Tufts University
Department of Urban and Environmental Policy and Planning
Fall 2015

Community Development, Planning and Politics UEP 0261-01
Fridays, 1:30-4:00pm, 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 of the Americas and African slaves have been systematically oppressed, excluded and marginalized. This collaborative research seminar critically explores the idea of community development in a variety of settings as the "practice of freedom," a practice with profound implications for institutions of higher education and the resiliency of the regions in which they are located. The 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. Together, seminar participants will work to answer the question: what new, relevant knowledge can be shared and developed on the topic of community development through a diverse, dynamic and complex network of human relationships among people in the Global South and with people in the Global North? Their collaborative research will involve faculty, staff, students and community partners affiliated with Tufts University (Tufts), the Massachusetts Institute of Technology (MIT) and Universidad Austral de Chile (UACh). Students will benefit from access to the resources of the Talloires Network (TN) at Tufts; MIT Community Innovators Lab (CoLab); and the Entrepreneurial Learning Center (CEM).

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1 Aly will serve as our primary liaison with UACH/CEM and MIT/CoLab partners.
In the Los Ríos Region of Chile, the CEM is working with UACH students interested in social projects aimed at strengthening the rural territories of the region to create a network of professionals who have the skills, knowledge, and relationships to build a more equitable and resilient economy with a collaborative, transdisciplinary focus. By working in the places that the students are from, they developed relationships with the ‘comunas’ in the Los Ríos region, and have now begun to formally engage municipal governments in their youth-led development efforts. Their approach emphasizes the importance of satisfying basic human needs (Human Scale Development), transforming the old development model of growth. It is being tested by rural territories with characteristics of vulnerability in Chile, throughout Latin America and around the world.

Student participants will develop basic research skills, including techniques for conducting personal interviews and case studies; they will probe and synthesize the community development literature and other secondary data sources. In the end, student participants will produce a report and digital story (optional) for the purpose of illuminating and sharing UACH’s approach to community development within a global community of practice. By doing so, students will actively contribute to a global movement aimed at improving the ways in which institutions of higher education engage with society, while developing research and communication skills they may apply to their thesis and other future projects.

Throughout January and February 2016, the blog posts, case study report and digital story produced by way of the seminar will be edited, translated into Spanish, and published on a variety of platforms (TN web site, MIT CoLab Radio, and Programa Centro de Emprendizaje) by TN, CoLab and CEM staff. Seminar participants are encouraged to showcase these products as publications on their resumes, web sites and social media channels.

Skills and Competencies

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

- Critical analysis of community development concepts and strategies in the U.S. and other national contexts;
- Situational understanding of relevant issues such as civic participation, socio-economic inequality and the politics of space;
- Direct access to, and ongoing interaction with, leading experts in the community development field in the U.S. and beyond;
- Introduction to, and practice with, research skills such as personal interviews and case study analysis as well as writing, verbal presentations, and storytelling;
- Methods of secondary data collection and analysis for developing an understanding of national contexts, specifically the social structure, history,
politics, culture, and economies of the U.S. and Chile; and

- Ability to understand and cope with challenges of language, distance and culture by participating in a growing international community of practice;

- Development and application of community development principles and skills by working in collaboration with a variety of seminar participants;

- (Optional) Formulation of a thesis project on some aspect of the experience and/or topic.

Course Requirements

Assignments

Assignment #1 – Single Subject Social Networking, Using Secondary Data – Blog Post

Select a community to study from the list below or propose and get approval to explore another. Collect, synthesize and present evidence about the community you’ve chosen using a wide 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 a community development strategy in a particular place, 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?

(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 10 minutes.

Assignment #2 – Personal Interview, Collecting Primary Data, Storytelling

Interview someone who has interacted with CEM at UACH. This may be a student, staff or faculty member at the university or a leader in the community, an activist, politician, or business owner. Tell his/her story – why s/he began interacting with the center, the nature of his/her interaction and how the Center impacted or influenced his/her attitude, behavior and/or life trajectory?

(a) In consultation with the instructors and/or Talloires Network staff, 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. Write a short story (1200-1600 words, 12-point font, with appropriate footnotes, bibliographic references, and graphics).
(b) Verbally report back to the class. Limit your talk to 10 minutes.

Assignment #3 – Single Case Study, Combining Primary and Secondary Data, Report and (Optional) Digital Story

Work collaboratively with seminar colleagues to craft a single case study report to document CEM’s approach to student and territorial development. Present what you have learned about Human Scale Development as a theory and a practice. Rely on individual stories from assignment #2 to bring the case to life. Also seek and incorporate secondary data from a variety of sources. Highlight what has been achieved to date. What challenges persist and why? Relying on evidence collected via assignment #1, compare and contrast CEM’s approach with other community development concepts and strategies. What lessons can the Global South and North learn from one another?

(a) Prepare a close-to-final draft of the case study report to share with the class on December 4th (it is due to instructors on December 3rd at 5pm EST). This is an opportunity to receive feedback on your work-in-progress and to ensure you are making good progress on the assignment. The report should contain visual evidence – photographs (historic and contemporary), drawings, charts, logos, maps, facts and figures; it should be about 15-20 pages in length.

Using digital media, produce an engaging, short video (no more than 4 minutes in length) illuminating the key takeaways of the case study report. The story will rely exclusively on visual evidence – photographs (historic and contemporary), drawings, charts, logos, maps, facts and figures, and short sentences. No sound except music.

NOTE: The digital story component of this assignment is optional and may be undertaken by one or two, no more than three students. If students choose to pursue this option, the close-to-final draft digital story will be debuted in class on December 4th (it is due to instructors on December 3rd at 5pm EST).

(b) Complete and submit your final case study report (and final digital story, if undertaken) to instructors on December 10th at 5pm EST.

Cases (to be explored through assignments above and in classroom discussions)

United States
Cleveland, Ohio
Bronx, New York
Lawrence, Massachusetts

Brazil
Conjunto Palmeiras

Spain
Mondragon
Part One

Session One (September 11th)

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

Readings:


Session Two (September 18th)

- Community Development Concepts and Strategies
- Guest speakers, Liz Holden and Austin Nijhuis, Initiative for a Competitive Inner City (confirmed)
- Ingredients of an Effective Blog Post

Readings:


Session Three (September 25th)

- Community Development Concepts and Strategies, continued
- Guest speaker, Maggie Tischman at Commonwise (not yet confirmed)
Readings:


Optional Reading:


Assignment #1 due on Thursday, October 1st at 5pm

Session Four (October 2nd)

- Students present Assignment#1
- Overview of Assignment #2
- Community Development Concepts and Strategies, continued
- Guest speakers, Jennifer Catalano, Talloires Network (confirmed)

Readings:


Note: guest speaker may require an additional reading.

Optional Reading:

Part Two

Session Five (October 9th)

- Introduction to Latin American universities, Chile, Valdivia, UACH and CEM
- Guest speaker: Brad Toney, Fletcher MA Law and Diplomacy candidate 2016 (confirmed)
- Ingredients of effective personal interviews and informed consent
- Guest speaker: Amy Newcomb Rowe, Talloires Network (confirmed)

Readings:


Max-Neef, M. 2012. “How to Move from the Current Crisis to a Stable Economy to Serve the Common Good?” Keynote at Zermatt Summit. [https://www.youtube.com/watch?v=5EURJI9x9Qs](https://www.youtube.com/watch?v=5EURJI9x9Qs)


Session Six (October 16th) – Open to Learning Network

- Human Scale Development
- Guest participant, Professor Patricio (Pato) Belloy (confirmed); Maria del Valle, UACH (not yet confirmed)
- Aly Bryson, UACH Site Visit debrief
- Preparing for, and conducting, personal interviews
Readings:


Dragon Dreaming methodology
http://www.dragondreaming.org

Note: guest speakers may require readings.

Session Seven (October 23rd)

- Theory and Practice of Human Scale Development
- Entrepreneurial Learning Center, CEM
- Writing and publishing personal interviews

Readings:

Fecci-Boisier. “Four quadrants” of collaborative entrepreneurship.

Report on the results of applying the HSD matrix (with representatives of 7 comunas).

CEM Synergic FIC Form.

Center presentation describing their approach to regional development.

Participatory Workshop – Human Scale Development
https://www.youtube.com/watch?v=0AxMn4A2C00 (w/English subtitles)

http://www.emprendizajeuach.cl/conoce-mejor-el-centro-de-emprendizaje-a-traves-de-este-video/ (in Spanish)


Assignment #2 due on Thursday, October 29th at 5pm

Session Eight (October 30th)

- Basic Storytelling with Marc Raila and Michael Callahan, Tufts Digital Media Technologists (confirmed)
- Joshua Quan, Social Sciences Librarian at Tisch (confirmed)
- Discuss findings from Assignment #2
- Overview of Assignment #3
Part Three

Session Nine (November 6th) – Open to Learning Network

- Key Ingredients of an Effective Case Study
- Guest participant, Professor Patricio (Pato) Belloy (confirmed)
- iMovie training at the Mark Lab (1:30-3:00, optional)

Readings:

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 Ten (November 13th)

- Group Discussion and Work on Assignment #3
- Guest speakers: Ronald Sisek and Mathias Eggers Hering of UACh/CEM (not yet confirmed)

*Note: guest speakers may require readings.*

Session Eleven (November 20th)

- Group Discussion and Work on Assignment #3

No Classes/Holiday (November 27th)

*Assignment #3 due on Thursday, December 3rd at 5pm*

Session Twelve (December 4th) – Open to Learning Network

- Case Study Report presentation (draft)
- Guest participant, Professor Patricio (Pato) Belloy (confirmed)
- Digital Story presentation (draft) – optional
- Feedback and discussion of next steps
Session Thirteenth (December 11th)

- 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:
- 15% assignment #1 (10% blog post; 5% verbal presentation)
- 20% assignment #2
- 45% assignment #3 (15% for draft; 30% for final product)
- 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