SOWK 230 A - Community Development
3 credits, 3 hours lecture

This course will introduce the student to the basic principles, concepts, techniques, processes, history and models of community development from a Canadian social work perspective.

No prerequisites and/or co-requisites

Instructor

Stephanie Brake
CC244
780-791-4993
Stephanie.brake@keyano.ca

Office Hours

Monday  10:00-11:00am
Tuesday  1:00-2:00pm
Wednesday  9:00-10:00am
Thursday  1:00-2:00pm
Friday  9:00-10:00am

Hours of Instruction

Mondays  10:00am – 12:50pm

Required Resources

Course Outcomes:

To introduce the student to the multi-faceted dimensions of community development and the information and skills necessary for effective community building and facilitating change in various settings.

Upon successful completion of the course, the student shall be able to:

- Understand the function of communities within the Canadian context.
- Understand community development, its history and the various types and models.
- Examine personal values in working with a diverse population.
- Understand how community values, social and political issues impact community development.
- Identify essential skills for a community development worker.
- Understand some basic strategies for community mobilization.
- Demonstrate knowledge of empowerment and the role of community development in Aboriginal communities.
- A basic understanding of international community development, historically and current context.
- Describe the basic evolution of the Canadian welfare state and the future of community development.

EVALUATION:

Discussion Question Reflection (15%)

Due date to be chosen during first class

Each chapter in your course text is followed by discussion questions for further reflection. Choose a chapter that is of interest to you and respond, in an academic writing format, to one discussion question (a maximum of 200 words). Share your responses with the class in a formal 10 minute presentation. Directly following your presentation, submit to the instructor your written answer along with any material used in your presentation. Linked to learning outcomes 1 through 9 specific to class/chapter.

Midterm Exam (25%)

Exam Date: October 24th

The midterm exam format will be multiple choice, short answer and essay format. The exam will cover chapters 1-6 in the course text, any additional required readings, videos, and topics of classroom discussion.
Community Development in the RMWB-Group Project/Presentations (30%)
Groups and Issue chosen during the first class
Presentations: November 28th (class attendance is mandatory)

Students will form groups of 5 and each group will select an issue that they are interested in and/or passionate about. Locate a group or organization working on this issue. Get involved – dedicate a minimum of 3 hours to attend events, activities and/or discussions organized by or related to this group. Get creative - take photos/video (only with appropriate consent), gather information & memorabilia from events/meetings to share in your presentation. Your presentation will be 35 minutes in length and will describe/answer the following:

- the issue you have chosen and why your group chose it (consider both personal connection to the issue and compelling statistics or facts).
- describe the event(s) attended, your group members’ involvement and how it contributes to your understanding of community development.
- What essential community development skills is the group/organization using and which skills are they lacking?
- What types of relationship(s) did you observe between your chosen issue/interest group and the larger community?
- Did the event further social justice? How did the social location of your group members impact their understanding of both the issue and the event(s)?
- Linked to learning outcomes 3, 6.

Final Exam (30%)
Exam date: December 11th- 15th

The final exam format will be multiple choice, short answer and essay format. The exam will cover chapters 1-7 and 9-11 in the course text, any additional required readings, videos, and topics of classroom discussion. Linked to learning outcomes 1 through 9.

A grade of C- is required for progression or transfer.

Late assignments will be subject to penalty of 5% per day.
### Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
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<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>92.9 – 85</td>
<td></td>
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<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
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<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>76.9 – 74</td>
<td></td>
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<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>69.9 – 67</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
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<tr>
<td></td>
<td>C</td>
<td>2.0</td>
<td>66.9 – 64</td>
<td></td>
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<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>63.9 – 60</td>
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<tr>
<td>Progression</td>
<td>D+</td>
<td>1.3</td>
<td>59.9 – 55</td>
<td>Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
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<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>54.9 – 50</td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
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### Proposed Schedule of Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1-September 12th</td>
<td>Review of course outline and text. Intro to course. Discussion question sign up. Select groups for project/presentation.</td>
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<tr>
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<td><strong>Defining Community/Benefits of Community.</strong></td>
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<td></td>
<td>Reading: Chapter 1 (course text)</td>
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<tr>
<td></td>
<td>• What is community</td>
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<td></td>
<td>• Trends in Canada</td>
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<td>• Types and functions of communities</td>
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<td>• Malcolm Gladwell example of community</td>
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<td>• Linked to learning outcome 1.</td>
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<td>2-September 19th</td>
<td><strong>What is Community Development?</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
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| 3-September 26th | **The History of Community Development** | • Pre and post second world war  
• Preventative social services act in AB  
• Key figures  
• Links to anti-oppressive practice | Reading: Chapter 3 (course text)  
Linked to learning outcomes 2, 3, 4 |
| 4-October 3rd | **Influences on Community Development** | • Political ideologies and their impact  
• Macro vs. micro theoretical perspectives  
• Regional perspectives  
• Power vs. program approaches  
• 3 models of practice | Reading: Chapter 4 (course text)  
Linked to learning outcomes 2, 4 |
| 5-October 10th | **Building Relationships, the Foundation of Community Development** | • Importance of relationships (quote M. Wheatley)  
• Types of relationships in community development  
• The community development worker, social location  
• Cultural competence in community development, how does it apply?  
• Cultural and individual differences  
• Power and oppression  
• Contextual factors | Reading: Chapter 5 (course text)  
Linked to learning outcomes 3, 4, 5, 6 |
| 6-October 17th | **Midterm Exam Review Chapters 1-6 and What Does Community Development Look Like?** | • 10 steps and visual model  
• Group work on case studies from Chapter 8 in course text | Reading: Chapter 6 (course text)  
Linked to learning outcomes 2, 4, 5, 6 |
| 7-October 24th | **Midterm Exam Chapters 1-6** |                                             |                                             |
| 8-October 31st | **Essential Skills for Community Development** |                                             |                                             |
- Understanding bureaucracies
- Running meetings
- Fund Development
- Building Effective Teams
- Managing Conflict
- Advocacy
- Social Marketing
- Networking

Reading: Chapter 7 (course text) & handout on Wheatley’s collaboration factors
Linked to learning outcomes 4, 5, 6,

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>9- November 7th</td>
<td><strong>Aboriginal Community Development</strong></td>
<td>effects of residential schools</td>
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<td>current health and social realities</td>
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<td>history of community development in Aboriginal communities</td>
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<td>practice principles</td>
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<td>Reading: Chapter 9 (course text)</td>
<td>Linked to learning outcome 7.</td>
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<td>10-November 14th</td>
<td><strong>International Community Development</strong></td>
<td>history of imperialism-cautions</td>
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<td>international development in the new millennium</td>
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<td>basic needs and social capital</td>
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<td>Canadian contributions</td>
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<td>Reading: Chapter 10 (course text)</td>
<td>Guest Speaker</td>
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<td>Linked to learning outcome 8.</td>
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<td>11-November 21th</td>
<td><strong>Social Welfare and Community Development</strong></td>
<td>Past, present and future</td>
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<td>Reading: Chapter 11 (course text)</td>
<td>Linked to learning outcome 9.</td>
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<tr>
<td>12-November 28th</td>
<td><strong>Community Development in the RMWB</strong></td>
<td>Student Presentations – all class – mandatory attendance</td>
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<tr>
<td>13-December 5th</td>
<td>LAST WEEK - questions and exam review</td>
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<tr>
<td>December 11th to 15th</td>
<td>FINAL EXAMS</td>
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**Please Note:**

Date and time allotted to each topic is subject to change.
Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students’ learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and/or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar.
calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

**Counselling and Accessibility Services**

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

**SKILL Centre**

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

Stephanie Brake, Instructor

Stephanie Brake, Chair  Date Authorized

Vincella Thompson, Dean  Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office