

Tufts University Department of Urban & Environmental Policy and Planning

UEP 293-02: Community Practice Theory and Methods Fall 2019

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Wednesdays 8:45-10:15am @ Brown House classroom (97 Talbot Ave)

Office Hours: Wed's 1:30-3:30pm and by appointment

Description

This 2-credit course introduces students to theoretical frameworks and methods for community-driven policy and planning practice. Students will be introduced to literature covering citizen participation, democratic practice, community organizing, social movements, and community action research. Case studies will be interwoven throughout to provide practical examples of methods at work. Special attention will be paid to the intercultural aspects of community practice, particularly looking at race, class, and gender.

Course Objectives

- 1) Introduce students to frameworks for understanding what community is, how it is (re)produced, and its role in driving policy and planning.
- 2) Introduce students to methods for community practice, including community organizing and social movements, community building, action research, and civic engagement/democratic practice.
- 3) Support students to examine the ways that power operates at community scale (among individuals and families, formal and informal groups, nonprofits, government, and the private sector) and the intercultural aspects of community practice, particularly in terms of race, class, and gender.
- 4) Create space for students to reflect deeply on their own identity and possible roles that they may play in community practice.

Schedule at a Glance

Sep 4	Course Overview
Sep 11	Conceptualizing Community
Sep 18	Citizenship, Civic Participation, Democratic Practice
Sep 25	Case Study: Union Square, Somerville
Oct 2	Community Organizing and Social Movements 1
Oct 9	Community Organizing and Social Movements 2
Oct 16	Nonprofits and Nonprofit Industrial Complex
Oct 23	Community Knowledge and Action Research

Oct 30	Policy and Planning Professionals in Community Practice
Nov 6	Regions, Coalitions, and Communities
Nov 13	Case Study: Upham's Corner Implementation
Nov 20	Community and Technology
Dec 4	Case Study Presentations

Course Requirements and Assessment

1. Class Preparation and Participation (10%)

All students are expected to complete required readings before class and to be fully present to participate in class site visits and discussions. Assessment of participation will include presence/absence (5%) and contributing to in-class discussions (5%). All readings will be available through Tufts Canvas, Tisch Library, and web links.

2. Reflective Journals (40%)

This Journal will consist of two postings of 500-1000 words (2-4 pages double spaced):

- Beginning of Course (due Sep 11, class 2): What does community mean to you? What are your learning goals for this course? How do you envision your role(s) in community practice?
- End of Course (due Dec 4): What have you learned in this course about community practice? How have your conceptions of community and your role in community practice changed since the beginning of the course (or not)?

3. Case Study (50%)

Students working in small groups will explore and analyze community practice in one current (or recently completed) initiative. Possible cases include: Union Square Neighborhood Council, Boston Ujima Project, Upham's Corner Arts and Innovation District Implementation, Boston Homes for All People's Assembly, Greater Boston Community Land Trust Network, or another case that students already have some familiarity with (and approved by the instructor). The case study should result in a report with each student contributing ~2500 words (or equivalent of 10-pages double-spaced), due December 4. Each case will also be presented at the final class on December 4. The case study should have the following components:

- Profile of initiative – summary of who, what, where, and why.
- Community context – basic background on the demographics, history, and issues relevant to the community.
- Stakeholder analysis and power map – descriptions of the relevant stakeholders and analysis of their relative capacities and resources.
- Interview(s) with stakeholder(s) or community practitioner(s) and/or direct observation of the initiative in action (~2-4 hours).
- Analysis and Recommendations – use the frameworks and concepts introduced in the course to analyze the dynamics of community practice. What are the ways that community is defined and used? What are the power dynamics among the stakeholders? How is community mobilized and organized? What are the roles of residents, nonprofits, and professionals? How might this initiative improve its community practice?
- References – properly cite all sources (including images).

Schedule

Week 1: Sep 4 Course Overview

Course overview. What are our experiences, ideas, and ideals of community? Why focus on community in policy and planning practice? Introduce range of ways that community is framed: public participation, civic engagement, community organizing, community building, social capital, etc.

Week 2: Sep 11 Conceptualizing Community

What is community? How is it conceptualized in the social sciences, particularly in the community development field? What is social capital and how is it related to community?

Readings & Resources

DeFilippis, James, Robert Fisher, and Eric Shragge. 2010. "Chapter 1: Community and Its Discontents." In *Contesting Community: The Limits and Potential of Local Organizing*, 7-34. New Brunswick, NJ: Rutgers University Press.

Jennings, James. 2007. "Social Capital, Race, and the Future of Inner City Neighborhoods." In *Race, Neighborhoods, and the Misuse of Social Capital*, edited by James Jennings, 87-108. New York: Palgrave MacMillan.

Ostrander, Susan and Kent Portney. 2007. "Introduction: Key Issues in Civic Engagement Research Today." In *Acting Civically: From Urban Neighborhoods to Higher Education*, edited by Ostrander and Portney, 1-17. Medford, MA: Tufts University Press. Read pages 1-8.

Week 3: Sep 18 Citizenship, Civic Participation, Democratic Practice

What is relationship between democracy and community? What are ways of "deepening democracy"? How do marginalization and precarity (uneven power relations and race/class/citizenship) affect civic participation?

Introduce potential case studies.

Readings & Resources

Fung, Archon and Erik Olin Wright. 2003. "Chapter 1: Thinking about Empowered Participatory Governance." *Deepening Democracy: Institutional Innovations in Empowered Participatory Governance*, 3-42. London: Verso. Available at: <http://archonfung.net/docs/DeepeningDemocracyAll.pdf>

Ostrander, Susan. 2013. *Citizenship and Governance in a Changing City: Somerville, MA*. Philadelphia: Temple University Press. Chapter 5: Immigrant Civic and Political Engagement, 81-105.

Week 4: Sep 25 Case Study: Union Square, Somerville

Case of Union Square Somerville with Union United and the Union Square Neighborhood Council.

Guests: Ben Echeverria (Welcome Project), Rene Mardones (Somerville Community Corporation), Ben Baldwin (Union Square Neighborhood Council)

Students submit case study preferences.

Readings & Resources

Union United website: <http://www.unionunitedsomerville.com/> -- read About Us page and browse rest.

Union Square Neighborhood Council website: <http://unionsquareneighborhoodcouncil.org/> -- read Home page, About, and browse rest

Sacchi, Joseph, Maria Martinez, Patrick Kelsey, and Sarah Jimenez. 2014. Development and Its Discontents: Commercial Gentrification in Somerville's Union Square. Tufts UEP Field Project prepared for Somerville Community Corporation. Pp 18-31. Available at: <http://as.tufts.edu/uep/sites/all/themes/asbase/assets/documents/fieldProjectReports/2014/Team8SC.C.pdf>

Week 5: Oct 2 Community Organizing and Social Movements 1

History of modern community organizing. The Alinsky school of organizing and its critics.

Assign case studies.

Readings & Resources

DeFilippis, James, Robert Fisher, and Eric Shragge. 2010. "Chapter 2: History Matters: Canons, Anticanons, and Critical Lessons from the Past." In *Contesting Community: The Limits and Potential of Local Organizing*, 35-66. New Brunswick, NJ: Rutgers University Press.

Smock, Kristina. 2004. *Democracy in Action: Community Organizing and Urban Change*. New York: Columbia University Press. Chapter 2: Models of Community Organizing: An Overview, 10-36.

Calpotura, Francis. "Letters to Alinsky," *ColorLines*, Winter 2000-2001, 8-11.

Ganz, Marshall. 2002. "What is Organizing?" *Social Policy* Fall 2002, 16-17.

Week 6: Oct 9 Community Organizing and Social Movements 2

Popular education, community building, and network models of organizing and social movements.

Readings & Resources

Horton, Myles and Paulo Freire. 1990. *We Make the Road by Walking: Conversations on Education and Organizing*. Edited by Brenda Bell, John Gaventa, and John Peters. Philadelphia: Temple University Press. Charismatic leaders (109-114), Education and Organizing (115-127), Expert (128-130).

Traynor, Bill. 2008. "Community Building." In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert, 214-224. New York: Routledge.

Castells, Manuel. 2012. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Cambridge, UK: Polity Press. Opening, 1-19.

brown, adrienne maree. 2017. *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press. 41-60

Week 7: Oct 16 Nonprofits and Nonprofit Industrial Complex

Role of nonprofits in community practice. Implications of nonprofit structure and funding for communities and social change.

Readings & Resources

Rodriguez, Dylan. 2007. "The political logic of the non-profit industrial complex," in *The Revolution Will Not be Funded: Beyond the Non-Profit Industrial Complex* edited by Incite! Women of Color Against Violence, 21-40. Cambridge, MA: South End Press.

Roelofs, Joan. 2006. "The Third Sector as a Protective Layer for Capitalism." *Nonprofit Quarterly* [online], September 21, 2006. Accessible at: <https://nonprofitquarterly.org/philanthropy/618-the-third-sector-as-a-protective-layer-for-capitalism.html>

Kania, John and Mark Kramer. 2011. *Collective Impact*. Stanford Social Innovation Review, Winter 2011, 36-41. Accessible at: http://www.ssireview.org/articles/entry/collective_impact

Week 8: Oct 23 Community Knowledge and Action Research

What is the role of local knowledge in community practice? Introduce Participatory Action Research and some models of community-university partnerships based on this model.

Readings & Resources

Gaventa, John and Andrea Cornwall. 2000. "Power and Knowledge," in *Handbook of Action Research* edited by Peter Reason and Hilary Bradbury, 71-82.

McNiff, Jean and Jack Whitehead. 2006. *All You Need to Know About Action Research*. Thousand Oaks, CA: Sage. Chapters 1-3, 7-35.

Garzón, Catalina, Brian Beveridge, Margaret Gordon, Cassandra Martin, Eyal Matalon, and Eli Moore. 2013. Power, Privilege, and the Process of Community-Based Participatory Research: Critical Reflections on Forging an Empowered Partnership for Environmental Justice in West Oakland, California. *Environmental Justice* 6(2): 71-78. Available at: <https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=https://www.liebertpub.com/doi/pdf/10.1089/env.2012.0039>

Week 9: Oct 30 Policy and Planning Professionals in Community Practice

What roles are played by policy and planning professionals in community practice? What are the challenges and opportunities for professionals in government and intermediary organizations working at the community level? What cultural competencies are important for effective community practice?

Guests: Marcy Ostberg (Director of Operations, Boston Department of Neighborhood Development), Nelson Butten (Director of Community, Family, and Student Engagement, Lawrence Public Schools)

Readings & Resources

Bratt, Rachel G. and Kenneth M. Reardon. 2013. "Beyond the Ladder: New Ideas About Resident Roles in Contemporary Community Development in the United States." In *Policy, Planning, and People: Promoting Justice in Urban Development* edited by Naomi Carmon and Susan S. Fainstein, 356-381. Philadelphia: University of Pennsylvania Press.

Vasquez, Leonardo. 2009. "Principles of culturally competent planning and placemaking." *The Placemaker's Advisor* [blog]. Published November 11, 2009. Available at: <http://placemakerhub.blogspot.com/2009/11/principles-of-culturally-competent.html>

Young, Iris Marion. 2004. Five Faces of Oppression, in *Oppression, Privilege, & Resistance* edited by Lisa Heldke and Peg O'Connor. New York: McGraw Hill. 37-63.

Week 10: Nov 6 Regions, Coalitions, and Communities

How are communities situated within regions? What is the role of coalitions in community practice? Introduce concepts of regional equity.

Readings & Resources

Pastor, Manuel, Chris Benner, and Martha Matsuoka. 2011. For what it's worth: regional equity, community organizing, and metropolitan America. *Community Development*, 42(4): 437-457. Available at:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=https://www.tandfonline.com/doi/pdf/10.1080/15575330.2010.532877>

Clark, Jennifer and Susan Christopherson. 2009. Integrating Investment and Equity: A Critical Regionalist Agenda for a Progressive Regionalism. *Journal of Planning Education and Research* 28:341-354. Available at:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://journals.sagepub.com/doi/pdf/10.1177/0739456X08327371>

Chavis, David. 2001. The Paradoxes and Promises of Community Coalitions. *American Journal of Community Psychology* 29(2), 309-320. Available at:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=>

Week 11: Nov 13 Case Study: Upham's Corner Implementation

Case study of the Upham's Corner Arts and Innovation District Implementation Process.

Guests: Ramona Alexander (DSNI), Andrew Grace (City of Boston), Minnie McMahon (DSNI)

Readings & Resources

To be assigned

Week 12: Nov 20 Community and Technology

How are the internet and social media affecting community practice? How are these new technologies being used for public participation and civic engagement? Digital games and virtual realities for policy and planning.

Readings & Resources

Hollander, Justin B. and Amelie Hecht. 2012. "Virtual citizen engagement process for the Gilman Square Area in Somerville, Massachusetts: Final Report." Tufts University Department of Urban and Environmental Policy and Planning. 18 pages. Available on Canvas.

Gordon, Eric. February 1, 2013. "Beyond Participation: Designing for the Civic Web." *Journal of Digital and Media Literacy*.

Noveck, Beth Simone. 2016. Re-Imagining Government through Civic Media: Three Pathways to Institutional Innovation. In Eric Gordon and Paul Mihailidis (eds), *Civic Media: Technology, Design, Practice*. MIT Press. 149-164.

Browse Engagement Lab's projects at <https://elab.emerson.edu/projects>

No Class Nov 27 Thanksgiving Holiday

Week 13: Dec 4 Case Study Presentations

Student presentations of Community Practice Case Studies.

Students with Disabilities

Tufts University values the diversity of our students, staff, and faculty, recognizing the important contribution each student makes to our unique community. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the Student Accessibility Services office at Accessibility@tufts.edu or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Academic Integrity

Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts' Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the dean.