a professional report that summarizes, documents, and makes recommendations to the Office of the Provost.

academic integrity & honesty
All members of the academic community are responsible for the academic integrity of the Davis campus. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. Academic dishonesty is contrary to the purposes of the University and is not to be tolerated.
Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor. (Ref. UC Davis Code of Academic Conduct)

In line with University of California at Davis policy, students are expected to maintain high standards of academic honesty. This means that all work that you present as your own must in fact have been done by you, and that all sources must be properly cited. Graphics must be credited as well as text. There are a number of possible ways to cite information; please refer to standard reference books such as the Chicago Manual of Style or online citation resources available through http://www.lib.ucdavis.edu/dept/instruc/research/cites.php. If you have any questions about either citation procedures or academic honesty, please ask the instructor. Academic dishonesty may lead to the student failing the course or other more serious measures. Please refer to the UC Davis Code of Academic Conduct for additional information: http://sja.ucdavis.edu/cac.html

counseling & wellness
At times, we can all use help with our mental health. Your instructor is available to help but other professionals are better equipped to assist you. Please take advantage of the confidential campus services through Student Health and Counseling Services: http://shcs.ucdavis.edu/ If you are in crisis and need urgent care, come to Student Health and Wellness Center. Student Health and Counseling Services (SHCS) offers both medical and mental health urgent care services on the first floor of the Student Health & Wellness Center during normal hours of operation. For urgent needs (24 hours/day) you can call or walk in to speak with an advice/triage nurse (530) 752-2349. The nurse will discuss your concerns and determine if urgent care is appropriate.

weekly schedule (subject to change)

week 1:   Engaged Learning
04.apr   Course Overview
            Presentation: Ingrid Behrsin & Kush Patel
            Reading Due: Traditional vs. Critical Service Learning (Mitchell) & The Unheard Voices (Tryon & Stoecker)
            In-Class Exercise: Building a Team Resume

week 2: 2-5pm   Design as Organizing
11.apr   Presentation: Michael Rios
            Reading due: "Design as Democracy: Introduction" & "Ch. 1: Suiting Up to Shed" (DD)
            Lecture: Cornelia Flora (UC Davis International Center, Room 3119)

week 3:   Participatory Methodologies I
18.apr   **Due: Brief 1: The Landscape of Engaged Learning**
            Presentation: David de la Peña (invited)
            Reading due: "Ch. 2: Going to the People's Coming" (DD)

week 4:   Participatory Methodologies II
25.apr   Presentation: Patsy Eubanks-Owens (invited)
            Reading due: "Ch. 3: Experting: They Know, We Know, and Together   We Know Better" (DD)

week 5:   Learning by Doing I
02.may **Due: Brief 2: Participatory Listening**
            Engaged Learning Workshop
            Location TBD

week 6:   Framing & Envisioning
09.may **Due: Personal Reflections I**
            Reading due: "Ch. 4: Calming and Evoking" & "Ch. 5: Yeah! That's what we should do" (DD)
            Presentation: Erica Kohl-Arenas

week 7: 2-5pm   Affective Tools
16.may **Due: Brief 3: Telling A Story**
            Reading due: "Ch. 6: Co-generating & Ch. 7: Engaging the Making" (DD)
            Presentation: Tom Maiorana (invited)

week 8:   Curating Spaces of Engagement
23.may Presentation: Tre Borden (invited)
            Reading due: "Ch. 8: Testing, Testing: Can You Hear Me? Do I Hear You Right?"
            Due: Brief 4: Designing the Experience

week 9:   Learning by Doing II
30.may **Engaged Learning Workshop**
            Location TBD

week 10:   Reflective Practice
06.jun   **Due: Personal Reflections II**
            Reading: "Ch. 9: Putting Power to Good Use, Delicately and Tenaciously" & "Conclusion" (DD)
            Presentation: Student Groups

finals week   Final Presentation & Report
TBD   Final Presentation
13.jun   **Due: Report (due @ 5 pm)**

on-line resources
Note: These resources were collected from previous CRD 250 courses and some links may not be current.

engaged learning

• Center for Engaged Learning: http://www.centerforengagedlearning.org/engaged-learning/
• Imagining America: http://imaginingamerica.org/
• Association of American Colleges & Universities: https://www.aacu.org/publications-research/periodicals/engaged-learning-are-we-all-same-page

community development/ design
• Asset Based Community Development Institute
http://www.northwestern.edu/ipr/abcd.html Provides excerpts from Building Community from the Inside Out, including an example of a capacity inventory, and ordering information for practical how-to workbooks for asset mapping.
• Center for Civic Partnerships http://www.civicpartnerships.org/ Tools, tip sheets and publications for creating healthy communities are available on the website. Topics include food security, organizing, fundraising, event planning, etc.
• Civic Practices Network http://www.cpn.org/index.html Contains information on civic engagement including manuals, guides, course syllabi, case studies and research related to community engagement
• Comm-Org http://comm-org.wisc.edu/ An on-line conference on Community Organizing and Development to link academics and activists, and theory and practice, toward the goal of improving community organizing and its related crafts. Offers resources including papers, syllabi, program examples and listserv.
• Community Design/Land Use Planning Toolbox
http://www.naccho.org/topics/hpdp/land_use_planning/LUP_Toolbox.cfm Sponsored by the National Association of County and City Health Officials (NACCHO) this site offers numerous resources such as health impact assessments, walkability and bikability checklists, and information to enable effective collaboration among public health and planning department officials.
• Community Tool Box http://ctb.ku.edu/ The Community Tool Box provides more than
6,000 pages of practical skill-building information on over 250 different topics related to community health and development. Topic sections include step-by-step instruction, examples, check-lists, and related resources.
• Community Youth Development Journal http://www.cydjournal.org/ An online, peerreviewed journal focused on youth development.
• CompassPoint http://www.compasspoint.org/ Offers a wealth of resources related to working in and with nonprofit organizations, e.g., board development, strategic planning, volunteer coordination and the Nonprofit Genie (FAQs).
• Grassroots Fundraising Journal http://www.grassrootsfundraising.org/
• Practical tips and tools to help you raise money for your organization.
• The Local Government Commission http://www.lgc.org Provides information, research, and technical assistance on a wide variety of issues related to livable communities. Request their publication Street Safe for Pedestrians, which includes a walkability checklist.
• Minnesota Department of Health Community Engagement
http://www.health.state.mn.us/communityeng/index.html Includes models, strategies, and tools for engaging community in health improvement efforts with a focus on asset based approaches.
• NP Action http://www.npaction.org/ Resources to support capacity building for
nonprofit advocacy including how to organize and mobilize communities, advocacy
toolkits and information on coalition building.
• PlaceMatters.com http://www.placematters.us Helps community leaders, public agencies, and land use planners understand and employ new tools and techniques for managing growth and other issues. Focused in three primary areas: Vision-Centered Place-Based Planning, Civic Engagement, and Tools for Community Design and Decision Making.
• The Public Policy Institute http://www.realclout.org/index.stm Includes a toolbox for policy change and free download of the easy-to-read Real Clout: A How-To Manual for Community Activists.

• Smart Growth America http://www.smartgrowthamerica.org/ A coalition of organizations dedicated to building livable communities. The site includes news, reports, research and free resources.

facilitation/ group-work
• The Citizen's Handbook (Vancouver) http://www.vcn.bc.ca/citizens-handbook/
• The Institute for Cultural Affairs http://www.ica-usa.org/
• Making the Path: A Guide to Collaboration for School Readiness
http://www.healthychild.ucla.edu/First5CAReadiness/materials/collaboration/CollaborationGuidebook.pdf
• National Coalition for Deliberation and Dialogue http://thataway.org/
• Open Space Technology http://www.openspaceworld.org/cgi/wiki.cgi
• Popular Education Toolkit
http://www.jeffctr.org/docs/Popular%20Education%20Tool%20Kit.pdf
• The Right Question Project http://www.rightquestion.org/
• Study Circles Resource Center http://www.studycircles.org/en/index.aspx
• The World Café http://www.theworldcafe.com/