USP 317U Introduction to International Community Development

Fall 2023

SYLLABUS.

Course Syllabus

 Edit

USP317U: Introduction to International Community Development

Toulan School of Urban Studies & Planning

Portland State University - *Fall 2023*

This course is fully online and asynchronous (with no scheduled meetings).

The course has weekly due dates.

Please note that some changes may happen during the course of the term but we will be notified early enough. NO SURPRISES !!!

INSTRUCTOR

Taghrid Khuri, PhD.

Contact: P*lease contact me through Canvas messaging.*

Office Hours: *by appointment*

To make an appointment, please send me an email via Canvas and note the day, time, the reason for requesting the meeting, and your preference for Zoom or In-Person. Please write "Request Meeting" in the subject line. Appointments may be scheduled for **Zoom** (meeting linkLinks to an external site.) or In-Person (Urban Center 350 – third floor),

Course Syllabus and Delivery

I am happy to be teaching this course this term for the first time.. This course has been offered in the past. And I would like you to know that the syllabus (or most of it) is designed- and was previously taught by Dr. Kacy McKinney. I'm mostly keeping her syllabus, or most of it, as it is excellent content and modality to an "introduction to international community development". I'm making a few changes and adding some content from an additional region of the world, namely Egypt, North Africa.

I am a graduate of the PhD Program in Urban Studies. I have been teaching at PSU for the last 25 years as an adjunct, mostly in the Women, Gender & Sexuality Studies Dept., and I have carried out development and community development work in some 35 countries, mostly in the Middle East, North Africa and Africa. Please read my BIO under week 1 module (Introductions) for more details about my career in the field of development and gender.

COURSE DESCRIPTION

This course offers an investigation of ideas, perspectives, practices, and experiences of (1) *International* Development, (2) non-United States-based *Community* Development, and (3) global perspectives on *International Community* Development. We explore key themes in International and Community Development and interconnections and overlaps between them. The course utilizes a wide-range of readings and other materials to explore case studies from many different countries, and also case studies focused on geographically complex manifestations of community. Note that this course requires *substantial reading*, critical reflection, discussion, research, and writing.

COURSE LEARNING OBJECTIVES - *Upon completion of this course students should:*

- Be familiar with the history of, and key themes and issues in, international development;

- Be familiar with the concept and practices of community development;

- Be able to discuss and draw on a range of examples of non-US based and geographically complex forms of community development;

- Discuss community and international development from a critical perspective;

- Have strengthened independent research and writing skills.

COURSE SPECIFIC *CD MAJOR LEARNING OBJECTIVES*

- *Think critically* using appropriate theoretical perspectives about community.

- *Act to promote social justice:* recognize & appreciate social, cultural, economic diversity; work against discrimination; commit to inclusive practices.

- *Understand the importance of maintaining an international perspective and awareness in Community Development:* appreciate the diverse needs and perceptions of the global community; observe the ways in which actions in the US and other so-called "developed" countries impact the so-called "developing world"; appreciate the unique assets and approaches of local communities outside the US; appreciate the ways in which locality is important to community and personal identity; understand similarities and differences between domestic and international community development.

COURSE MATERIALS - All required readings and course materials will be available on the Canvas course site. There are no textbooks to purchase for this course.

INCLUSIVE LEARNING ENVIRONMENT

Building an inclusive learning environment requires us to work together to listen, and make room for all to have a say - asking questions and interacting in an encouraging way while also taking care to create space for others; to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world. I hope that we can begin from a place of mutual respect and **gentle personalism** – *taking each other where we are at each encounter, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways.*

Please let's be gentle with one another and not make assumptions about what anyone is going through. We can all promote safe and inclusive learning by listening deeply (reading carefully and reflecting before responding) and being ready to learn from those around us. Words matter and are powerful, and I encourage you to think critically about the words you are using, particularly when speaking about a topic or place you are unfamiliar with or a community or an individual from a community that you are not a part of. Take your time, and consider the impact of your words. Find a balance between participating actively and also making space for and encouraging the participation of others. Thank you, in advance, for your patience as we continue to navigate the current reality together and the online environment, in particular. I will work to support you in engaging with me and with one another in respectful and encouraging ways; *begin from the knowledge that behind each comment or post is a person who deserves to be treated with respect and care.*

ON PRIVACY - It is unacceptable to copy or share text or images from your classmates or from your instructor into any other online forum or space outside of this course. Please see the PSU Student Code of Conduct and Responsibility for more information.

ON PLAGIARISM

Please note that **plagiarism** (for example, submitting the same work for multiple classes or copying material from the internet without citing sources/including references, or copying the work of someone else) in any form **will not be tolerated**. I actively monitor for plagiarism and I will provide additional information on how to avoid plagiarism and other forms of academic dishonesty. See below for PSU policy on this. If plagiarism is suspected, I will reach out to you to discuss, and I will most likely take the matter to the Dean of Student Conduct. You will likely receive a 0 on the assignment, and it may lead to further sanctions by the University.

ON GRADING - ***Before emailing about a grade,* be sure to read all feedback received, review the grading policies in this syllabus, and review the assignment or activity guidelines.** Final Grading: 94%/A; 90%/A-; 87%/B+; 84%/B; 80%/B-; 77%/C+; 74%/C; 70%/C-; 67%/D+; 64%/D; 60%/D-; 0%/F

COURSE ASSESSMENT & REQUIREMENTS - *No quizzes, no midterm, and no final exam for this course. This course requires you to read a lot, write a lot, research a lot, and engage in discussion with others in the class via online discussion forums. There are opportunities to create audio or video files for some assignments (instead of the written version). See late policies for each activity/assignment and note that extensions are at my discretion and are only granted by advance request/in certain circumstances.*

POSTS (20% - 5% each)

Late Policy: Posts - 10% deducted for each day late.

*These **4 brief posts** (about 250 words) will be in response to a prompt in the weekly lesson (either related to the lesson or to an upcoming assignment or activity). Your posts should be clear, concise, thoughtful, and relevant to the course in specific ways, demonstrating your level of engagement with the course materials and ideas. You are not required to respond to the posts of others for these activities, but I encourage you to read and engage to build community and learn from your peers. These will happen during **weeks 1, 4, 8, & 10.***

READING REVIEWS & DISCUSSIONS (50% - 10% each)

Late Policy: 10% deducted for each day late.

*These **5 reading reviews & online discussions** happen weeks **2, 3, 5, 7, & 9**. Submit short papers by Thursday at 11:59pm, and engage in discussion with others until Sunday at 11:59pm. These assignments require you to:*

(1) Read/engage with the week's lesson and materials;

(2) [By Thursday at 11:59pm] Craft and post a short paper of 350-500 words focused on and responding to the lesson and readings in a way that clearly demonstrates you have read and reflected on the materials (refer in specific ways to the materials using in-text citations and specific examples) and ending by posing a question for discussion (you can post a 2-3-minute audio or video file instead of the written version, as long as you follow the other guidelines closely);

(3) *[By Sunday at 11:59pm]* Engage in the discussion: read and respond meaningfully to the reviews of two other people *and also respond to anyone who responds to your review.*

RESEARCH ASSIGNMENTS (30% - 15% each)

Late Policy: 10% deducted for each day late.

Research Assignment 1: Thematic Research in International CD

For this assignment, you will first do independent research on a theme in international community development outside of the United States, then craft an annotated bibliography, and finally, write a summary of your research findings. Themes could include, but are not limited to: access to land rights,

responses to environmental injustice, increasing economic opportunities for youth, climate change adaptation, building affordable housing, improving traffic safety, or building food security at the neighborhood level. The *summary* can be also be presented in *either a 2-minute audio clip, or in a 2-minute video.* **DUE: 11/5**

Research Assignment 2: Case Study in International CD *(with audio/video option)*

For this assignment you will again begin by doing independent research, but this time on a specific example of a development project that is clearly community-led/driven (and that is taking/took place outside of the United States). For this assignment you can present your findings in either a 1,000-word essay, a 3-5-minute audio clip, or in a 3-5-minute video. For the audio and video version the quality of content should be equally high and you'll still need to hand in a full written bibliography of your sources. **DUE: 12/4**

COURSE SCHEDULE – *Subject to change – please see weekly modules for most up-to-date information and check in Canvas regularly for updates. Unless otherwise noted, all posts, discussions, assignments are due by 11:59pm on Canvas. See Late Policy (below) on assignments, and note that discussion activities cannot be made up after they close.*

Week 1: Introduction and International Development in Context

DUE: Post 1: Introductions - Sunday October 1st by 11:59pm

See Week 1 Lesson for Readings

Week 2: The Shaping of International Development - Toward *Community* Development

DUE: Reading Review & Discussion 1 – Submit Review by Thursday at 11:59pm; respond to 2 others and anyone who writes you by Sunday at 11:59pm

See Week 2 Lesson for Readings

Week 3: Chiapas, Mexico: Participatory Planning & Building Information Systems

DUE: Reading Review & Discussion 2 – Submit Review by Thursday at 11:59pm; respond to 2 others and anyone who writes you by Sunday at 11:59pm

See Week 3 Lesson for Readings

Week 4: Community-Based Organizations in Nairobi, Kenya

DUE Post 2: Propose or Outline Assignment 1 October 22nd by 11:59pm

See Week 4 Lesson for Readings

Week 5: Jaipur, India: Addressing Stigma

DUE: Reading Review & Discussion 3 - Submit Review by Thursday at 11:59pm; respond to 2 others and anyone who writes you by Sunday at 11:59pm

See Week 5 Lesson for Readings

Week 6: Focus on Assignment 1 - No Readings.

DUE: Assignment 1 – Sunday November 5th by 11:59pm

Week 7: Multiple Case Studies from Brazil

DUE: Reading Review & Discussion 4 - Submit Review by Thursday at 11:59pm; respond to 2 others and anyone who writes you by Sunday at 11:59pm

See Week 7 Lesson for Readings

Week 8: Case Studies from Canada and Australia

DUE Post 3: Propose or Outline Assignment 2 November 19th by 11:59pm

See Week 8 Lesson for Readings

Week 9 Lesson: Community Development in Global Perspective

DUE: Reading Review & Discussion 5 - Submit Review by Sunday at 11:59pm; respond to 2 others and anyone who writes you by Monday at 11:59pm (Note the changed schedule due to university closure this week)

See Week 9 Lesson for Readings

Week 10 Lesson: Course Conclusions – No Readings.

DUE Post 4: Conclusions/Assignment Summary November 26th by 11:59pm

DUE: Assignment 2 Monday December 4th by 11:59pm

SUBMITTING WORK ONLINE:

It is your responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that you intended to be graded for the assignment. Acceptable file formats are Word or PDF files, unless otherwise noted.

TECHNOLOGY ACCESS:

The use of Canvas, PSU email, and other computer tools such Google Drive/Docs are required for this course. If you have concerns about accessing technology (internet/computer) for this course, please contact the Office of Academic Innovation (OAI) oai_support@pdx.edu or the OIT HelpDesk help@pdx.edu.

ADDITIONAL PSU POLICIES, INFORMATION, and RESOURCES

Access & Inclusion for Students with Disabilities

PSU values diversity and inclusion. Our goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. We are committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify us. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodations, we have likely already received notification from the DRC and we will be in touch (or you can touch base with us) to discuss any details, questions, or concerns. The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at https://www.pdx.edu/disability-resource-center/

Title IX Mandatory Reporting

As instructors, students frequently come to us for assistance in matters that are not related to the course material. Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources:

- Confidential Advocates: 503.894.7982, or by scheduling online (psuwrc.youcanbook.me) (regarding sexual harassment and interpersonal/sexual violence)

- PSU Sexual Misconduct Response information

- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, 503.725.2800

- Student Legal Services: 1825 SW Broadway, (SMSU) M343, 503.725.4556

- For more information, please complete the required student module: Understanding Sexual Misconduct & Resources in your Canvas.

PSU Cultural Resource Centers:

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide students with employment, volunteer, and leadership opportunities. Along with extensive programming, our spaces offer resources such as computer labs, lounge areas, and study spaces. All are welcome! Website: https://www.pdx.edu/cultural-resource-centers/

Academic Honesty

Students are expected to be ethical not only in the online and physical classrooms, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following:

- engages in any form of academic deceit;

- refers to materials, sources or uses devices not authorized by instructor for use on an assignment;

- provides inappropriate aid to another person in connection with any assignment;

- engages in Plagiarism.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. We will discuss strategies for citing sources in your work and please see me and/or consult library resources with questions about how to avoid plagiarism. *I proactively monitor for academic dishonesty. Any plagiarism results in a zero on the assignment or activity and reporting to the Dean of Student Life Office.*

Basic Needs at Portland State

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Here is a list of contacts for assistance:

- Basic Needs Hub: basicneedshub@pdx.edu

- Emergency Housing: PSU Landing at FUMC: https://fumcpdx.org/landing/

- Free Food Market: https://www.pdx.edu/student-access-center/free-food-market

- A.R.E. Team: askdos@pdx.edu; (503) 725-4422; https://www.pdx.edu/dean-student-life/care-program

- Student Health and Counseling: askshac@pdx.edu; (503) 725-2800; https://www.pdx.edu/health-counseling/