

Winter term 2026
USP 317U – Introduction to International Community Development
Portland State University – School of Urban Studies and Planning
online asynchronous course

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP

What we're studying

From the PSU catalog:

“An investigation of concepts, models and perspectives of International Community Development practice. Explores social, cultural, religious, political economic and environmental aspects that affect community development models and action research are emphasized. The course utilizes teaching cases and experts from the field and requires substantial reading reflection and discussion.”

This syllabus was developed by Dr. Kacy McKinney, and I am tweaking it based on my expertise as the course unfolds.

How this course fits

This course contributes to the Community Studies, Global Perspectives, Healthy People/Places, and Leading Social Change clusters in the University Studies general education program; you can view updated information about clusters at: <https://www.pdx.edu/university-studies/sinq-junior-clusters>. You can read about the overall goals for the University Studies program at: <https://www.pdx.edu/university-studies/program-learning-goals>.

This course is offered by the School of Urban Studies and Planning, which is an academic department in the College of Urban and Public Affairs. You can read about our academic programs and courses in the [PSU Bulletin](#). To speak with the faculty member who oversees undergraduate programs, e-mail Cuspmajor@pdx.edu. Syllabi from prior offerings of USP courses are available on the School website ([undergraduate](#), [graduate](#)).

Learning outcomes

The course activities will help work toward achieving the following course-specific outcomes:

- 1) Discuss key themes and issues in international development practice
- 2) Compare and contrast a range of examples of non-US based and geographically complex forms of community development
- 3) Analyze the social and political dynamics of development projects, including relationships between the “Global South” and “Global North,” as well as the instability of these categories
- 4) Identify theories of change and critique program design, implementation, and impact
- 5) Synthesize academic and grey literature and communicate findings visually, orally, and writing

Course materials

Most of our readings are available to PSU students through the [PSU Library website](#), requiring you to log in with your PSU Odin ID. You may not be accustomed to searching the catalog for materials, but getting confident with this skill will help you in the long run. If you are having trouble locating a reading, please use the [Ask a Librarian](#) service for assistance. Other readings will be available on the “plain old internet” or provided to you on Canvas.

NAVIGATING THE COURSE SHELL

To help everyone get acclimated in week one, all items will be due at the end of the week on Friday at 5pm. Thereafter, we'll move to a regular weekly schedule. The diagram below is designed to help you understand the typical module structure, including when items will be available on the Canvas course shell. The teal text is stuff I will do and grey italics are my suggestions of what you should be doing. Due dates are in brown/dark orange.

	Monday	Tuesday	Wednesday	Thursday	Friday
two weeks prior					instructions posted for larger assignments
one week prior					5pm: prompt for next week's check-in posted
CURRENT WEEK/MODULE	9am: weekly announcement and module content posted 5pm: check-in and reading summary due <i>do module content and post to activity board</i>	5pm: first activity post due <i>reply to peers</i>	<i>keep replying to peers, work on bigger assns.</i>	5pm: replies to peers due (activity board) <i>finish replying to peers, keep working on bigger assns.</i>	5pm: week's boards lock 5pm: larger assignments due (not every week!) <i>do reading for next week, keep working on bigger assignments</i>
one week after					grades posted (ideally)

The “activities” are the analog to coming to class in-person and could take up to a couple of hours depending on the week. You have a grace period to turn in weekly assignments until the boards lock on Friday at 5pm. For larger assignments that are due Friday at 5pm, you have until Monday at 5pm as a grace period.

The course is designed to be cumulative, so you may only work ahead about a week or so. However, you can read ahead and submit reading summaries early. **The overview pages (end of the syllabus) are your map to the course.** Please download/print out the syllabus and keep it accessible.

Because we don't meet and talk in real time, online classes have a LOT of reading and writing; prepare yourself and set reasonable expectations for your time! Our readings vary widely in length and sophistication, so look ahead and plan your time accordingly.

Recommended technology tools for student success

Desktop version of Google Drive (access and edit stored MS Office files without internet access!)	https://support.google.com/a/users/answer/13022292
Desktop version of Google Chat	https://support.google.com/chat/answer/9455386
Firefox browser with Container Tabs to manage multiple Google accounts	https://www.zdnet.com/article/what-are-firefox-container-tabs-and-how-do-you-use-them/
Microsoft Office (free!) or open-source alternative	https://www.pdx.edu/oit/microsoft-office or https://www.libreoffice.org/
Zotero to keep track of your research sources and automate your citations and reference lists	https://www.zotero.org/ <input type="checkbox"/> some more explanation at: https://libguides.unm.edu/Zotero

Many people thrive using adaptive technologies such as screen-reader software (listen to your reading!); PSU has compiled this helpful list of tools:

https://docs.google.com/document/d/1yr_MYK8kILtG132l2jM5o4doYGouUQt4dqXHsHSfUNI

When Canvas doesn't match the syllabus

The course shell has a lot of stuff imported from previous classes and terms, inevitably there is stuff that doesn't belong and dates that are wrong. Please post in the Q & A forum with a screenshot showing the issue when this happens so that I may correct it. When in doubt, trust the syllabus!!

Due dates

Deadlines are meant to keep you moving through the course material without getting bogged down. After the discussion board locks or an assignment submission folder closes, extensions are not possible. If you are getting behind on one of the larger assignments, contact me immediately. For small things, just skip them and move on. Do

not try to “catch up” on your own without consulting me, this inevitably results in people getting further behind. If you start falling behind, schedule an office hours appointment immediately; avoiding the situation will only make it worse.

Posted grades

If you get a notification that a grade changed or disappeared, wait a while and check back before following up. Sometimes the instructor is fiddling with the gradebook and Canvas sends you a notification that she doesn't know about; usually the weird item will clear up after the fiddling is complete.

Giving and getting help

Students should post questions about the course and assignments in the Q & A forum on Canvas. This is the equivalent of having a conversation in class. You should respond to fellow students' questions if you have insight or an answer to offer. There is one thread for logistics, another for more substantive questions, and a third where students can post information to share with the class.

ASSIGNMENTS AND EVALUATION

Please keep PDF versions of all of your submitted assignments in the event of clerical errors.

Ways to earn points

The table below lists the activities students are expected to complete, and the maximum number of points they can earn through each one. The course is designed with some wiggle room: there is one “freebie” each of the repeating assignments, which means that there are more than 100 points “on the table,” if you would like collect more. Remember that your final grade is based your grand total of points, not the percentage of points that your earned.

	points	extra credit?	
		activity	max extra points
<i>Engagement with readings</i> Weekly reading summary (2 points x eight) – required week two, then take off a week of your choosing	16	do every week	2
<i>Engagement with the class and community (“participation”)</i> Getting started checklist: .5 points Weekly check-in boards (.5 points x 9 = 4.5 points, one “freebie”) Weekly activity boards (2 points x 9 = 18, one “freebie”) High quality participation (4 points): overall engagement and professionalism Optional student success or community event activities for XC points	27	don't take the freebies, do XC activities	9
<i>Country research project</i> Outline: 3 points Memo: 10 points Peer feedback: 6 points	19		
<i>Program case study</i> Presentation: 13 points Critique: 6 points	19		
Final exam – untimed, based on readings, activities, and student case studies	20		
TOTAL:	101	<i>(plus XC = 110)</i>	

You may only receive credit for a given activity in one course at a time. E-mail the instructor if you have a suggestion of a course-related activity that students could attend for extra credit; allow one week for review. Opportunities must be free and open to the PSU community.

The following final grades will be given for the following number of *TOTAL POINTS ACCUMULATED*:

Points	<60	60	64	67	70	74	77	80	84	87	90	94
Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

Expectations for assignments¹

A general rubric for student work:

- A** assignments demonstrate original thought and synthesis of ideas; sophisticated, cogent analysis; and are clearly written or presented. Outstanding work.
- B** assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.
- C** assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- D** assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

To address some common misconceptions about grades: Diligence and hard work are always appreciated and are generally necessary for a high grade, but they don't guarantee one. I evaluate what you turn in, not what you are capable of. Through your work, you earn points; I do not start from 100% and "dock" you for shortcomings.

All submitted assignments should include student name, date, and course number clearly visible on the first page, ideally in the top right corner. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. Please do NOT use APA-style headings or include a document cover page.

Do not rely on citation generators, including the citation button in the PSU Library catalog. To learn how to use citation generators effectively, see this helpful article: https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](#)) if you are unfamiliar with APA.

Universal accommodations

Following the principles of Universal Design, my courses incorporate a variety of accommodations that are necessary for people with certain needs (disability, religious observance, personal situation), but may be helpful to others as well. These include grace periods for assignments and the use of untimed and open-book assignments.

Summary of assignments (more detailed instructions to be provided)

The purpose of the smaller assignments is to give you credit for habits of good scholarship (i.e., interacting with classmates, taking note about your reading). Larger assignments are about practicing core scholarly skills in the topic area of community development.

Engagement with readings: reading summaries

Through weekly reading summaries you will identify the main ideas in readings, summarize complex content, and practice APA style reference list entries.

¹ Adapted from Lisa K. Bates.

Engagement with classroom and campus: discussion boards, e-mail, extra credit

There are many ways to engage with your peers. Showing up, listening, and asking good questions is the most obvious. Helpful and courteous communication in writing (e-mails and Canvas) is another. You also have the option of participating in events in the larger PSU community.

Country research project

You will study the community development issues in a given country and share/workshop your findings with peers. Providing feedback to your peers and doing revision is an important part of this assignment.

Case study project

You will study a particular community development project and present to your colleagues in an audiovisual presentation. You will also write a critique of your organization in light of the course themes. Comparing your organization to those your peers present is an important part of the case study project.

Final exam: Short essay questions connecting course concepts, activities, and student research.

SUSTAINING A LEARNING COMMUNITY

We all play a part in creating and maintaining a positive shared learning environment. Below are some of the major expectations for this course.

Learning in unprecedented times

Every term, this section of the syllabus needs updating due to the latest crisis. Epidemics, political divisiveness, wars, strains on the higher education system . . . we are all going through a lot! I aim to create space for inquiry and excellence, but also to acknowledge the intense logistical challenges and cognitive load we are experiencing. If you are struggling, let me know so that we can discuss accommodations.

Our shared challenge is building a space where all students in this class feel psychologically safe to learn—which is hard, because sometimes one person's needs come into conflict with another's. Peace and justice begin with how we treat each other in this space. I hope that we can begin from a place of mutual respect and being gentle with one another.

Meaningful conversations²

In this class we will deal with perspectives that are controversial, thought-provoking and which may challenge your worldview. In order to address these issues in a scholarly manner, we will operate with a foundation of respect for all persons, acknowledging that there are a variety of viewpoints to be considered. While you are free to express your opinions, you must be ready to consider those opinions using a social science lens. You also have an obligation to consider how the way that you express your opinion will affect others in the class. You are always free to disagree with the conclusions of your instructors, your peers, or the authors you read. Disagreeing with the material does not excuse you from engaging with it, however.

Participation and professionalism

Professionalism takes many forms. Being a good academic citizen requires that you:

- Do your best to engage in all assignments and activities, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog that advances shared understanding—being mindful of power dynamics

² adapted from independent scholar Beth Duckles

- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help. Try to solve problems with the resources provided by the instructor—including seeking help from classmates—but speak up if you get stuck.
- Build mastery (or at least continual improvement!) of netiquette and core technology skills
- Recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world

Communication

Time-sensitive communication from the instructor will occur via Canvas announcements. Students should be proactive about communicating with each other via discussion boards, e-mail, and Google Chat; you are great resources for each other! Be conscious of the best medium to achieve your communication goal as well as being clear and courteous with your communication partners.

Students should aim to check their PSU e-mail at least once a day and respond to e-mails within one business day. Students should log into Canvas as needed during the workweek; for most people this will probably mean a couple of logins to do activities or review new items that have cropped up. The instructor will uphold these same standards.

E-mailing the instructor

E-mail should be used for issues that affect only one student or are personal or confidential in nature (e.g., you are sick, have a concern about something happening in the class, have a question about your grade). Be sure to include the course number in your subject line and make it clear who the sender of your message is. Some additional tips from Laura Portwood-Stacer: Portwood-Stacer has some tips (though I could do without meaningless niceties and restatements of requests): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Office hours

Office hours appointments are a great way to get support and input on your work, as well as build a relationship with the instructor. Meetings occur via Zoom video conferencing, but you can call in with just a phone if you don't have good bandwidth for video or just don't want to "Zoom." Book appointments online.

Getting sick, work and family pressures, and misc. unanticipated events

Students are expected to do all course activities in a timely manner. However, it is understood that life sometimes intervenes! If you have any feeling of difficulty keeping up, or there are things going on in your life that could affect your performance, contact the instructor by e-mail immediately. I will work with you to figure out ways to support your success. I try hard not to pass judgment on the barriers you face to success; instead, I want to work with you to mitigate them. If you are struggling with an assignment, get in touch BEFORE it is due.

Extensions-Grace periods

Deadlines are meant to keep you moving through the course material without getting bogged down. Instead of giving people extensions when they encounter difficulties, I include a grace period on most assignments. If you are having trouble completing something within the grace period, please e-mail me to let me know what is going on. I may propose an alternative assignment to help you stay on track. Do not try to "catch up" on your own without consulting me, this inevitably results in people getting further behind.

Incomplete grades due to personal emergencies

When students who were previously on track in the course experience an event that prevents them from completing the course in a timely manner, the instructor has the discretion to issue an Incomplete ("I") as the course grade. This extends the timeline the student has to complete the course, and has no impact on their GPA. Students do not have a right to receive or demand an Incomplete grade. The Office of the Registrar's website has [the full Incomplete Grades](#)

[policy](#). I only rarely give Incomplete grades, since in my experience they generally extend student suffering instead of helping them complete the course.

MY TEACHING GOALS

Teaching is a humbling journey of trying to lead with empathy, provide structure for students, and empower them to chart their own course. Some aspects of my pedagogy bear particular mention.

People first

All the information one might want is available without enrolling in college, yet we all choose to be here: to be together, learning in community. I try to get my students so that I can help them best achieve their goals. I encourage you to get to know your classmates so that you may benefit from their insights and support. A person's ideas stem from who they are, so having meaningful dialog requires understanding ideas and the context from which they came.

Trauma-awareness

Whether it's recent world events or things that have happened in our life stories, many of the people in our class have experienced trauma, which affects a person's capacity to feel safe, build relationships, and learn. Women, people of color, people with disabilities, people who have experienced housing or financial instability, LGBTQ+ people are at elevated risk of experiencing trauma—so paying attention to it is another way of fostering justice.

Countering oppression

Core to the practice of community development is honoring people's dignity and creating spaces that encourage equitable participation and power-sharing. I am particularly inspired by the Movement for Black Lives' calls to imagine a more just future. In my teaching, this manifests in efforts to . . .

- Center the margins: seeking out materials authored by and/or depicting the stories of people who have historically been marginalized
- Interrupt oppressive speech: “calling in” people whose actions may be doing (unconscious or otherwise) harm to others
- Apply an equity lens to decision-making

I expect you to be thoughtful about your own identity and attentive to power dynamics in the classroom, contributing to an environment that may benefit students from a diversity of backgrounds.

TECHNOLOGY COMPETENCIES

Listed below are technology skills you are likely to need in this course, as well as an indication of where you can get help with skills you are still mastering.

If you have problems doing any of these, contact the [Office of Information Technology](#) for help:

- Use the Canvas course management system
- Participate in videoconferences and chats using university-provided software, e.g., Zoom, Google Meet, Google Chat
- Troubleshoot tech problems
 - Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different wifi network)
 - Seek help from peers
 - Seek help from the OIT helpdesk
 - Devise an alternate means of completing assignments when tech failures occur
- Use “cloud” services
 - Collaborate with others using Google Drive folders

- Use the Microsoft Office suite [free download at <https://www.pdx.edu/oit/microsoft-office>, or go for the open-source alternative at www.openoffice.org]
 - Create and save documents in all Microsoft Office file types
 - Use spreadsheet software (Excel, but also applies to Google Spreadsheets)
 - enter numbers and text into a spreadsheet
 - write simple formulas to process the numbers in your spreadsheet
 - create and format tables from the numbers in your table
 - Word processing (MS Word)
 - set the line spacing of a paragraph
 - set the indentation of a paragraph (e.g., first line indent by .5”, use hanging indents)
 - set the margins of document
 - set the orientation of a page
 - use section breaks to create a document that has different layout in different sections
 - insert an image or table into a text document
- Create and transform digital and physical documents
 - Convert any document type to a PDF file
 - Combine multiple documents into one PDF
 - Use a scanner or scanning app such as CamScanner to make a PDF of a document
 - Record audio, video, and still images using a computer, tablet, or cell phone; upload these files to a shared drive, cloud server, or website

If you have problems doing any of these, Ask a Librarian for help:

- Find a resource in the PSU library on the basis of a citation – including watching streaming video
- Select the appropriate database for a topic you are researching
- Identify search terms and execute a query in a database

UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS

Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at: <https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people’s work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center is available to support you as you learn appropriate practices of scholarship and attribution. You can also post to Canvas or come to office hours for help. Instead of being freaked out that you are going to plagiarize by accident, ask for help! **I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.**

Turnitin

Students agree that by taking this course all required papers may be subject to submission review for textual similarity for the purpose of detecting unoriginal writing, including plagiarism. All submitted papers will be included as source

documents in the Turnitin.com reference database solely for the purpose of detecting unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

Sharing course materials

It is unacceptable to copy or share course materials, text, or images from/of your classmates or the instructor in any space outside of this course. This includes social media and commercial websites such as Course Hero or Chegg. Recording and photography are not permitted in the classroom without prior consent of the instructor or documentation by the Disability Resource Center.

Artificial intelligence tools³

I would prefer that you not use AI tools to do your coursework, because doing so will slow your learning at the synthesis and analysis skills that are central to the social sciences. But if you insist: AI-based assistance should be treated the same way as collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (in-text citation, reference list at the end of the document, and quotation marks for any verbatim). Tips for avoiding trouble:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

Using AI tools for the final exam is not permitted.

Access and inclusion for students with disabilities

My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am 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 me. 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, chronic illness, 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, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

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 website \(https://www.pdx.edu/disability-resource-center\)](https://www.pdx.edu/disability-resource-center).

³ adapted from David Joyner at Georgia Institute of Technology

Sexual misconduct

Title IX⁴ and PSU policies prohibit discrimination on the basis of sex/gender, including sexual harassment, domestic and dating violence, sexual assault, and stalking. For more information about PSU's expectations of our campus community standards and resources for sex/gender discrimination and sexual violence, please complete the required student module Understanding Sexual Misconduct and Resources at <https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module>.

Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to university officials, who will keep the information private. You may also contact other confidential employees found on the sexual misconduct resource webpage at <https://www.pdx.edu/sexual-assault/get-help>.

Cultural Resource Centers

Find social, professional, and academic opportunities: <https://www.pdx.edu/cultural-resource-centers/>
Includes Multicultural Student Center, La Casa Latina Student Center; Pan African Commons; Pacific Islander, Asian, Asian American Student Center; Middle Eastern, along with North African, South Asian Student Center Initiative; and Native American Student & Community Center.

Other affinity centers

- Women's Resource Center: <https://www.pdx.edu/womens-resource-center/>
- Queer Resource Center: <https://www.pdx.edu/queer-resource-center/>
- Veterans Resource Center: <https://www.pdx.edu/veterans-resource-center/>
- Resource Center for Students with Children: <https://www.pdx.edu/students-with-children/>
- DREAMer Resource Center: <https://www.pdx.edu/dreamers/>

Other resources

- Helpdesk for problems with e-mail, passwords, Canvas, and other computer/tech things: <https://www.pdx.edu/technology/support>
- Writing Center: <https://www.pdx.edu/writing-center/>
- Basic needs hub (help with food, housing, etc.): <https://www.pdx.edu/dean-student-life/basic-needs-hub>
- Legal advice, financial counseling, and more: <https://www.pdx.edu/dean-student-life/student-resources>

Problems, concerns, complaints

If something is not going well with a classmate, instructor, or staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. Please contact the faculty director of your academic program coordinator or a trusted faculty member if you do need support addressing a problem. Additionally, the Office for Global Diversity and Inclusion (GDI) is the gateway for reporting all forms of bias, harassment, sexual violence, and retaliation: <https://www.pdx.edu/diversity/equity-compliance>.

⁴ of the federal Education Amendments of 1972

COURSE CALENDAR

<i>week of/topic</i>	Special schedule for the first week - complete tasks by Friday 5pm
1 – Jan. 5th Intro to class & each other	<p>DUE Friday 5pm: activities in the “start here” and week 1 modules</p> <p><i>Read:</i> Vincent II, J. W. (2014). Community development practice. In R. Phillips & R. Pittman (Eds.), <i>An introduction to community development</i> (2nd ed., pp. 103-121). Routledge. → Ask a Librarian if you need help finding it – DO NOT PAY for access</p>

Regular weekly schedule starts in week 2!	
<p>Due Monday @ 5pm: reading summary, check-in Due Tuesday @ 5pm: first activity post Due Thursday @ 5pm: responses to peers on activity board Due Friday @ 5pm: larger assignments – country research and case study</p>	
2 – Jan. 12th Discourses of development	<p><i>Read:</i></p> <ul style="list-style-type: none"> • Esteva, G. (1992). "Development" In Sachs, W. (Ed), <i>The development dictionary: A guide to knowledge as power</i>. Zed Books. [PDF on Canvas] • O'Hearn, D. (2009). Amartya Sen's <i>Development as Freedom</i>: Ten years later. <i>Policy & practice: A development education review</i>, 8(Spring), 9-15. [can be tricky to access, ask librarian!] <p>DUE Monday 5pm: check-in, reading summary of week 2 readings DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts DUE Friday 5pm: submit preferences for country research project</p>
3 – Jan. 19th Participatory planning & information systems (Mexico)	<p><i>Read:</i></p> <ul style="list-style-type: none"> • Gomez, R., Iribe Ramirez, Y., & Berwick, J. (2018). Radio, library, and storytelling: Building an information system for indigenous community development in Chiapas, Mexico. <i>The Electronic Journal of Information Systems in Developing Countries</i>, 85(1). • Gillis, C. (2019). Community development. In A.M. Orum (Ed.), <i>The Wiley Blackwell encyclopedia of urban and regional studies</i>. [click “browse by topic” to find this entry] https://stats.lib.pdx.edu/proxy.php?url=https://onlinelibrary.wiley.com/doi/book/10.1002/9781118568446 <p><i>Skim (don't need to summarize):</i> Giovannini, M. (2015). Alternatives to development: The contribution of Indigenous community enterprises in Chiapas. <i>Journal of International Development</i>, 28(7), 1138-1154.</p> <p>University closed Monday for MLK Day DUE Tuesday 5pm: check-in, reading summary (week 3 readings), first activity posts DUE Thursday 5pm: replies to activity posts</p>
4 – Jan. 26th Community-based orgs (Kenya)	<p><i>Read:</i></p> <ul style="list-style-type: none"> • Moore, H. K. V. (2018). Lessons from LGBTIQ refugee-led community-based organisations. <i>Forced Migration Review</i>, 58, 67-69. • Patel, A. (2019). Assessing inclusivity in community based organizations in Nairobi, Kenya. University of Pennsylvania Institute for Urban Research. Access online at https://pennur.upenn.edu/uploads/media/07_Patel.pdf <p>DUE Monday 5pm: check-in, reading summary DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts DUE Friday 5pm: country research project outline</p>

<p>5 – Feb. 2nd Gender and sanitation (India)</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> Fadnis, D. (2017). Feminist activists protest tax on sanitary pads: Attempts to normalize conversations about menstruation in India using hashtag activism. <i>Feminist Media Studies</i>, 17(6), 1111–1114. Rajagopal, S., & Mathur, K. (2017). “Breaking the silence around menstruation”: Experiences of adolescent girls in an urban setting in India. <i>Gender and Development</i>, 25(2), 303–317. Sweetman, C., & Medland, L. (2017). Introduction: Gender and water, sanitation and hygiene. <i>Gender and Development</i>, 25(2), 153–166. <p>DUE Monday 5pm: check-in, reading summary DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts</p>
<p>6 – Feb. 9th Multilaterals and NGOs</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> Jaldi, A. (2023). The crisis of multilateralism viewed from the Global South. Policy Center for the New South. https://www.policycenter.ma/publications/crisis-multilateralism-viewed-global-south Banks, N., Hulme, D., & Edwards, M. (2015). NGOs, states, and donors revisited: Still too close for comfort? <i>World Development</i>, 66, 707-718. <p>DUE Monday 5pm: check-in, reading summary DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts DUE Friday 5pm: country research project memo</p>
<p>7 – Feb. 16th Politics of int'l CD</p>	<p><i>Read:</i> choose any chapter from either section 2 or 3 of this book available in Canvas shell (“assignment instructions” module)</p> <ul style="list-style-type: none"> Meade, R., Shaw, M., & Banks, S. (Eds.). (2016). <i>Politics, power and community development</i>. Policy Press. <p>DUE Monday 5pm: check-in, reading summary DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts DUE Friday 5pm: country research project peer feedback</p>
<p>8 – Feb. 23rd Case studies from Brazil</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> Angelini, A. (2019). A favela that yields fruit: Community-based tour guides as brokers in the political economy of cultural difference. <i>Space and Culture</i>, 23(1), 15-33. Borba, J., Bonatti, M., Sieber, S., & Müller, K. (2018). Theatre methods for food security and sovereignty: A Brazilian scenario. <i>Journal of Rural Studies</i>, 62, 29-39. [available in Canvas shell] Straubhaar, J., & Davis, S. (2018). Drumming and digital inclusion: music, identity formation, and transformative empowerment in Afro-Brazilian community development NGOs. <i>Development in Practice</i>, 28(3), 374-387. <p>DUE Monday 5pm: check-in, reading summary DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts DUE Friday 5pm: revised memo</p>
<p>9 – Mar. 2nd Canada/ Australia cases – community capacity</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> Kobayashi, K. M., Cloutier, D. S., Khan, M., & Fitzgerald, K. (2020). Asset based community development to promote healthy aging in a rural context in Western Canada: notes from the field. <i>Journal of Community Practice</i>, 28(1), 66-76.

	<ul style="list-style-type: none"> Thornton, A., Lyons, K., & Sharpe, S. (2018). Carving out space for community gardens in Australia: Exploring the potential of community gardens as social movements for urban change in Sydney and Canberra. In L. Shevellar & P. Westoby (Eds.), <i>The Routledge handbook of community development research</i> (pp. 223-235). [available in Canvas shell] <p>DUE Monday 5pm: check-in, reading summary DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts DUE Friday 5pm: case study presentation</p>
<p>10 – Mar. 9th Indigenous futures</p>	<p><i>Read: choose one</i></p> <ul style="list-style-type: none"> Brown, M. L. (2022). <i>Indigenous futures: Reimagining development in Asia and the Pacific</i>. UN Development Program Regional Bureau for Asia and the Pacific. [Google it or cut and paste this URL]: https://www.undp.org/asia-pacific/publications/indigenous-futures-reimagining-development-asia-and-pacific-foresight-brief Cheok, J., van Velden, J., Fulton, E. A., Gordon, I. J., Lyons, I., Peterson, G. D., Wren, L., & Hill, R. (2025). Framings in Indigenous futures thinking: Barriers, opportunities, and innovations. <i>Sustainability Science</i>, 20(2), 613-633. [Google it or go through PSU library; you can just very lightly skim the methods section] <p>DUE Monday 5pm: reading summary, first activity post DUE Tuesday 5pm: first activity post DUE Thursday 5pm: replies to activity posts DUE Friday 5pm: case study critique/research conference comments, extra credit activities (no grace period on extra credit)</p>
<p>EXAM WEEK</p>	<p>Final submission deadline (no grace period!!) is Thursday, March 19th at 11.59pm.</p>