

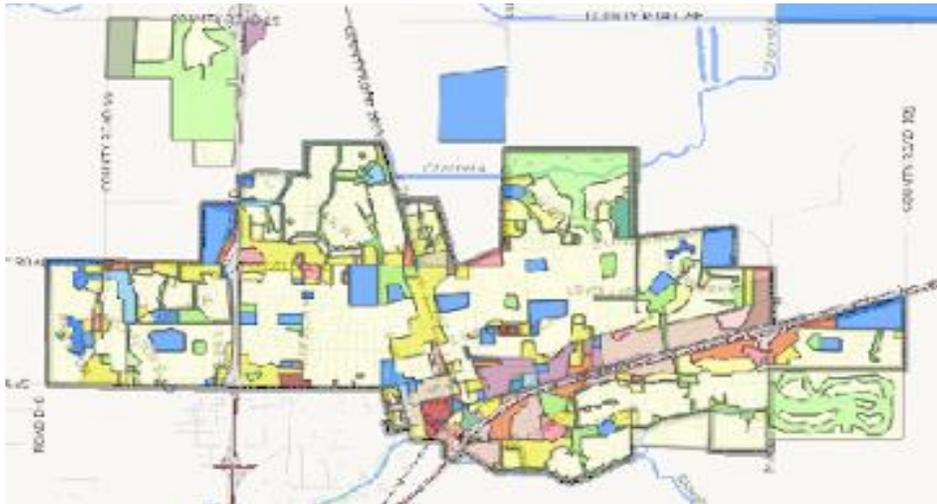
CRD 152: Community Development

Winter 2022

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Office Hours: Rm 2333, Hart Hall, online booked here:
https://calendly.com/catherine_brinkley/30min?month=2021-11

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Please email TA with any questions and to make appointments



"A good University may have a Nobel laureate or two. A great University creates a community in which smart, caring people can thrive and make a difference in the world."- Isao Fujimoto, founder of the Community Development major at UCD and author of "Bouncing Back: Community, Resilience, and Curiosity" (2017)

- Required Texts:** Journal article, podcasts 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 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 four Connect & Reflect opportunities and a plan evaluation exercise. The assignments are designed pique your interest, launch you on a path to discovery, demonstrate an arc of knowledge acquisition, and connect your work to the world outside the classroom. In addition to assignments, there will be in-class quizzes 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. All due dates are set for 5pm the date the assignment is due.

1. Introductory Letter (3% + 2% for responses) Due Jan 15
2. Connect & Reflect (10%) Due Jan 22
 - a. + 5% for peer reviews, Due Jan 30
 - b. + 5% for revisions, Due March 10
3. Community Asset Tour 25% Draft Due Feb 12
 - a. + 10% scavenger hunt, due Feb 25
 - b. + 10% for revisions, Due March 10
4. Plan Evaluation (20%), Due Feb 19
5. Quizzes (10%)

Week 1 (January 3 and 5): Introduction and History of Community Development

- **In-Class**
 - Welcome to Community Development!
 - Syllabus overview
 - Knowledge Baseline Assessment
 - Class social network mapping project
 - Lecture 2: Birth of Community Development: Hog Wild in the City
- **Read**
 - Learn Better link- take quiz!
 - Skim:
 - Robichaud, A. A. (2021). "Blood in the Water." In *Animal City* (pp. 88-127). Harvard University Press.
 - Or: Brinkley and Vitiello, D. (2014). From farm to nuisance. *Journal of Planning History*
- **Assignments**
 - Online introductions: + Welcome to peers
 - Get started on your Connect & Reflect assignment
 - Form a group for the Community Assets Tour

Week 2 (January 10 and 12): Professionalization of Community Development

- **Skim**
 - Peterson, J. A. (2009). The birth of organized city planning in the United State, *Journal of the American Planning Association*
 - Rios, et al. (2021). Foundational Knowledge and Skills in Community Development *Journal of Planning Education and Research*
 - *Optional Readings:*
 - Hains, et al. (2021). An exploration of community development higher education in the United States. *Community Development*
 - Brinkley and Hoch (2018). The ebb and flow of planning specializations *Journal of Planning Education and Research*
- **In-Class**
 - Lecture: Professionalization of Community Development
 - Lecture: What to expect When You are Expecting Community Development
 - Read and annotate a journal article class exercise
- **Assignments**
 - Online introductions + Welcome to peers - DUE!
 - Complete rough draft of your Connect & Reflect assignment
 - Pick a theme for the Community Asset Map Tour

Week 3 (No CLASS January 17, January 19): Debates in Community Development

- **Read**
 - Manuri and Rao (2003). Evaluating Community-Based and Community-Driven Development.
 - Mohai, P., et al. (2009). Environmental justice. *Annual review of environment and resources*
 - Kinkela, D. (2009). The Ecological Landscapes of Jane Jacobs and Rachel Carson. *American Quarterly*.
 - **Skim**
 - Slotterback and Lauria, (2019). Building a foundation for public engagement in planning: 50 years of impact, interpretation, and inspiration from Arnstein's Ladder. *Journal of the American Planning Association*
- **In-Class**
 - Lecture: Top-down or Bottom-up? Moses v. Jacobs; EPA v. Carson; Bullard v. the Dump
- **Assignments**
 - Connect & Reflect DUE!
 - Schedule a time to meet for creating the Community Asset Map Tour

Week 4 (January 24 and 26): Community Development Data and Methods

- **Read:** MacDonald 2006 and 2008
- **In-Class**
 - **Lecture:** Planning Today for Tomorrow
 - **Exercise:** Mine the ACS for data
- **Assignments**
 - Peer feedback on Connect & Reflect DUE
 - Draft your Community Asset Map Tour

Week 5 (January 31, February 2): Plan Making and Evaluating

- **Read**
 - Mui et al. (2021) Planning for Regional Food Equity *Journal of the American Planning Association*
 - **Reference:** General Plan Guidelines from California Governor's Office of Planning and Research + Environmental Justice (SB1000) Toolkit
 - **Tool:** General Plan Portal
- **In-Class**
 - **Lecture:** What's in a Plan?
 - **Lecture:** What's in YOUR Plan?
- **Assignments**
 - Draft Community Asset Map Tour
 - Start Plan evaluation

Week 6 (February 7 and 9): The O.G. of Community Development

- **Skim**
 - Middleton, B. R. (2015). Jahát Jat'totòdom: toward an indigenous political ecology. In *The International handbook of political ecology*.
 - Graebe and Wengrow (2018). How to change the course of human history. *Eurozine*.
- **In-Class**
 - **Lecture 1:** Prehistory of Community Development
 - **Lecture 2:** Meet the Mayor of the City of Davis, Gloria Partida
- **Assignments**
 - Community Asset Map Tour DUE!
 - Work on Plan Evaluation

Week 7 (February 14 and 16): Representation and Worthiness in Community Development

- **Read**
 - Mildenberger, (2019) “Tragedy of the Tragedy” in *Scientific American Blog*
 - Gregory, J. (2021). Statue wars: collective memory reshaping the past. *History Australia*
 - Brinkley et al. (2019). If you Build it with them, they will come *Journal of Public Affairs*
 - Alderman, D. H. (2012). Naming streets for Martin Luther King jr.. Routledge.
 - Skim:
 - Cox, M., et al. (2010). A review of design principles for community-based natural resource management. *Ecology and Society*.
 - Brinkley, C. (2020). Hardin’s imagined tragedy. *Planning Theory*
 - Rose-Redwood, Reuben S. (2008). "From number to name." *Social & Cultural Geography*
- **In-Class**
 - Lecture: Commoners and Community Development
 - Lecture:
 - Part 1: Statue of Limitations, Renaming the Streets
 - Part 2: Community Development and Food Systems Planning
- **Assignments**
 - Start drafting revisions for the Connect & Reflect
 - Pick a Community Asset Map Tour - and take the tour as a scavenger hunt
 - Plan evaluation DUE!

Week 8 (NO CLASS Feb 21 and NO CLASS Feb 23): Take a Community Asset Tour

- **Assignments**
 - Scavenger Hunt Review of Community Asset Map Tour - DUE!

Week 9 (February 28 and March 2): Food and Community Development

- **Read**
 - *In the Struggle* chapters on canvas
- **In-Class**
 - Feedback on final coursework
 - Lecture 1: Meet Michael Corbett, Village Homes developer, former Mayor City of Davis
 - Lecture 2: In the Struggle
- **Assignments**
 - Revise Community Asset Map Tour based on peer feedback
 - Revise Connect & Reflect

Week 10 (March 7 and 9): Finalize community asset map

- **In-Class**
 - **Reflection**
 - **Post-course knowledge assessment**
- **Assignments**
 - Revised Connect & Reflect DUE!
 - Revised Community Asset Map Tour DUE!

Assignments

For all assignments, please use 12pt Times New Roman font and include citations in APA format.

1. Introduction Letter

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 and/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 (**40% of grade for this assignment**). Post your letter to the 'Introductions' Discussion section of Canvas.

2. Connect & Reflect Option 1: Interview a Tree

The goal of this assignment is to build a sweeping ecological history of place while expanding your sense of wonder. I invite you to imagine that history from the point of view of a tree. Why imagine this? First, many cultures consider trees as living, sentient creatures capable of reason and imparting wisdom. The scientific community is coming around to similar discoveries. For example, Dr. Suzanne Simard (2018) found that trees can communicate with one another and thereby shape the local ecosystem. Dr. Simard explicitly describes how her findings echo the teachings of tribes like the Secwepemc Nation, in whose ancestral territory she conducts much of her research. You can read more about her work here: <https://mothertreeproject.org/> Moreover, plant biologists have known that plants can “see” in the sense that they follow the light, but recent research suggests they may also be able to make out shapes using their leaves as photo-receptive “eyes” (Mancuso and Baluška, 2016).

Second, this assignment challenges you to think beyond the time frame of a human lifespan. The American West has some of the oldest living trees in the world, including the Great Bristle Cone (*Pinus longaeva*) at over 5,000 years old. If one considers the root system alone, there is a stand of quaking aspen (*Populus tremuloides*) in Utah that is thought to be one of the world’s oldest living organisms at an estimated 80,000 years old. Many Valley Oak trees along Putah Creek in Davis have been in place for 300-400 years, well before the railroad station or university was built. Many old trees at landmark sites are referred to as “witness trees.” The City of Davis (and campus) have prioritized preserving such old trees, and the City hosts a Landmark Tree List and has been designated as a Tree City USA by the National Arbor Day Foundation. I recommend you consult this list and schedule an appointment with a librarian at the UCD archives to get help in completing this exercise.

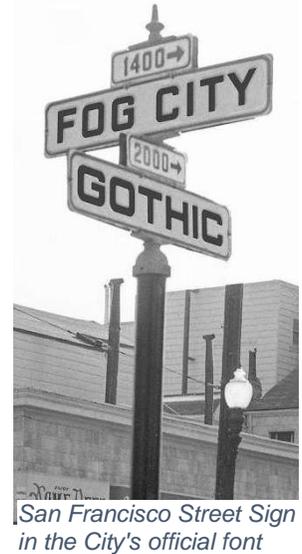
What has the tree witnessed over the years? Who sat under these trees? What was the land like before it was criss-crossed with irrigation canals? What were the seasons like when these trees were saplings? Please be sure to provide an image of the tree, the location of the tree and its name/species and average lifespan. 2500-3000 words

Mancuso, S., & Baluška, F. (2016). Plant ocelli for visually guided plant behavior. *Trends in plant science*, 22(1), 5-6.

Simard, S. W. (2018). Mycorrhizal networks facilitate tree communication, learning, and memory. In *Memory and learning in plants* (pp. 191-213). Springer, Cham.

2. Connect & Reflect Option 2: What's in a Name?

The goal of this assignment is to critically interrogate community relationships to land and belonging. As we will discuss in class, names for places are powerful for claiming the use of the place. Scholars writing about First Nations territories stress the centrality of place in understanding culture, traditions and collective histories (e.g. Cajete, 1994; Deloria, 1999; Grande, 2015; Middleton, 2015; Clifford, 2020). Landmarks, like mountains and rivers, are often named and part of a storied landscape offering lessons on moral values, correct behavior, and responsibilities to particular places to honor other beings (Basso, 1996; Espeland, 1998; Escobar, 2001; Black, 2011; Risling-Baldy, 2013). Names for places also change. Was the American River always called the American River? Who changed the name and why? In more recent examples, in 2018, Google Maps changed the moniker of three San Francisco neighborhoods – Rincon Hill, Folsom and Transbay – to “East Cut.” What does such rebranding signify?



In many senses, to name a place is to claim it. Pick a place (a street, building, river or neighborhood) and trace the history of its name and legacy in 800-1000 words. In the past, some students have submitted their write-ups as op-eds or commentaries to city council to advocate for commemorative name changes. Use a storytelling format. Storytelling is a method for transmitting information across generations connecting ‘past with the future, one generation with the other, the land with the people and the people with the story’ (Tuhiwai-Smith, 1999: 145). How does this name help people remember a history? What history does it celebrate? 2500-3000 words

Baldy, C. R. (2013). Why we gather: traditional gathering in native Northwest California and the future of bio-cultural sovereignty. *Ecological Processes*, 2(1), 1-10.

Basso, K. H. (1996). *Wisdom sits in places: Landscape and language among the Western Apache*. UNM Press.

Black, C. (2011). Maturing Australia through Australian aboriginal narrative law. *South Atlantic Quarterly*, 110(2), 347-362.

Cajete, G. A. (1994). Land and Education. *Winds of Change*, 8(1), 42-47.

Clifford, J. (2020). Varieties of indigenous experience: Diasporas, homelands, sovereignties. In *Indigenous experience today* (pp. 197-223). Routledge.

Deloria, V. (1999). *Spirit & reason: The vine deloria, jr., reader*. Fulcrum Publishing.

Escobar, A. (2001). Culture sits in places: reflections on globalism and subaltern strategies of localization. *Political geography*, 20(2), 139-174.

Espeland, W. N. (1998). *The struggle for water: Politics, rationality, and identity in the American Southwest*. University of Chicago Press.

Grande, S. (2015). *Red pedagogy: Native American social and political thought*. Rowman & Littlefield.

Middleton, B. R. (2015). Jahát Jat'totòdom: toward an indigenous political ecology. In *The International handbook of political ecology*. Edward Elgar Publishing.

Tuhiwai-Smith, L. (1999), *Decolonizing Methodologies*, London: Zed

3. Community Asset Map

The goal of this assignment is to create a walking or biking tour that acts as a community asset map using ABCD (Asset-based Community Development). Community development efforts in Davis have led to the creation of an extensive greenbelt of protected walking and biking paths; farmland preservation; funding for schools and open school grounds without fences; affordable housing complexes.

Form a group and scout out a theme (eg. bike paths, cultural centers, energy efficiency/decarbonization, green infrastructure, housing cooperatives). Create a map with at least five stops per team member. Each 200-400 word stop description should include the story of development (who was the developer or community group that created the space? What obstacles were faced and how were they overcome? What funding was used?).

Revise the Walking/Biking Tour based on class feedback. In a separate document titled "Revise and Resubmit", detail the edits that you made based on peer input.

Community Asset Map: Scavenger Hunt

Go on a walking/biking tour for one of your classmates. Take a picture at each stop. Write a 150 word reflection on **ONE** stop. What questions do you have about this location? Is there information you know that you could contribute? Speculate on the future of this location and community development effort.

Finally, **suggest one additional stop** in keeping with the tour theme with a 200-400 word write-up as described in Assignment #3.



Cross-sectional sketch of village homes housing, bioswales and front yards with walking paths between.

Example write-up of a stop: Village Homes is a 70 acre housing development initiated by Judy and Mike Corbett in 1975. The development has accrued awards for its contributions to sustainable design. Homes are south-north oriented to allow for passive heating. A connected system of bioswales allow for ecological drainage. Walking and biking paths are interwoven with edible landscaping that includes community gardens, orchards and common space. Homes share front yards separated only by walking paths and not streets in order to promote neighborliness. In their ‘Designing Sustainable Communities’ book (2000) the Corbetts detail the many obstacles that needed to be overcome with hesitant or downright oppositional city council members and urban planning departments that were skeptical of the ‘high risk’ development which would have different street widths, zoning and water runoff management. In addition, as the Corbetts note themselves, they had “no financial assets and no track record of development. The most likely outcome, and the one we expected, was that we would not succeed” (Corbett and Corbett, 2000). The Corbetts and 13 other investors financed the project with a loan from the Sacramento Savings Bank, ultimately realizing a return of 23% per annum (Francis, 2002). The roadblocks to development prompted Michael Corbett to get involved in local politics, beginning with supporting the 1986 Measure S citizen’s referendum to overturn plans for a one-story suburban shopping center downtown. Michael Corbett ran for office, served on the City Council from 6/20/1986 to 6/20/1990 and was Mayor from 1988-89. During his tenure, he also convinced a hesitant council to transform the Measure S site into what is now Central Park (another potential Example Stop!) and contribute funding toward the construction of the Davis Farmers’ Market and the Teen Center building, which would become the U.S. Bicycle Hall of Fame in 2009. Now Village Homes is one of the most successful and sought after places to live; yet the design has not been broadly replicated in Davis (or elsewhere).

Corbett, J., & Corbett, M. (2000). *Designing sustainable communities: Learning from village homes*. Island Press.

Francis, M. (2002). Village Homes: A case study in community design. *Landscape Journal*, 21(1), 23-41.

4. Plan Evaluation

The goal of this assignment is to familiarize yourself with plans and to answer: how do land-use plans address food and agriculture?

1. Pick a city plan from the drop-down menu using the link on Canvas
2. Find the plan in the [General Plan Portal](#)
3. Please be sure to go through the plan before coding to have a good sense of where there is/is not discussion related to food and agriculture (eg. adequacy of food, affordability of food for all people, cultural preferences of food for all people, social equity in the food system, spatial equity in the food system, and people's agency in the food system). Be mindful of relevant appendices (e.g., maps, strategies, etc.).
4. Note the year of the plan.
5. Search for the list of terms in the code list.
6. Pull the relevant policies related to each term. Enter NA if the term is not found in the plan.
7. Where the term is mentioned, copy the policy that contains the term.
8. Note the strength of the policy, the mention of a timeline and committed funding.

1- vague; 2 strong. Vague and implicit policy statements include "intend," "should," "promote," "encourage," and "consider." For instance, "when considering enlargements or extensions, conditions may be imposed requiring performance standards and techniques that will serve to reduce overall risk to farmland" Explicit statements should receive a score of 2 and be accompanied with keywords such as "require," "shall," "will," "must," "adopt," and "develop." For example, "the development of public and private uses will not significantly alter agricultural land use."

9. When you are done with your evaluation, double check and be sure that all indicators are scored.

Complete evaluations for 4 cities.

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