



CT 420 Community: Research and Participation

Instructor: Dr. Robert Feagan; GRH 127
Lecture Slot: 10:00-11:20 Tues/Thurs
Office Hours: *flexible – almost always in*

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Course Location: CB209

Course Rationale and Approach

The primary intent of this senior-level course is to work with and research ideas and practices of **community**, **community participation** and **development**, and **community services-learning**. Ideas and beliefs about ‘community’ are located across the disciplines – it has an almost universal appeal. All undergraduate areas such as sociology, political science, psychology, geography, education, criminology, leadership, philosophy, women’s studies, history, indigenous studies, journalism, English, etc. draw upon and/or examine ideas of ‘community’ – we all belong to evolving ‘communities’ with diverse orientations and composition. The pervasive presence of ‘community’ in our lived worlds makes its exploration all the more relevant and interesting as a focus within the Contemporary Studies program. For this course, we work on ideas of ‘community’ while taking on some role and connection with local community agencies and community organizations in this area under the umbrella of ‘**community service learning**’ – CSL.

This year, given our small class size, my wish is to take part in facilitating a special project that I have been helping to organize (the one I wrote about in e-mails to the students in November and December) with two collaborating community agencies and their clients – the WhyNot City Mission, and Community Living Brant, both here in Brantford. I will speak more about this in class, drawing on the efforts of Mr. Darren Thomas, who is both our Laurier Brantford CSL coordinator, as well as having special expertise in facilitating community projects like the one envisioned for this course.

In the past, I have organized the course around individual and small-group (2-3 students) connections to local community organizations, as a way to assist student participation in community organizational activities. This has been done in a way so that the students could then observe how the academic literature on **community**, **community development** and **participation**, and **community-university partnerships**, ties in with these student connections to community.

This year follows in those footsteps, but takes a step towards a more fully class-project based effort. The basic aspirations of the project itself have come together over a couple of meetings with community-agency representatives belonging to the organizations mentioned above, Darren Thomas, and me, though it is still a work in progress. You the students, have a role in helping to make this class-project come together, and in a sense,

this will influence or shape the evaluation scheme for each of you for the course. This is something that each of you can contribute to – creating a ‘contract’ with me basically, based on your strengths (and weaknesses) and how and where you would like to devote your efforts in the course. We will talk more about this in class, and individually.

Student Paths

The basic aspiration of the course is for this class to focus on a group project in a **community service learning** mode – working closely with a specific community agency on a project developed by the agency. That student and the group’s work there becomes a key part of their course learning experience. The student’s course grade in this path is the culmination of a number of things: the synthesis of community and CSL ideas from the Reader and TRELIS papers; the agency-developed task/project and their evaluation of the student work; a presentation to the class near the end of semester on the CSL work; and a follow-up written version of this CSL experience and its connection to the course. There are as well, what I refer to as ‘reflections’ on your group efforts – one in the middle of the course, and one at the end.

Course Content

Generally for the course, we focus on three aspects of community. We start by sorting through some of the different theoretical perspectives held on ‘community’. This is then tied to consideration of some of the kinds of *issues* faced by communities and in understanding these in relation to *community development* paths and what it means to *participate* in community. Students link these ideas with what they see ‘on the ground’ with the specific community agency(ies) with which they are linked. The intent is to examine the contemporary and local-specific issues and *practices* carried out by ‘community’ organizations in this ‘community’.

Evaluation

The **CSL orientation** of the course means for some quite distinct grading elements: Though I wish to develop the grading scheme in a way which matches the CSL student placement, it will likely look similar to this:

EVALUATION COMPONENTS	%
Summaries of Reader (or electronic journal) papers (2 each)	30%
1 st ‘Reflection’ on CSL placement – early March	5%
CSL presentation to class – in last 2 weeks of March	20%
Participation/evaluation role at March presentations	5%
Final Written Report – 2 nd week of April	20%
Agency assessment of student task/project	15%
2 nd ‘Reflection’ on CSL placement – 2 nd week of April	5%
TOTAL	100

Learning Objectives: Following from the above, there are three primary learning outcomes that I would like my students to achieve. They are:

1. to gain a better appreciation of the complexity of the *community* concept, and how it is understood and perceived in different contexts
2. to enhance on your skills in collecting information, in organizing ideas and empirical evidence around a research problem, and in conveying those ideas to others, and
3. to work effectively in a group situation such that you enhance your skills and abilities around working with others, at resolving interpersonal conflicts, at recognizing and appreciating difference in approaches and abilities, and in finding constructive means to work with others both in and outside the university setting

Resources

The key resource is the **Reader** – compiled from various interdisciplinary resources on *community, participation, and CSL*; and, a set of electronically-accessible papers from various journals. The sequence of readings from your Reader, and from these papers you will access yourselves from TUGS, is as follows:

1. *Observing Community: An Inquiry Into the Meaning of Community Based on Luhman's General theory of Society – Ch.2* Ph.D. Thesis excerpt from: (12 pages) Connell, David J. 2002 [**in Reader**]
2. *Moving beyond individualism in leisure theory: a critical analysis of concepts of community and social engagement*, (17 pgs) Arai, Susan & Pedlar, Alison 2003
3. *Community and Community Development in Resource-Based Areas: Operational Definitions Rooted in an Interactional Perspective*, (8 pgs) Theodori, G., L. 2005
4. *Nature of 'Community*, (6 pages) Warburton, D. (Ed.) [**in Reader**]
5. *Cosmopolitan Community*, (18 pgs) Delanty, G. 2003 [**in Reader**]
6. *Community Economic Development: Three Approaches*, (10 pgs) Boothroyd, P. & Davis, Craig 1993 [**in Reader**]
7. *The Community Development Handbook: A Tool to Build Community Capacity*
 - Section I: Understanding the Terms [5-12]
 - Section II: When Does Community Development Happen? [13-24]
 Frank, F. & Smith, A. 1999.
8. *Community-university partnerships: Linking research and action for sustainable community development*, (12 pages) Savan, Beth 2004.
9. *The Contribution of Universities to Building Sustainable Communities: The Community University Partnership*, (15 pages) Michelle Livermore & James Midgley 1998 [**in Reader**]
10. *Citizenship and Economic Development*, (18 pages) Sharp, E.B. & Bath, M.G. 1993 [**in Reader**]
11. *Active Citizenship and Effective Public Services and Programmes: How Can We Know What Really Works?* (15 pages) Brannan, Tessa John, Peter & Stoker, Gerry, 2006.
12. *Four different approaches to community participation*, (14 pages) Fraser, Heather 2005.
13. *Community-Based Participatory Research: Changing Scientific Practice from Research on Communities to Research with and for Communities*, (9 pages) Delemos, Jamie L. 2006.

14. *Geography, Citizenship and Volunteering: Some Uses of the Higher Education Active Community Fund in Geography*, (13 pages) Yarwood, Richard 2005.

Other sources include the materials that you bring to class as requested for discussion purposes – e.g., news articles, and depending on availability, ideas presented by community-practitioners; and, the work collected and presented arising from the community-outreach activities carried out in the project.

Keep in mind that the Reader and electronic papers will be the source for much of the material used for in-class summaries and comparisons, as well as a key resource for the group-presentation and report which arises from your community-agency connections.

Note: the following class schedule is open to change, given the dynamics of this kind of class and the anticipated project, and with respect to how the course evolves.

Class Schedule

1st Week Jan: Introduction to Course

I use this first week in class to establish the direction and objectives for the course, drawing on Darren Thomas' expertise in CSL, etc.

Note: we use this time to identify the first sets of students for *in-class* chapter and article summaries on 'community' for the 1st part of the semester.

Readings: read through this paper right away:

1. *Observing Community: An Inquiry Into the Meaning of Community Based on Luhman's General theory of Society* (12 pgs) Connell, David J. 2002 [**in Reader**]

2nd Week [13th – 15th] of Jan: Conceptual Exploration

Students will synthesize and facilitate discussions on the papers in the Reader and from Trellis.

Note: Students either individually (or in pairs depending on the length of the article) will choose a reading, and take 30 minutes or so to take the class through a discussion of what they have read – their interpretation of the article or chapter, in conjunction with appropriate ways of getting these ideas across. The *guidelines for these reading summaries* will be handed out the first day of classes.

Readings – to be synthesized and discussed in class

1. Arai, Susan & Pedlar, Alison 2003, *Moving beyond individualism in leisure theory: a critical analysis of concepts of community and social engagement*, (17 pgs)
2. Theodori, Gene, L. 2005, *Community and Community Development in Resource-Based Areas: Operational Definitions Rooted in an Interactional Perspective*, (8 pgs)
3. Warburton, D. 1998 (Ed.), *Nature of 'Community'*, (6 pgs)

Jan. 20th & 22nd: Community Issues and Development

These two weeks help us explore and understand the kinds of issues associated with community, and on acquiring a sense of the *community development* literature – economic, social, cultural, political and environmental dimensions of community

development. We will also spend time on considerations around group-processes and function, and the hopes and organization of the group-work project.

Readings:

1. Boothroyd, P. & Davis, Craig 1993, *Community Economic Development: Three Approaches*, (10 pgs)
 2. Fraser, Heather 2005, *Four different approaches to community participation*, (14 pgs.)
 3. Michelle Livermore & James Midgley 1998, *The Contribution of Universities to Building Sustainable Communities: The Community University Partnership*, (15 pgs.)
 4. Sharp, E.B. & Bath, M.G. 1993, *Citizenship and Economic Development*, (18 pgs)
 5. The Community Development Handbook: A Tool to Build Community Capacity
 - Section I: Understanding the Terms [5-12]
 - Section II: When Does Community Development Happen? [13-24]
- Frank, F. & Smith, A. 1999.

Jan 27th – 29th: **Team Organizing & Community-group Connections**

This period is focused on:

- working with ideas of community-university connections and community participation, and
- solidifying the group and its objectives with the project and organizations

Readings:

1. *Community-university partnerships: Linking research and action for sustainable community development*, (12 pages) Savan, Beth 2004.
2. *Active Citizenship and Effective Public Services and Programmes: How Can We Know What Really Works?* (15 pages) Brannan, T., John, P. & Stoker, G., 2006.
3. *Four different approaches to community participation*, (14 pages) Fraser, Heather 2005.
4. *Community-Based Participatory Research: Changing Scientific Practice from Research on Communities to Research with and for Communities*, (9 pages) Delemos, Jamie L. 2006.
5. *Geography, Citizenship and Volunteering: Some Uses of the Higher Education Active Community Fund in Geography*, (13 pages) Yarwood, Richard 2005.

Note: from approximately the beginning of February, to mid-March, the student group will be focused on their project with the community agencies running the project. This work may take place down at the drop-in centre at the WhyNot City Mission. I expect between 30-35 hours to be devoted to this work with the agency. This is approximately equal to the amount of class time and class preparation that students would normally put in. After this CSL placement period (accompanied by informal check-ins with me and likely Darren Thomas the CSL coordinator), the students will return to class to take part in the student presentations in the latter part of March.

Reading Week

March 19th (or 17th depending on our scheduling): **Check in Prior to Presentations**

All students will come to this class, to finalize our presentation schedule, and to ask questions of me or the other students in preparation for the coming presentations. We will use this class-time to assign students to evaluation-panels which will help in the assessment of the group presentations. We will also brainstorm over presentation evaluation criteria.

Note: recall that **all of you are required at the student presentation period.**

March 24 through to last class: **In-class Group-presentations**

These classes will be devoted to the final presentations. In brief, the students will present on the project they carried out with any relevant information about the community organization that they worked with, in concert with reflections on the CSL component of their work. These will be significant presentations, and it is expected that we will hear from about three students per class. Advance preparation and ordering of projectors for Power-Point, or videos or slides is necessary here.

Final Class – April 2nd: **Community Report Discussions, Assistance, & Wrap-up**

This last class will be devoted to final preparatory discussions around the *Community Report* and the *CSL-experience* writing, and any other final ‘debriefing’ necessary on the work that has been accomplished and which needs to be drawn together in the written Report.

Electronically accessible papers required for the Reader Winter 2009

→ to be downloaded by students

- Title of article: *Moving beyond individualism in leisure theory: a critical analysis of concepts of community and social engagement*
- Journal: Leisure Studies, V. 22
- Author: Arai, Susan & Pedlar, Alison
- Publisher: Taylor & Francis
- Pub. Date: 2003
- Pp. in journal: pgs. 185-202 (17 pages)
- ISSN: 1466-4496 online

- Title of article: *Community and Community Development in Resource-Based Areas: Operational Definitions Rooted in an Interactional Perspective*
- Journal: Society and Natural Resources
- Author: Theodori, Gene, L.
- Publisher: Taylor and Francis
- Pub. Date: 2005
- Pp. in journal: pgs. 661-669 (8 pages)
- ISSN: 1521-0723 online

- Title of Article: *Active Citizenship and Effective Public Services and Programmes: How Can We Know What Really Works?*
- Journal Title: Urban Studies
- Authors: Brannan, Tessa John, Peter & Stoker, Gerry
- Publisher: Routledge
- Pub. Date: 2006 (May)
- Pp.: 993-1008 (15 pgs.)
- Volume 43, Nos 5/6
- ISSN: 1360-063X Online

- Title of Paper: *Four different approaches to community participation*
- Title of Journal: Community Development Journal
- Author: Fraser, Heather
- Pub. Date: 2005
- Pp. of chapter: 286-300 (14 pgs.)
- Volume 40, No. 3
- Publisher: Oxford University Press

- Title of Article: *Community-Based Participatory Research: Changing Scientific Practice from Research on Communities to Research with and for Communities*

- Title of Journal: Local Environment
- Author: Delemos, Jamie L.
- Pub. Date: 2006
- Pgs.: 329-338 (9 pages)
- Volume 11, No. 3
- Publisher: Routledge
- ISSN: 1469-6711 Online

- Title of Article: *Geography, Citizenship and Volunteering: Some Uses of the Higher Education Active Community Fund in Geography*
- Title of Journal: Journal of Geography in Higher Education
- Author: Yarwood, Richard
- Pub. Date: 2005
- Pp. of chapter: 355-368 (13 pgs.)
- Volume 29, No. 3
- Publisher: Routledge
- ISSN: 1466-1845 Online

- Title of Paper: *Community-university partnerships: Linking research and action for sustainable community development*
- Title of Journal: Community Development Journal
- Author: Savan, Beth
- Pub. Date: 2004
- Pp. of chapter: 372-384 (12 pgs.)
- Volume 39, No. 4
- Publisher: Oxford University Press

- Title of Chapters:
 - Section I: Understanding the Terms [5-12]
 - Section II: When Does Community Development Happen? [13-24]
 - Title of Publication: The Community Development Handbook: A Tool to Build Community Capacity
 - URL:
 - http://www.hrsdc.gc.ca/asp/gateway.asp?hr=en/epb/sid/cia/comm_deve/handbook.shtml&hs=cyd
 - Authors: Frank, F. & Smith, A.
 - Pub. Date: 1999
 - Pp. of chapter: (90 pgs.)
 - Publisher: Human Resources Development Canada
- [Note that at this website, the two sections can be downloaded as MSWord files as well]