

CRD 152: Community Development (Spring 2025)

Department of Human Ecology - University of California, Davis

Lectures: Olson Hall, RM 106

Time: Tuesdays and Thursdays, 10:00 – 11:50 AM

Instructor: Emmanuel Momoh (he/him)

Office: Hart Hall, RM 1337

Email: emomoh@ucdavis.edu

Office Hours: Tuesday: 1:00-3:00, in person or Zoom (link on Canvas). Please sign up for office hours here: <https://calendly.com/d/cm3w-c6b-x6d/crd-152-instructor-office-hours-spring2025>. You can sign up for up to two 10-minute blocks. The last 40 minutes are open drop in.

Teaching Assistant: Victor Rodriguez (he/him)

Email: vicrodriguez@ucdavis.edu

Office Hours: Wednesday: 2:00-4:00pm. **Zoom or in person.** Please email me to schedule a zoom meeting during or outside my office hours.

Location: Hart Hall 2420

Course Overview

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 for community development. By engaging in “community scholarship,” you will practice your skills in media and information literacy, critical thinking, writing, research, and communication. By the end of the course, students will be able to:

- Analyze how community development has evolved over time.
- Evaluate how community development organizations navigate tensions between large-scale social, political, and economic structures and the needs of local communities.
- Understand the key functions of community development in fostering social change, economic development, and civic engagement.
- Examine and critically question planning documents, assessing their assumptions, priorities, and effectiveness in addressing specific community needs.
- Work with a team to create a strategic plan that addresses a specific local issue, incorporating stakeholder input, evidence-based analysis, and feasible implementation strategies.

- Critically assess the successes and shortcomings of community development practices from multiple perspectives.

Course Format

This course is divided into two phases. Phase 1 introduces the history, theories, structures and the role of civic engagement in community development. Students will critically analyze General Plans and engage in participatory decision-making exercises. Phase 2 explores contemporary issues in community development, including gentrification, community gardens and mental health, and climate resilience, and environmental justice, allowing students to assess real-world challenges and solutions.

- *Lecture*
All lectures will be in person. In days where we don't have a guest speaker, lectures will involve some combination of the professor lecturing, discussion involving the entire class, and student participation in in-class activities in small groups. Not all lectures are expected to go the full class period. Lecture recordings will not be available to students.

Course Readings

Course texts are organized on the course Canvas for each week. Some optional readings, such as journal articles or news articles, will also be included in weekly readings. Students are expected to review all assigned readings (optional readings are recommended) before each class. They should take notes on course readings and lectures to help the learning process and engage in thoughtful discussion during the activities.

Communication

- **How I will communicate with you:** I will generally communicate with you through Canvas Announcements. Please update your Canvas Announcement notifications so that you receive them on a daily basis. I communicate through Announcements so that we have a common location where people can find my communications with you.
- **Your communications with me:** Please use e-mail to communicate with me. I will attempt to respond to your e-mail within 24-36 hours. If I don't respond within 36 hours, please e-mail me again. To facilitate prompt response, please begin the subject line for all emails with "CRD 152," and maintain professional email etiquette.
- **Classroom sessions:** Generally, I will use an interactive lecture format, which includes talks using slides, interspersed with active learning tasks that students do individually or in pairs or small groups, in an in-person format. In all of our interactions, we'll be promoting an atmosphere of collegiality as part of our professional practice.

Course Requirements: Details for each will be provided in the Assignments section on Canvas.

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|---|-----|--|
| Introductory Letter (3%) • Response to your peers (2%) | 5% | Due April 11 |
| Community Asset Tour | 35% | Due May 2 |
| Plan Evaluation • Individual Plan evaluation (15%) • Group Report draft (5%) • Group Presentation (5%) • Peer review (5%) | 45% | May 16 May 30 June 3 and 5 June 9 |

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|----------------------|-----|------------------------------|
| • Final Report (15%) | | June 12 |
| Quizzes | 10% | Randomly through the quarter |
| Participation | 5% | |

Team Assignments

In professional settings, you often work as part of a team towards specific goals. The objective of having two group projects is to create an understanding of working in a team environment to achieve a common goal. Each team member will be required to provide their input to conceptualize, plan, discuss, revise, and execute the project. Each member must help others succeed and contribute to a more cooperative working environment.

Grading and Grade Reconsideration

Plan ahead if you are determined to earn a particular grade. Simply completing the course requirements does not entitle a student to a grade of A or B. “A” grades are earned for exceptional work. To receive an A, students will need to:

- Complete weekly assignments in a timely and thoughtful manner with clear, grammatically correct writing.
- Communicate respectfully with fellow students and guest speakers.
- Completes all the required readings and refers to the readings in class discussions and assignments to demonstrate knowledge acquisition.
- Start the assignments two weeks before their due dates and have a friend proof the deliverable for content and style before submission for grading.

If you believe you’ve been mis-graded, request for grade reconsideration will be accepted in writing if it is done in a timely manner, (when there is still enough time in the course to impact a grade). You may contest a grade by putting in writing where you think you have erroneously been graded.

Important: *In reviewing the requested assignment for grade reconsideration, grades may be revised up or down depending upon the reassessment of the entire material.*

Late Policy

Late submissions for all assignments other than the group final project (Plan evaluation report) due at the end of the quarter will be deducted 10% of the full grade per 24 hours until 72 hours after the submission due time. After 72 hours your submission will not be graded. If you cannot upload the assignment on Canvas due to technical issues, you must email it as an attachment to your TA by submission due time. We will allow for extensions based on extenuating circumstances (personal illness, family commitments, religious holidays, unexpected work hours, etc.). You must communicate these circumstances before the assignment is due. Late submissions of the final project report due at the end of the quarter will not be accepted.

Community-Centered Learning Values

This course is valuable because it involves the participation of people with a wide range of abilities, identities, skills, and experiences. It is of utmost importance to the instructor to strive to make the learning environment as accessible as possible for students with diverse learning styles, abilities, disabilities, and needs. We want every student to feel included and participate actively with cultural humility and respect for others. If you have any suggestions or concerns, please communicate directly with the instructor.

Special Circumstances: Students requiring special accommodations (e.g., disabilities, religious holidays) should notify the instructor by end of the first week so appropriate arrangements can be made. Please consult the Student Disability Center <https://sdc.ucdavis.edu/> for assistance in setting up an accommodation plan for you. Students sometimes experience personal problems during the term that interfere with their learning. If this happens to you, please meet with an instructor as soon as possible to discuss appropriate resources and develop a plan for managing your coursework.

Academic Honesty

Honesty, trust, and integrity are essential in this course. All assignments for this course are to be your original work. All materials and graphics that you attribute to others must either be paraphrased or quoted, using appropriate citations. APA style is recommended for this course, with a reference guide available on the Canvas site. As such, UC Davis treats any academic dishonesty violations with the utmost seriousness. For guidelines on avoiding plagiarism, see <http://sja.ucdavis.edu/files/plagiarism.pdf>. Please familiarize yourself with UC Davis's strict policies on academic integrity and dishonesty: (<https://ossja.ucdavis.edu/academic-misconduct>). Also take advantage of the writing and study resources on campus, including the Student Academic Success Center [<https://success.ucdavis.edu>]. If you have questions about academic honesty, please ask the instructor or TA. The use of **Chat GPT or any other AI software will also be considered plagiarism.**

Student Resources

If personal or financial crises arise, please contact me or your TA. UC Davis provides students with a wide range of resources to foster academic and personal success. This includes counseling, health care, tutoring and writing assistance, childcare, job and internship placement, and basic needs like food.

- For a variety of health services, please refer to <https://shcs.ucdavis.edu/>
- For assistance on writing strategies, editing, grammar, formatting and other issues specific to writing, please refer to <http://success.ucdavis.edu/academic/writing.html>
- To access helpful information on a range of issues, please refer to <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>
- The Pantry is a student-run resource that provides free food and personal items for students. <http://thepantry.ucdavis.edu/>

WEEKLY SCHEDULE

PHASE 1: HISTORY, THEORIES, AND STRUCTURES OF COMMUNITY DEVELOPMENT.

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

- **Read**
 - Brinkley and Vitiello, D. (2014). From farm to nuisance. *Journal of Planning History*
- **Skim**
 - The Past, Present, and Future of Community Development in the United States, Alexander von Hoffman
 - Rios, et al. (2021). Foundational Knowledge and Skills in Community Development *Journal of Planning Education and Research*
- **In-Class**
 - Tuesday Lecture: Welcome to Community Development!
 - Syllabus overview
 - Knowledge Baseline Assessment
 - Class social network mapping project
 - Thursday Lecture: Birth of Community Development
- **Assignments**
 - Online introductions: + Welcome to peers
 - Form a group for your team projects

Week 2 (April 8 and 10): The Professionalization of Community Development

- **Read**
 - Peterson, J. A. (2009). The birth of organized city planning in the United State, *Journal of the American Planning Association*
- **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*
 - Mansuri and Rao (2003). Evaluating Community-Based and Community-Driven Development.
 - *Optional Readings:*
 - Brinkley and Hoch (2018). The ebb and flow of planning specializations *Journal of Planning Education and Research*
- **In-Class**
 - Tuesday Lecture: Professionalization of Community Development
 - Thursday Lecture: Institutional Framework and Practice of Community Development

- **Assignments**
 - Online introductions + Welcome to peers - DUE!
 - Pick a theme for the Community Asset Map Tour

Week 3 (April 15 and 17): Theories in Community Development

- **Read**
 - Seven Theories for Seven Community Developers (Chapter 2), *An Introduction to Community Development*
- **In-Class**
 - Tuesday Lecture: Theories and Concepts in Community Development
 - **No Class on Thursday:** Take a community asset tour
- **Assignments**
 - Take a community asset tour and schedule a time to meet for creating the Asset Map Tour

Week 4 (April 22 and 24): Asset-based Community Development

- **Read:**
 - Haines, A. (2015). Asset-based community development. In R. Phillips & R. H. Pittman (Eds.), *An introduction to community development* (2nd ed., pp. 45–56). Routledge.
 - Raj, S., Momoh, E. O. & Brinkley, C. (2024). Teaching Students How to Read and Assess Plan Content. *Journal of Planning Education and Research*
- **Tool:** General Plan Portal
- **In-Class**
 - Tuesday Lecture: Asset Based Community Development
 - Thursday Lecture/Exercise: Tracy Fauver-Local Participation/civic engagement?
- **Assignments**
 - Draft your Community Asset Map Tour

Week 5 (April 29 and May 1): Planning for Community Gardens and Mental Health

- **Read**
 - Marsh, P., Diekmann, L. O., Egerer, M., Lin, B., Ossola, A., & Kingsley, J. (2021). Where birds felt louder: The garden as a refuge during COVID-19. *Wellbeing, Space and Society*, 2, 100055.)
 - Lachapelle, P. (2008). A sense of ownership in community development: Understanding the potential for participation in community planning efforts. *Community development*, 39(2), 52-59.
 - *Optional:*
 - Goralnik, L., Radonic, L., Polanco, V. G. & Hammon, A. (2023). Growing Community: Factors of Inclusion for Refugee and Immigrant Urban Gardeners. *Land*, 12(68).

- Harris, N., Minniss, F. R. & Somerset, S. (2014). Refugees Connecting with a New Country through Community Food Gardening. *International Journal of Environmental Research and Public Health*, 11(9), 9202–16. <https://doi.org/10.3390/ijerph110909202>.
- **In-Class**
 - Tuesday Guest Lecture: Alessandro Ossola and Pooja Singh-Community Gardening & Mental Health
 - Thursday Lecture: Reading and Evaluating Plans
- **Assignments**
 - Community Asset Map DUE
 - Start Plan evaluation for 4 cities.

PHASE 2: ISSUES IN COMMUNITY DEVELOPMENT

Week 6 (May 6 and 8): Planning for Food Justice

- **Read**
 - Mui et al. (2021) Planning for Regional Food Equity. *Journal of the American Planning Association*
 - Horst, M. (2017). Food Justice and Municipal Government in the USA. In *Plan Theory Pract*, 18(1), 51–70. Routledge.
- **In-Class**
 - Tuesday Guest Lecture: Colin Dixon- Planning for Food Justice
 - Thursday: Student Farm Visit

Week 7 (May 13 and 15) Gentrification and Community Development

- **Read**
 - Zuk et al. (2018). Gentrification, Displacement, and the Role of Public Investment. *Journal of Planning Literature*, 33(1), 31-44.
 - Podcast: Gentrification: What is really happening? Science Vs Podcast <https://gimletmedia.com/shows/science-vs/39hzkk/gentrification-whats-really-happening>
- **Skim:**
 - MacDonald, H. (2008). City Planning and the U.S. Census: 1910 to 1960
 - MacDonald, H. (2006). The American Community Survey: Warmer (More Current), but Fuzzier (Less Precise) than the Decennial Census, *Journal of the American Planning Association*, 72(4), 491-503
- **In-Class**
 - Tuesday Lecture: Gentrification and Displacement
 - Thursday Lecture: The role of data in Community Development
 - **Activity-Thursday:**
 - Select 4 cities and Mine the ACS for data

- **Assignments**

- Individual Plan Evaluation DUE
- Schedule a time to meet to get started on Group Plan Evaluation Report

Week 8: (May 20 and 22): Housing Insecurity and Community Development

- **Read**

- Byrne, T., Munley, E. A., Fargo, J. D., Montgomery, A. E., & Culhane, D. P. (2013). New perspectives on community-level determinants of homelessness. *Journal of Urban Affairs*, 35(5), 607–625.
- Housing and Community Planning (Chapter 17), An Introduction to Community Development

- **Skim:**

- Davidson, N. M. (2009). Reconciling people and place in housing and community development policy. *Geo. J. on Poverty L. & Pol'y*, 16, 1.
- Wardrip, K., Williams, L., & Hague, S. (2011). *The role of affordable housing in creating jobs and stimulating local economic development: A review of the literature*. Center for Housing Policy.

- **In-Class:**

- Tuesday Lecture: Homelessness & Housing Insecurity
- Thursday Lecture: Affordable Housing as a Community Development Strategy

- **Assignment:**

- Consolidated Group Plan Evaluation spreadsheet and outline DUE

Week 9 (May 27 and 29): Planning for Equity: Climate Resilience, Social and Environmental Justice

- **Read:**

- London, J. K. (2022). Defying gravity: environmental justice rises in California's capital city. *Local Environment*, 27(5), 554-569
- Brinkley, C. & Wagner, J. (2024) Who Is Planning for Environmental Justice—and How? *Journal of the American Planning Association*, 90:1, 63-76.
- *Optional Readings:*
 - Cavaye, J. & Ross, H. (2022). Community resilience and community development: What mutual opportunities arise from interactions between the two concepts? *Community Development for Times of Crisis*, 75-96.
 - Mohai, P., et al. (2009). Environmental justice. *Annual review of environment and resources*

- **In-Class:**

- Tuesday Guest Lecture: Jonathan London-Environmental Justice and Community Development
- Thursday Guest Lecture: NJ Mvondo_Davis Climate Action Plan

- **Assignment**

- Draft of Group Plan Evaluation Report DUE!

Week 10 (June 3 and 5)

Group Presentation

Week 11 (Finals Week) Final Group Report Due on Thursday, June 12, 5pm.