

January 18, 2018

Tufts University
Department of Urban and Environmental Policy and Planning
Spring 2018

Community Development, Planning and Politics UEP/TCS 0261-01
Fridays, 9:30-12:00 ET, 72 Professors Row, 1st floor classroom

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Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire

Course Description

In a world where capitalism and an epistemology of technical rationality permeate every aspect of civic life, the knowledge systems of social groups such as indigenous peoples have been systematically oppressed, excluded and marginalized. This collaborative research seminar critically examines community development in a variety of settings as the idea and the “practice of freedom,” a framework with profound implications for institutions and the communities in which they are located. This seminar positions higher education as the primary system of knowledge production and preservation, and a system with the ability to encourage and support new ways of knowing and doing. It also advocates understanding and leveraging systems of higher education as a global community development project with the potential to replace oppressive systems with systems that are more equitable.

In this context, seminar participants will work together to understand community development concepts and strategies in the United States and beyond through the lens of university networks for community engagement and impact. Students will benefit from access to the resources of the [Talloires Network](#) – a global coalition of 368 engaged universities in 77 countries.

Students will select a community development case to study (see list below). They will collect evidence from secondary sources and also interview and work with leading

¹ Available to meet by request – send email to schedule a mutually convenient day/time.

² Available for consultation Monday – Friday, 9am-5pm; Tisch College of Civic Life, room 301

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experts in the community development field to understand particular geo-political setting of the case they've selected.

By the end of the semester, they will produce (individually or in small groups) a digital story about community development. It may be a story about the TN as a community development project, or a particular community development project underway at a TN member institution, or it may be a story about a potential community development project to be launched from TN or UEP. The digital story will be published on a variety of national, regional, and global platforms as part of a Tufts crowdfunding campaign.

By actively participating in this seminar, students will contribute to, and become part of, a global movement aimed at improving the ways in which institutions of higher education engage with societies, while developing research and communication skills they may apply to future projects. Seminar students are encouraged to include the products they create in the seminar (digital story, crowdfunding campaign results) in their professional portfolios (resumes, web sites).

Skills and Competencies

Student participants may expect to acquire the following knowledge and skills:

- o Critical analysis of community development concepts and strategies in the U.S. and other national contexts;
- o Direct access to, and ongoing interaction with, leading experts in the community development field in the U.S. and beyond;
- o Introduction to, and practice with, research skills such as personal interviews as well as writing, verbal presentations, and digital storytelling;
- o Methods of secondary data collection and analysis for developing an understanding of community development in various geo-political contexts;
- o Ability to understand and cope with challenges of language, distance and culture by participating directly in a growing international community of practice;
- o Development and application of community development principles and skills by working in collaboration with a variety of seminar participants;
- o Introduction to fundraising and hands-on experience with developing and managing a crowdfunding campaign; and
- o Ability to mobilize the agency of individuals, institutions and networks for achieving positive change.

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Course Requirements

Assignments

Assignment #1 – Single Subject Community Development Case Study, Evidence from Secondary Sources – blog post

Select a community development case study from the list below. Collect, synthesize and present evidence about the community and its development concepts and strategies using evidence from an array of secondary sources.

(a) Prepare a blog post (1200 to 1600 words, double-spaced, 12-point font, with appropriate footnotes, bibliographic references, and graphics) depicting what you have learned about community development, as well as unresolved issues and questions about the case. Answer the following questions: What does community development mean, and how is the idea framed and practiced in this setting? What strategies have been tested? What does success look like? Failure? What may others learn from this example? How may this particular approach to community development be improved? Why is this case of interest to you? What type of information is not readily available by way of secondary sources and in what way(s) does this limit your understanding of the case?

Share your blog post on Trunk. Read and comment on at least one other post prior to class.

(b) Verbally present your ideas and evidence to the class (handouts, slide shows and other visual aids are welcome, but not required). Limit your presentation to 5 minutes.

Assignment #2 – Personal Interview, Combining Evidence from Primary and Secondary Sources – slide show

Interview someone who has a leadership role within the community development case you've selected. Tell his/her story – why she/he/they became involved with the project, the nature of her/his/their interaction with the community, and how the work has impacted or influenced her/his/their attitude, behavior and/or life trajectory. How has the project impacted the community? What is the vision for change? What has been achieved and what remains to be done? Importantly, find out how (concrete examples) enhanced visibility of the work and additional financial support might benefit the project in the near term?

(a) In consultation with the instructors, prepare a set of questions for a personal interview. Schedule and practice your interview with a classmate or instructor. Complete a 45-60 minute personal interview. Combining evidence from primary and secondary sources, create a slide show to present in class. Bring the community development project you are studying to life by way of quotes and insights from the personal interview. Rely primarily on visual evidence (photographs - historic and contemporary,

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drawings, charts, logos, maps, facts and figures, infographics, and short sentences) to engage your audience. You may choose to ask your interviewee to provide visual evidence.

(b) Present your slide show to the class on March 9th. Limit your talk to 5 minutes.

Assignment #3 – Digital Storytelling and Crowdfunding – short film (small group project)

Using iMovie, create an engaging digital story (no more than 2 minutes in length) illuminating the importance of the community development work underway and the need for additional resources. Build on the evidence you've collected (through assignments #1 and #2), by seeking and incorporating additional case evidence from secondary and primary sources. Work with the person you've interviewed as well as seminar instructors and peers to develop a compelling story for potential donors – with additional resources, what problem may be addressed and who might be positively impacted? Decide on your fundraising goal and giving levels. Students are strongly encouraged to work in teams of two or three to develop a single digital story and crowdfunding campaign.

(a) Soft launch. Upload your content to the ScaleFunder project page for review. Present a close-to-final version of the digital story to a panel of fundraising and storytelling experts on March 30th (it is due on March 29th at noon EST; instructors and panelists may wish to review it in advance). This is an opportunity to receive constructive feedback.

(b) Immediately incorporate the feedback that you have received to strengthen the story. Begin the silent phase of the crowdfunding campaign. You will have access to your project page and can send potential donors a direct link to donate (your story will not yet be posted on the main page). Aim to raise 20-30% of your goal before the crowdfunding campaign launch party at Tisch College on April 6th between 9:30am and 11am, when your campaign goes live on the main page – crowdfund.tufts.edu!

Assignment #4 – Community Development Crowdfunding Campaign – promotion and reflections on practice (small group project)

Promote your crowdfunding project. Create a unique project hashtag for your social media promotion. Provide regular updates on various social media channels. Send a personalized thank you email to every donor 24-36 hours after their donation. Campaign ends on April 25th at midnight Eastern Time.³

³ Handoff project information to TN staff. 3 months after your project ends, TN staff will post an update on ScaleFunder to report back to donors. 6 months after the project ends TN staff will post a final update on ScaleFunder for donors.

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Reflect on your practice. Transformative learning occurs when your assumptions are challenged. You know that your assumptions have been challenged when you are surprised – when you hear, see or do something unexpected. Reflect on your experience with the Crowdfunding Campaign. Identify and describe a moment of the crowdfunding campaign that surprised you. What did you hear/see/do that surprised you? Why were you surprised by this moment? How would you approach the digital story or crowdfunding campaign differently if you were to participate in this seminar again? How do you imagine the new approach might impact the seminar, your experience and/or the outcomes of the crowdfunding campaign? In your experience, what are the pros and cons of crowdfunding?

Submit your essay to Trunk by noon on April 26th (1600 to 2000 words, double-spaced, 12-point font). Read and comment on at least one other essay prior to class. Prepare to share some of your reflections with the class on April 27th.

Community Development Cases

Chile – Universidad Austral de Chile
Malaysia – International Medical University
Mexico – Universidad Veracruzana
Rwanda – University of Rwanda
South Africa – University of Pretoria
Zimbabwe – University of Zimbabwe

Criteria: Engaged Member of TN, active point of contact readily available (required). Represented on Steering Committee, secondary source information available, and located in global south (preferred).

Part One: Community Development Concepts and Strategies
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Session One (January 19th)

- o Who are we?
- o What will we aim to do together?

Readings:

Freire, P. 1998. Pedagogy of Freedom: Ethics, Democracy and Civic Courage, pp. 21-48.

Birch, Eugenie, David C. Perry, and Henry Louis Taylor Jr. "Universities as Anchor Institutions." *Journal of Higher Education Outreach and Engagement* 17, no. 3 (2013): 7-16.

DeFilippis and Saegert. 2012. "Communities Develop: The Question is, How?" in

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The Community Development Reader.

Yin, Robert K. *Case Study Research: Design and Methods* Sage publications, 2014, pp. 2-15; 26-37; 70-77; 102-110; 176-183; and 200-206.

Session Two (January 26th)

- o Community Development Concepts and Strategies in the U.S. and Beyond
- o Guest speaker, Pato Bello, Universidad Austral de Chile, Centro de Emprendizaje – Chile (confirmed)
- o Introduction to the Talloires Network
- o Case study selection

Readings:

Serang, Farzana, J. Phillip Thompson, and Ted Howard. 2013. "The Anchor Mission: Leveraging the Power of Anchor Institutions to Build Community Wealth." College Park, MD: The Democracy Collaborative, 1-51.

Hoyt, L., Bryson, A., Ching, M., and J. Diaz (2016). "Emprendizaje: Higher Education for Entrepreneurship, Learning, and Collective Intelligence in Southern Chile." Cambridge: MIT Community Innovators Lab, 1-24. (*English and Spanish*)

Hoyt, Lorlene M. and Robert M. Hollister. "Strategies for Advancing Global Trends in University Civic Engagement—the Talloires Network, a Global Coalition of Engaged Universities." *AISHE-J: The all Ireland Journal of Teaching & Learning in Higher Education* 6, no. 1 (2014).
<http://ojs.aishe.org/index.php/aishe-j/article/view/169>.

Hoyt, L. (2014). "University Civic Engagement: A Global Perspective." *Higher Education Exchange*. Dayton: Kettering Foundation.

Yin, Robert K. *Case Study Research: Design and Methods* Sage publications, 2014. [skim these sections: 84-94; 118-130; 132-162]

Session Three (February 2nd)

- o Community Development Concepts and Strategies
- o Guest speaker, Dr. Hlekani Muchazotida Kabiti, Walter Sisulu University and University of Venda – South Africa (confirmed)
- o Scheduling interviews

Readings:

Francis, Joseph and Hlekani Kabiti. "Amplifying Community Voices in South Africa: Nurturing Transformative Leaders through Dialogic Action" Chapter 4 in

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Hoyt, L. (editor). 2017. Regional Perspectives on Learning by Doing: Stories from Engaged Universities Around the World, Lansing: Michigan State University Press.

Ching, Monique. "A World of Difference: Stories of Planning for Diversity from South Africa to Salem." UEP Masters Thesis. 2017. Pp. 4-5, 20-29, 44-45.

Kim, Sheperd Barbara. 2014. "*Participatory Democracy: Listening, Patience, Leadership and Support – A Look at University of Venda's Amplifying Community Voices Programme.*" <https://www.youtube.com/watch?v=ICwLkWTTFQ8>

Yin, Robert K. *Case Study Research: Design and Methods* Sage publications, 2014, pp. 2-15; 26-37; 70-77; 102-110; 176-183; and 200-206.

Assignment #1 due on Thursday, February 8th at noon

Session Four (February 9th)

- o Students present Assignment #1
- o Overview of Assignment #2
- o Community Development Concepts and Strategies

Readings:

Sen, A. 1999. Development as Freedom. Anchor Books. Introduction and Chapter 1.

Optional Readings:

Hoyt, L. (2011). "Sustained City-Campus Engagement: Developing an Epistemology for Our Time." In Saltmarsh, J.A. and M. Hartley (eds.) "*To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education*." Philadelphia: Temple University Press.

Part Two: Making the Case with Visual Evidence

Session Five (February 16th)

- o Introduction to Open Access and Fair Use, Tufts Digital Library; searching for secondary sources
- o Guest speakers: Allison Gofman, Social Science Data Librarian and/or Andrea Schuler, Librarian for Digital Collections (confirmed)
- o Ingredients of effective personal interviews

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Readings:

Tufts University Policy on Author's Rights, Open Access and Fair Use of Copyrighted Materials

<http://sites.tufts.edu/scholarlycommunication/authors-rights/>

<http://sites.tufts.edu/scholarlycommunication/copyright/about-fair-use/>

<http://tischlibrary.tufts.edu/get-help/workshops>

Cornell University. "Interviewing," *Profiles of Practitioners: Practice Stories from the Field, 2005*,

http://instruct1.cit.cornell.edu/courses/practicestories/CP_I.htmhttp://instruct1.cit.cornell.edu/courses/practicestories/CP_I.htm

Weiss, Robert S. *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster, 1995: 51-59; 74-83; 144-147.

Session Six (February 23rd)

- o Introduction to Storytelling
- o Guest speaker, Marc Raila, Digital Media Technologist, Tufts University (confirmed)
- o Introduction to Fundraising

Readings:

Tufts Crowdfunding

<https://crowdfund.tufts.edu/>

The Art of Asking, by Amanda Palmer

https://www.ted.com/talks/amanda_palmer_the_art_of_asking

Resources for making infographics:

<https://infograph.venngage.com>

visme.co

canva.com

piktochart.com (for visualizing numerical data)

Session Seven (March 2nd)

- o Community Development and Crowdfunding
- o Guest speaker, Tessa Buckley, Assistant Director, Digital Fundraising and Direct Marketing, Tufts University (confirmed)
- o Scheduling personal interviews

Readings:

Review current crowdfunding campaigns: <https://crowdfund.tufts.edu/>

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Review past crowdfunding campaigns: <https://crowdfund.tufts.edu/g/past>

Brighter World Campaign: <https://alumniandfriends.tufts.edu/brighterworld>

Tufts University Crowdfunding Guidelines p. 1

Crowdfunding at Tufts pp. 1-13

Goodspeed, Robert and Katie Lorah. 2015. "More Than Money: Civic Crowdfunding for Participatory Community Development." Planetizen.

<https://www.planetizen.com/node/82617/more-money-civic-crowdfunding-participatory-community-development>

Davies, Rodrigo. 2015. "Three Provocations for Civic Crowdfunding." Information, Communication and Society. Volume 18. PP. 342-355.

IOBY - <https://www.ioby.org/>

Spacehive - <https://www.spacehive.com/>

Indiegogo - IGG Campaigner Field Guide

Neighborly - <https://neighborly.com/>

Global Giving - <https://www.globalgiving.org/aboutus/>

Assignment #2 due on Thursday, March 8th at noon

Session Eight (March 9th)

- o Student presentations – Assignment #2
- o Overview of Assignment #3

Part Three: Digital Storytelling

Optional Session (March 12th – March 15th)

- o iMovie workshop at Mark Lab (to be scheduled in January)

Session Nine (March 16th)

- o Work on assignment 3 as needed

Tufts University Spring Recess (March 17th – March 25th)

Assignment #3a due on Thursday, March 29th at noon

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Session Ten (March 30th)

- o Practice run presentation
- o Panel of experts: Tessa Buckley and Marc Raila, Phil Mlanda (confirmed)
- o Discuss next steps, organize crowdfunding campaign launch party

Assignment #3b due on Thursday, April 5th at noon

Session Eleven (April 6th)

- o Community Development Crowdfunding Campaign launch party at Tisch College, Rabb Room, open to the public (reserved)
- o Discussion of next steps, CD crowdfunding campaign

Part Four: Community Development Crowdfunding Campaign

Session Twelve (April 13th)

- o CD crowdfunding campaign: updates, lessons learned, trouble-shooting
- o Guest speaker, Matias Ramos, Harvard University (confirmed)
- o Using social media for crowdfunding

Readings:

Crowdfunding at Tufts pp. 9-13

Hoyt, L. and A. Newcomb Rowe. (2017). "National, Regional and Global Networks for University Civic Engagement." in C. Dolgon, T. Eatman and T. Mitchell (eds.) *The Cambridge Handbook of Service Learning and Community Engagement*, Cambridge: Cambridge University Press.

Hoyt, L. "Introduction." Chapter 1 in Hoyt, L. (editor). 2017. Regional Perspectives on Learning by Doing: Stories from Engaged Universities Around the World, Lansing: Michigan State University Press.

Session Thirteen (April 20th)

- o Work independently on CD crowdfunding campaign

Assignment #4 due on Thursday, April 26th at noon

Session Fourteen (April 27th)

- o Discussion: Reflections on CD and crowdfunding

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- o Did we move beyond charity, contributing to movement building?
- o Wrap-up, course evaluations

Class Participation

This is a collaborative research seminar and the quality of this course depends on your contributions. Students are expected to complete required readings in advance and actively participate in class discussions. While it is reasonable to miss a session due to illness or emergency, you must notify the instructors in advance if you will be absent more than once.

Grading

Student grades will be based on the following:

- o 10% Blog Post - *assignment #1*
- o 15% Slide Show - *assignment #2*
- o 40% Short Film - *assignment #3 (15% for part a; 25% for part b)*
- o 15% Essay - *assignment #4*
- o 20% Class Participation

Late assignments will lose one letter grade. Assignments submitted more than one week late will receive a failing grade, unless special circumstances warrant an exception.

Academic Integrity

Students are expected to read the university's policy on academic integrity:

<http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity.pdf>

Disabilities

If you have a disability, or any other problem you think may affect your ability to perform the work outlined here, please see one of us early in the semester so that arrangements may be made to accommodate you. For more on Tuft's policies for academic accommodation for students with disabilities, see:

<http://uss.tufts.edu/arc/disability/overview.as>