

**Module Code and Title: UHB2213 Engaging and Building Communities**

**Semester 2, AY2017/2018**

**Module Instructor & Coordinator: Associate Professor Albert Teo**

**Module Description:**

This module introduces students to the theory and practice of community development (i.e., engagement of communities so that they become empowered agents of social change). The community development models and frameworks that would be discussed in the module include asset-based community development; community capitals framework; networking approach to community development; community empowerment models; sustainable livelihoods models; and radical community development.

Students would develop competencies in applying qualitative research techniques to mapping communities' aspirations, assets and needs. Students would also learn how to identify the institutions, infrastructures, stakeholders and social networks that are embedded in communities. Additionally, students would be exposed to community participation, consensus building and design thinking techniques that can be adopted to generate solutions to community issues.

**Learning Outcomes:**

The module enables students to:

- (a) appreciate the wide range of models and frameworks of community development;
- (b) develop insights into the range of community and social issues in the Singapore context;
- (c) critically evaluate the strengths and limitations of these various models and frameworks, particularly in the Singapore context;
- (d) develop competencies in qualitative research techniques that can be used to map community aspirations, assets and needs, as well as the institutions, infrastructures, stakeholders and social networks that are embedded in communities;
- (e) develop competencies in community participation, consensus building and design thinking techniques that can be adopted when generating and implementing solutions to community issues.

**Syllabus and Readings:**

**Week 1, Sessions 1 & 2: Introduction to community development**

Topics:

Definitions of community  
Definitions of community development  
Dimensions of community development  
Community development in Singapore

## Readings:

Bhattacharyya, J. (2004). Theorizing community development. *Journal of the Community Development Society Business*, 34, 5-34.

Hustedde, R. J. (2015). Seven theories for seven community developers. In R. Phillips & R. H. Pittman (Eds.), *An introduction to community development* (2<sup>nd</sup> ed.) (pp. 22-44). New York, NY: Routledge.

Ife, J. (2013). *Community development in an uncertain world: Vision, analysis and practice*. Port Melbourne, Victoria, Australia: Cambridge University Press. Chapters 10 & 11.

Maliki, M. (2015). Social issues in developing a community in Singapore. In D. Chan (Ed.), *50 years of social issues in Singapore* (pp. 189-203). Singapore: World Scientific.

People's Association. (2015). *Community 2015 masterplan*. Singapore: People's Association. Retrieved from <https://pa.gov.sg/PA-Corp/images/pp-cc-publications/Community%202015%20Masterplan.pdf>

Phillips, R., & Pittman, R. H. (2015). A framework for community and economic development. In R. Phillips & R. H. Pittman (Eds.), *An introduction to community development* (2<sup>nd</sup> ed.) (pp. 3-21). New York, NY: Routledge.

Robinson, Jr., J. W. & Green, G. P. (2011). Developing communities. In J. W. Robinson, Jr. & G. P. Green (Eds.), *Introduction to community development: Theory, practice, and service-learning* (pp. 1-9). Thousand Oaks, CA: SAGE.

## **Week 2, Session 1: Community development models & frameworks: Part 1**

### Topics:

Technical assistance approach  
Self-help approach  
Asset-based community development

### Readings:

Green, G. P. (2011). The self-help approach to community development. In J. W. Robinson, Jr. & G. P. Green (Eds.), *Introduction to community development: Theory, practice, and service-learning* (pp. 71-83). Thousand Oaks, CA: SAGE.

Green, G. P., & Haines, A. (2016). *Asset building & community development* (4<sup>th</sup> ed.). Thousand Oaks, CA: SAGE. Chapter 1.

Haines, A. (2015). Asset-based community development. In R. Phillips & R. H. Pittman (Eds.), *An introduction to community development* (2<sup>nd</sup> ed.) (pp. 45-56). New York, NY: Routledge.

Mathie, A., & Cunningham, G. (2003). From clients to citizens: Asset-based community development as a strategy for community-driven development. *Development in Practice*, 13, 474-486.

McKnight, J., & Block, P. (2012). *The abundant community: Awakening the power of families and neighborhoods*. San Francisco, CA: Berrett-Koehler. Chapters 4 & 5.

Robinson, Jr., J. W. & Fear, F. (2011). The technical assistance approach. In J. W. Robinson, Jr. & G. P. Green (Eds.), *Introduction to community development: Theory, practice, and service-learning* (pp. 55-70). Thousand Oaks, CA: SAGE.

## **Week 2, Session 2: Collecting qualitative data for community mapping: Part 1**

### Topics:

Semi-structured interviewing  
Focus groups

### Readings:

Brinkmann, S., & Kvale, S. (2015). *Interviews: Learning the craft of qualitative research interviewing* (3<sup>rd</sup> ed.). Thousand Oaks, CA: SAGE. Chapters 6 & 7.

Silverman, R. M., & Patterson, K. L. (2015). *Qualitative research methods for community development*. New York, NY: Routledge. Chapters 4 & 5.

## **Week 3, Session 1: Community development models & frameworks: Part 2**

### Topics:

Community capitals framework  
Networking approach to community development

### Readings:

Flora, C. B., & Flora, J. L. (2013). *Rural communities: Legacy and change* (4<sup>th</sup> ed.). Boulder, CO: Westview Press. Chapters 2-8.

Green, G. P., & Haines, A. (2016). *Asset building & community development* (4<sup>th</sup> ed.). Thousand Oaks, CA: SAGE. Chapters 6-12.

Lyon, L., & Driskell, R. (2012). *The community in urban society* (2<sup>nd</sup> ed.). Long Grove, IL: Waveland Press. Chapter 4.

Mattessich, P. (2015). Social capital and community building. In R. Phillips & R. H. Pittman (Eds.), *An introduction to community development* (2<sup>nd</sup> ed.) (pp. 57-71). New York, NY: Routledge.

## **Week 3, Session 2: Collecting qualitative data for community mapping: Part 2**

### Topics:

Observations and field notes  
Participation in activities

### Readings:

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2<sup>nd</sup> ed.). Chapters 1-3.

Silverman, R. M., & Patterson, K. L. (2015). *Qualitative research methods for community development*. New York, NY: Routledge. Chapter 3.

## **Week 4, Session 1: Community development models & frameworks: Part 3**

### Topics:

Community empowerment models  
Sustainable livelihoods models

### Readings:

Brocklesby, M. A., & Fisher, E. (2003). Community development in sustainable livelihoods approaches: An introduction. *Community Development Journal*, 38, 185-198.

Brown, M. J. (2006). *Building powerful community organizations: A personal guide to creating groups that can solve problems and change the world*. Arlington, MA: Long Haul Press. Chapters 5, 6 & 7.

Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. Chapter 6.

Morse, S., & McNamara, N. (2013). *Sustainable livelihood approach: A critique of theory and practice*. Dordrecht, The Netherlands: Springer. Chapter 2.

Zimmerman, M. A. (2000) Empowerment theory. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-63). Boston, MA: Springer.

## **Week 4, Session 2: Analyzing qualitative data for community mapping: Part 1**

### Topics:

Grounded theory  
Thematic analysis  
Community narratives

### Readings:

Charmaz, K. (2014). *Constructing grounded theory: A practical guide through qualitative analysis*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE. Chapters 3-5.

Olson, B. D., Cooper, D. G., Viola, J. J., & Clark, B. (2016). Community narratives. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 43-52). New York, NY: Oxford University Press.

Rasmussen, A., Akinsulure-Smith, A. M., & Chu, T. (2016). Grounded theory. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 23-32). New York, NY: Oxford University Press.

Riger, S., & Sigurvinsdottir, R. (2016). Thematic analysis. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 33-42). New York, NY: Oxford University Press.

## **Week 5, Session 1: Community development models & frameworks: Part 4**

### Topics:

Conflict approach

Radical community development

Readings:

Ledwith, M. (2011). *Community development: A critical approach* (2<sup>nd</sup> ed.). Bristol, UK: The Policy Press. Chapters 1, 5 & 6.

Ledwith, M. (2016). *Community development in action: Putting Freire into practice*. Bristol, UK: The Policy Press. Chapters 1 & 3.

Lyon, L., & Driskell, R. (2012). *The community in urban society* (2<sup>nd</sup> ed.). Long Grove, IL: Waveland Press. Chapter 5.

Robinson, Jr., J. W. & Smutko, L. S. (2011). The role of conflict in community development. In J. W. Robinson, Jr. & G. P. Green (Eds.), *Introduction to community development: Theory, practice, and service-learning* (pp. 101-118). Thousand Oaks, CA: SAGE.

**Week 5, Session 2: Analyzing qualitative data community mapping: Part 2**

Topics:

Participatory action research  
Appreciative inquiry

Readings:

Born, P. (2012). *Community conversations: Mobilizing the ideas, skills, and passion of community organizations, governments, businesses, and people* (2<sup>nd</sup> ed.). Toronto, Canada: BPS Books. Part II, Chapter 6.

Boyd, N. M. (2016). Appreciative inquiry. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 53-60). New York, NY: Oxford University Press.

Christens, B. D., Faust, V., Gaddis, J., Inzeo, P. T., Sarmiento, C. S., & Sparks, S. M. (2016). Action research. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 243-252). New York, NY: Oxford University Press.

Hacker, K. (2013). *Community-based participatory research*. Thousand Oaks, CA: SAGE. Chapters 1 & 3.

Kral, M. J., & Allen, J. (2016). Community-based participatory action research. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 253-262). New York, NY: Oxford University Press.

Ozer, E. J. (2016). Youth-led participatory action research. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research* (pp. 263-272). New York, NY: Oxford University Press.

**Week 6, Sessions 1 & 2: From community mapping to community trails: Part 1**

Project groups take turns to conduct their community trails for the rest of the class.

**Week 7, Sessions 1 & 2: From community mapping to community trails: Part 2**

Project groups take turns to conduct their community trails for the rest of the class.

## **Week 8, Sessions 1 & 2: Generating and implementing solutions to community issues: Part 1**

### Topics:

Community participation  
Field theoretical approach  
Interactional approach

### Readings:

Ayres, J. S., & Silvis, A. H. (2011). Principles of working together: Developing relationships that support community development initiatives. In J. W. Robinson, Jr. & G. P. Green (Eds.), *Introduction to community development: Theory, practice, and service-learning* (pp. 155-168). Thousand Oaks, CA: SAGE.

Brennan, M. A., & Israel, G. D. (2011). The power of community. In M. A. Brennan, J. C. Bridger, & T. R. Alter (Eds.), *Theory, practice, and community development* (pp. 78-97). New York, NY: Routledge.

Bridger, J. C., Brennan, M. A., & Luloff, A. E. (2011). The interactional approach to community. In J. W. Robinson, Jr. & G. P. Green (Eds.), *Introduction to community development: Theory, practice, and service-learning* (pp. 85-100). Thousand Oaks, CA: SAGE.

Korsching, P. F., & Davidson, C. (2013). Community generalizing structure dimensions: Clarifying a fundamental community interaction field theory concept. In M. A. Brennan, J. C. Bridger, & T. R. Alter (Eds.), *Theory, practice, and community development* (pp. 41-59). New York, NY: Routledge.

## **Week 9, Sessions 1 & 2: Generating and implementing solutions to community issues: Part 2**

### Topics:

Consensus organizing  
Community change

### Readings:

Eichler, M. (2007). *Consensus organizing: Building communities of mutual self-interest*. Thousand Oaks, CA: SAGE. Chapters 5-10.

Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. Chapters 2 & 12.

Ohmer, M. L., & DeMasi, K. (2009). *Consensus organizing; A community development workbook*. Thousand Oaks, CA: SAGE. Chapters 4, 5, 9 & 10.

## **Week 10, Sessions 1 & 2: Generating and implementing solutions to community issues: Part 3**

### Topics:

Design thinking

Logic model & theory of change

Readings:

Brest, P. (2010). The power of theories of change. *Stanford Social Innovation Review*, 8(2), 47-51.

Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. New York, NY: HarperCollins. Chapters 2-6.

Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Stanford Social Innovation Review*, 8(1), 31-35.

Taplin, D. H., & Clark, H. (2012). *Theory of change basics: A primer on theory of change*. New York, NY: ActKnowledge. Retrieved from [http://www.theoryofchange.org/wp-content/uploads/toco\\_library/pdf/ToCBasics.pdf](http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCBasics.pdf)

W. K. Kellogg Foundation. (2004). Logic model development guide: Using logic models to bring together planning, evaluation, and action. Battle Creek, MI: W. K. Kellogg Foundation. Retrieved from <https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf> Chapters 1-3.

**Week 11, Sessions 1 & 2: Generating and implementing solutions to community issues: Part 4**

Topics:

Social impact measurement  
Community indicators  
Social return on investment

Readings:

Blanke, A. S., & Walzer, N. (2013). Measuring community development: What have we learned? *Community Development*, 44, 534-550.

Hoernig, H., & Seasons, M. (2005). Understanding indicators. In R. Phillips (Ed.), *Community indicators measuring systems* (pp. 3-32). Aldershot, Hants, UK: Ashgate.

Lyon, L., & Driskell, R. (2012). *The community in urban society* (2<sup>nd</sup> ed.). Long Grove, IL: Waveland Press. Chapter 10.

Social Value UK. (2012). *A guide to social return on investment*. Liverpool, UK: Social Value UK. Retrieved from <http://www.socialvalueuk.org/resources/sroi-guide/>

Wei-Skillern, J. C., Austin, J. E., Leonard, H. B., & Stevenson, H. H. (2007). *Entrepreneurship in the social sector*. Thousand Oaks, CA: Sage Publications. Chapter 7.

**Week 12, Sessions 1 & 2: Pitching solutions to community issues**

Individual students take turns to pitch the solutions they have generated to address specific community issues.

**Week 13, Sessions 1 & 2: Community & social issues in Singapore**

Topics:

Vulnerable families  
At-risk children and youth  
Ex-offenders  
Disabilities  
Mental health issues  
Healthcare  
Ageing  
Migrant workers  
Foreign spouses

#### Readings:

Elliott, J. (2015). The psychology of ageing: Social implications for Singapore. In D. Chan (Ed.), *50 years of social issues in Singapore* (pp. 31-45). Singapore: World Scientific.

Huang, S., Yeoh, B. S. A. (2015). Foreign domestic workers in Singapore: A neglected social issue? In D. Chan (Ed.), *50 years of social issues in Singapore* (pp. 167-187). Singapore: World Scientific.

Lim, J., & Saxena, M. (2015). Social challenges in Singapore's healthcare system. In D. Chan (Ed.), *50 years of social issues in Singapore* (pp. 47-59). Singapore: World Scientific.

Mathi, B., & Mohamed, S. (2011). *Unmet social needs in Singapore: Singapore's social structures and policies, and their impact on six vulnerable communities*. Singapore: Lien Centre for Social Innovation. Retrieved from [http://ink.library.smu.edu.sg/cqi/viewcontent.cgi?article=1003&context=lien\\_reports](http://ink.library.smu.edu.sg/cqi/viewcontent.cgi?article=1003&context=lien_reports)

Tan, E. S. (2015). Social mobility in Singapore. In D. Chan (Ed.), *50 years of social issues in Singapore* (pp. 119-132). Singapore: World Scientific.

Wong, R., & Wong, M. E. (2015). Social impact of policies for the disabled in Singapore. In D. Chan (Ed.), *50 years of social issues in Singapore* (pp. 147-166). Singapore: World Scientific.

Yap, M. T., & Gee, C. (2015). Ageing in Singapore: Social issues and policy challenges. In D. Chan (Ed.), *50 years of social issues in Singapore* (pp. 3-30). Singapore: World Scientific.

#### **Assessment:**

##### **Individual response paper (20%)**

For the individual response paper, the student compares and contrasts the various community development models and frameworks, and evaluates their relevance and applicability to the Singapore context. This assignment challenges the student to think critically and analytically.

##### **Group project (30%)**

For the group project, each team of students identifies a particular neighborhood in Singapore, conducts a mapping of the community residing in the neighborhood, and curates a community trail based on the data collected from the mapping. The team maps not only the community's aspirations, needs and assets, but also the stakeholders, social networks, institutions, infrastructures that are embedded in the community. The team would have an opportunity to conduct the curated community trail for their classmates in the module.

Through the community mapping activities, students engage in experiential learning. They are challenged to engage community members and stakeholders, and through these engagements, draw deep insights into various community issues in Singapore. Approval from the NUS Institutional Review Board for these community mapping activities is not required, as these activities are conducted as part of the requirements of a module, and the findings and analyses would not be published in academic outlets.

The process of curating the community trail challenges the students to be creative, critical and reflective. They determine which characteristics, features, phenomena and issues in the community are salient and worthy of coverage in the trail. They need to be creative, to ensure that the contents of the trail can provoke thought in, and elicit responses from, the participants.

### **Individual reflection paper (15%)**

The individual reflection paper is linked to the group project, and is an exercise in reflective learning. The reflection paper submitted by each team member includes:

- (a) field notes taken by the student during the mapping activities;
- (b) her/his thoughts on and responses to these field notes;
- (c) her/his reflections on the trail curation process;
- (d) her/his reflections on the process of conducting the trail for the classmates;
- (e) her/his reflections on working with the other members of the team.

### **Individual assignment (25%)**

The individual assignment is an exercise in problem-based learning. Through the community mapping activities, each student would have observed some issues affecting the community. The student needs to select one of these issues, and develop a possible solution to the selected issue. Ideally, the student should co-create the solution with some community members and stakeholders. However, if this is not possible, the student should still attempt to consult some community members and stakeholders to assess the feasibility of implementing the solution, and/or get their feedback on how the solution can be improved and refined. This engagement with community members and stakeholders allows the student to hone her/his communication skills.

### **Individual class and IVLE forum discussion participation (10%)**

The student is expected to participate actively in discussions, both in the classroom and online.