Community Development 100
(1-3 credits)
Quito, Ecuador

COURSE DESCRIPTION:

Community development is an unique and engaging field. The emphasis of this course is to introduce key community development concepts, why they are important, and how to achieve successful community development. A second goal of this course is to provide students with a set of tools to utilize in interacting with people in work, community, or educational settings. Community development interventions in this course are understood as activities to facilitate, strengthen, and improve less-advantaged communities, empower their residents to define and participate in the development process, and interact in larger social, political, and economic systems on behalf of the community. This course starts from the basic assumption that community development is best characterized as complex.

For this class, our working definition of "community development" will be:
Community development is a dynamic process by which disadvantaged people develop capacity to improve and control their lives

COURSE OBJECTIVES:

- To explain key concepts, discuss & explore what is involved in community development as a field of study and as practice
- To understand the history and future of community development
- To understand and think critically about what community development "done well" entails
- To gain an understanding of how community development is reconciled with building God's Kingdom
- To complement and enhance student internships/service learning opportunities

We will utilize a variety of techniques to achieve course objectives, such as participatory lecture and discussions, group and class activities, and outside individual assignments.

REQUIRED TEXTS:

When Helping Corbett, S. & Fikkert, B. (2009). *Hurts: How to Alleviate Poverty without Hurting*
Chicago, IL: Moody Publishers.

Lupton, R. (2011). New York, NY: HarperCollins.

COURSE EXPECTATIONS:

Engagement and participation are essential to learning in any environment. Active course participation is therefore considered mandatory. Therefore it is required that students arrive ON TIME and attend each class session. If there is some extreme emergency for missing a class or arriving late, please contact the professor by phone or e-mail with as much advanced notice as possible (contact information on page 1). Absences, tardies, and lack of participation will impact the final grade. Good preparation on the part of all members of the class will enhance the learning experience for everyone. Any student that misses 50% of the course sessions will not receive credit for the course.

Class hours will be focused on the class content and the community within the classroom. All cell phone use, social networking, and e-mailing should be avoided. Cell phones should be turned off in consideration of others. Failure to do so could impact the final grade. Students may use laptop computers to take notes as long as the computer is used solely for class purposes.

1. All written assignments should be typed in 12-point Times New Roman font, double-spaced with 1-inch margins, using APA format, including properly formatted citations and a Reference page.

2. Whether students quote or paraphrase ideas, concepts, or words of another author, they are required to give credit to the author by citing the source (in-text & in works cited page). Wikipedia is not a credible source.

3. All written assignments will have a length specified in the assignment description. Points will be deducted for assignments that do not meet the specified length - unless a range has been provided - and the specified length is both a minimum and a maximum in striving for clear and concise writing. Reference pages do not count towards the word or page length of a written assignment.
4. Points will be deducted from written assignments for spelling, punctuation, and grammatical errors.
5. Avoid long quotes and seek to put information into your own words.

6. Any work that is plagiarized will be given a failing grade. For a clearer understanding of the types of plagiarism and how to avoid it, please refer to: http://www.plagarism.org

Course assignments (e.g., homework, projects, exams) turned in late will be docked one letter grade for each day late. Unless otherwise stated, homework is due at the beginning of each class time. Please advise professor ahead of time if work will be late. Reading quizzes cannot be made up.

The syllabus is a guideline, not a contract, and is subject to change at the instructor's discretion as circumstances warrant. Changes will be communicated via email and/or in-class.

Evaluation of your work is based on many factors. These include but are not limited to: participation, written assignments, and examinations. A "C" grade indicates adequate performance, a "B" grade indicates good, competent and complete work, and an "A" grade indicates creative excellence that is integrative and exceeds requirements.

COURSE REQUIREMENTS:

- **Reading Quizzes**: Every class session students will complete a 4-point, 4-question reading quiz engaging the assigned readings.

- **Internship Supervisor Interview:** At the beginning of each student's internship, they will conduct a short interview (8 questions) with their on-site supervisor, which will help them establish a personal relationship with their supervisor, as well as establish a set of goals for the internship.

- **Field Work Component:** During the First Jungle Trip (Oct. 6th-9th), students will experience first-hand a community where Youth World is engaging in community development. Nightly debrief will function as "class time", allowing students to process their experiences. Additionally, students will write a short paper (2-3 pages) describing how they see community development taking place in Misahuallí.

- **Group Project**: Working in groups, students will create a development plan for a specific community. Project will include research, a group paper (3-4 pages), and a brief presentation in class.

- **Final Paper**: Students will reflect on their internship experience in this paper (3-4 pages). They will identify some of the methods and interventions discussed in class which are used by their particular program to positively impact the development of the target community.

COURSE OUTLINE:

Date	Class Topic	Readings, Assignments To Be Completed Before Class
Class #1	Intro to Community Development	Ch. 1-3, When Helping Hurts Reading Quiz #1
Class #2	What is poverty?	Ch. 4-6, When Helping Hurts Reading Quiz #2
Class #3	Jungle Short Term Mission #1(Misahualli)	Ch. 7-9, When Helping Hurts Reading Quiz #3
Class #4	Community Deterioration?	Ch. 1&2, Toxic Charity Reading Quiz #4 **Supervisor Interview Due**
Class #5	Developing Well	Ch. 3&4, Toxic Charity Reading Quiz #5 **Field Work Assignment Due 10/14**
Class #6	What is our role?	Ch. 5&6, Toxic Charity Reading Quiz #6
Class #7	What does the future hold for development?	Ch. 7&8, Toxic Charity Reading Quiz #7
Class #8	Developing God's Kingdom	Ch. 9&10, Toxic Charity Reading Quiz #8
Class #9	Finals	Group Project Presentations **Group Project Paper Due**
Class #10	Finals	Group Project Presentations **Final Paper Due**

COURSE EVALUATION:

Projects/Assignments	Percentage
Attendance/Participation	10%
Reading Quizzes	20%
Supervisor Interview	5%
Field Work Assignment	15%
Group Project	20%
Group Presentation	5%
Final Paper	25%
Total	**100%**