CRD 250: PROFESSIONAL SKILLS IN COMMUNITY DEVELOPMENT

Wednesdays, 9-11:50am
166 Hunt Hall

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COURSE DESCRIPTION & FORMAT

This course is required for students to complete the Master of Science degree in Community Development. It is not appropriate for students who have not already completed a substantial portion of the coursework required for that degree, or without similar community development related knowledge and experience. CRD 240 and graduate standing in applied social science field or permission of the instructor is required for enrollment.

INTRODUCTION /PURPOSE

The purpose of this course is to help students develop the practical skills needed to work professionally in community development-related organizations, in the public, non-profit, or private sectors. The course provides an overview of community-based planning, project management, and consultation skills. The class also provides a forum for students to improve skills in making formal presentations to community leaders.

The course will consider the most important issues in community development practice, including methods and ethics of initiating community projects, community assessments, community participation, community organizing, group facilitation, presentation skills, and conflict management. Each of these topics will be addressed against a backdrop of community development theory and how theory is utilized in the practical settings of community-based organizations.

This course will engage students in developing and applying community development concepts, methods, and skills in a hands-on setting. The course is structured broadly as a studio, meaning that it is based on collaborative and project-based learning in a model of action-reflection *praxis* as opposed to lectures based on course readings.

COURSE STRUCTURE

The key component of this class is the group project where students work on a field project with community clients. The approach to the class project will be to act as if the project teams from the class are operating as organizational consultants. Each week we will devote some class time to group-based project management and planning in the form of a "project team meeting." The class will also be a forum for presentations of ideas, tools , and techniques that can support students in successfully completing the project.,

Students will work in small groups/teams to plan strategies, gather information, and prepare written reports and public presentations. Project work will be organized around an initial work plan, which students will continue to develop as the class progresses, in close consultation with their group's

client. Students in the seminar are responsible for coordinating group activities in order to accomplish project objectives and deliverables and to assist the client in accomplishing their goals.

The course will meet on Wednesdays from 9-11:50am for a combination of faculty presentations, guest presentations, student presentations, discussions, and project planning. An additional hour of active course work per week (field visits, interviews, project work) are expected. Students are also required to attend the Doing and Debating Development Seminar series from 12-1pm on Wednesdays, which will provide further examples of skills being executed by 2nd year students in their thesis projects.

While some in-class time will be provided for groups to coordinate their efforts and reflect on their projects, student groups will need to meet outside of class and travel to field sites on other days, including evenings and weekends. The groups will also need to ensure their work is coordinated with each other and with their clients. During finals week, the class will make a formal presentation of their project findings to

COURSE PROJECTS
Following are general descriptions of the projects students will undertake. Part of the work will be to meet with clients early in the quarter to agree on a work plan that is mutually satisfactory, useful and feasible within the time constraints of this class. Project teams for each group will be assigned by the instructor, taking student preferences into account.

1. Clients are Alchemist CDC, Oak Park Sol, Sacramento Valley Conservancy, Yisrael Family Farms, and the adjacent community. Project: SHRA is in the process of deeding a vacant lot on Pansy Court in the community of Oak Park to the Sacramento Valley Conservancy so that it will remain as community-serving open space. Community members have already expressed interest in a community garden, playground, and gathering areas. The site will ultimately be managed by the clients through an already-negotiated MOU. Last quarter, UCD students in a community participation class, LDA 141, conducted a site analysis, surveys, and community meetings. This project will help assess community priorities and a vision for the site. It will also conduct a feasibility analysis of the project. Pending a viable project vision, landscape architecture students may also engage in a community design-build project in the coming fall quarter based upon the work of this project team.

2. Clients are members of the Sacramento Environmental Justice Working Group (SEJWG), led by Charles Mason of Ubuntu Green. SEJWG is a policy-oriented working group made up of community development professionals, agency staff, and other interested parties whose goal is "working collaboratively with partners to develop and implement a policy agenda that ultimately works to eliminate environmental justice issues in the Sacramento region." Sub-working groups cover topics of research and storytelling, cap-and-trade, policy and regulatory reform, community engagement, and power-mapping. This project team will work with the clients to create a power-mapping tool for SEJWG to use in its advocacy work. This builds upon work done in 2013 by a previous CD 250 course. It will include researching individuals and organizations who appear on the EJ power map; assisting in a power mapping workshop in South Sacramento; and creating an interactive power map database.

EVALUATION

20% oral presentations in class and in community settings. Grading is based on coming across as well-prepared; articulate/ engaging; matching speaking style to audience/ setting; development and effective use of AV. Course grade will also take into account improvement over the quarter.

20% active engagement in collaborative learning and project management. This will be based solely on evaluations provided by fellow classmates based on how well each member of the studio contributes a fair share of the work, offers their unique skills and experiences to the project, and supports other's learning. Every student will be required to write a 1-2 page evaluation of *each* fellow member of the studio *and* of the instructor that addresses two things: a) particular strengths and positive contributions provided by each member; b) particular things they could change or work on to improve.

60% final project. This grade will be based on the student's contribution to the final project deliverables from the studio.

COURSE MATERIALS
Required readings will be available on SmartSite or provided in person.

ACADEMIC HONESTY
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.

Tentative Schedule (to be adapted as needed):

Date	Activity / Skills Workshop	Intended Outcome/ Details
April 1	**Introductions:** *Davida Douglas, Alchemist CDC* *Randy Stannard, Oak Park Sol* *Charles Mason, Ubuntu Green*	• Clarify course expectations and visions • Review of syllabus, SmartSite, etc. • Introduction to Projects and Clients
April 8	**Participatory Action Research and Power Mapping:** *Jonathan London*	• Development of Project frameworks: Goals, Questions, Data, Methods, Analysis, Documentation, Timeline, Skills Needed Readings: Brownfields and Vacant Spaces Report 2012. Sze, London 2009. Environmental Justice at the Crossroads. *Sociology Compass*.
April 15	**Community Visioning and Placemaking:** *Josh Meyer, Local Government Commission*	In Class: Group presentations on initial project plan/time-line Readings: Sanoff, Henry 2000. Community Participation Methods in Design and Planning. Pp 1-18, 43-62
April 22	**Meeting Facilitation & Conflict Resolution:** *Jeff Loux and Tara Zagofsky*	Readings: J Loux 2011. Collaboration and stakeholder engagement. *Water Resources Planning and Management*. Iacofano, Daniel 2001. *Meeting of the Minds: A Guide to Successful Meeting Facilitation.*
April 29	**Story as Community Development:** *Mark Simon, Storywalkers Consulting Group*	In Class: Check in on projects Readings: Gabriel Cummings, Carla Norwood 2012. The Community Voice Method: Using participatory research and filmmaking to foster dialog about changing landscapes. *Landscape and Urban Planning.*
May 6	**Starting and running a community development organization:** *Darryl Rutherford, Sacramento Housing Alliance*	In Class: Teams present work to date and key questions; Collective discussion of implications and gaps to be filled Readings: tbd

May 13	**Mapping, Demographics, GIS:** *Sara Watterson, CRC* *Nate Roth, CRC*	Readings: Coulton, Claudia. Chan & Mickelbank 2011. Finding Place in Community Change Initiatives: Using GIS to Uncover Resident Perceptions of their Neighborhoods. Journal of Community Practice. Parker, Brenda 2006. Constructing Community Through Maps Power and Praxis in Community Mapping. *The Professional Geographer.*
May 20	**In Class Project Work** **Discussion: Formatting project deliverables, using In-Design, images. Presentation format**	Teams present work to date, receive collective feedback, and identify key gaps to be filled in next 2-3 weeks.
May 27	**In Class Project Work** **Please submit a draft of the final document by Friday May 29.**	Work in groups, with instructor consultation as needed.
June 3	**Reflection/ Evaluation** *Guest talk on funding nonprofits: Patti Larson, Nonprofit Resource Center (NPRC)*	• Reflect on class project and experiences/ Draw connections between class experiences and professional aims • Course evaluations
June 10	**Final Presentations 9am-12pm**	• Present class project to clients and other key community leaders.

On-line Resources:

Note: These resources were collected for past incarnations of CRD 250 and some links may not be current. A set of evaluation-related resources has been added to the smart site for our class.

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, peer- reviewed 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/Collaborati onGuidebook.pdf
- National Coalition for Deliberation and Dialogue http://thataway.org/
- Open Space Technology http://www.openspaceworld.org/cgi/wiki.cgi
- Popular EducationToolkit 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/

Environmental Justice
- California EJ Program: http://www.calepa.ca.gov/envjustice/
- Center for Regional Change Regional Opportunity Index http://interact.regionalchange.ucdavis.edu/roi/index.html
- Environmental Justice Project (JMIE): http://ej.ucdavis.edu/
  - Environmental Justice Research Inventory http://ej.ucdavis.edu/cvdb/
- Environmental Justice Resource Center (Clark Atlanta University) http://www.ejrc.cau.edu/
  - Comprehensive "Links" page: http://www.ejrc.cau.edu/links.htm
- Program for Environmental and Regional Equity (USC) http://dornsife.usc.edu/pere/home/
- Ubuntu Green: www.ubuntugreen.org/
- University of Michigan EJ Initiative: http://eji.snre.umich.edu/
- Urban Habitat (Richmond Equitable Development Initiative):

http://www.urbanhabitat.org/redi/091208-3
- US EPA Region 9, EJ program: http://www.epa.gov/region9/ej/
- Walk Sacramento: http://www.walksacramento.org/

Regional Equity
- Alliance for Metropolitan Stability: http://www.metrostability.org/index.php
- Center on Policy Initiatives: http://www.onlinecpi.org/
- Coalition on Regional Equity (Sacramento): www.equitycoalition.org
- Good Jobs First: http://www.goodjobsfirst.org/
- Community Benefits blog: http://communitybenefits.blogspot.com/
- Institute for Wisconsin's Future: http://www.wisconsinsfuture.org/
- Los Angeles Alliance for a New Economy: http://www.laane.org
- Partnership for Working Families: http://www.communitybenefits.org
- Policy Link: http://www.policylink.org/
- Strategic Actions for a Just Economy: http://www.saje.net
- UC Berkeley Center for Community Innovation: http://communityinnovation.berkeley.edu/index.html
- Poverty and Race Research Action Council: http://www.prrac.org/index.php