

# **MBA5101 BUSINESS AND COMMUNITY DEVELOPMENT**

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<b>Term:</b>	Fall 2018
<b>Office hours:</b>	Before and after class or send me an email

## **COURSE CONTENT AND APPROACH**

This course is designed to introduce you to some of the core ideas, debates and actors in CED. It is also designed to introduce you to the numerous sectors of the economy in which CED is present.

In terms of objectives, at the end of this course you should be able to:

- understand some of the different conceptualizations of community economic development and the characteristics that distinguish CED from other forms of economic development and community initiatives
- be knowledgeable of the different types of organizations involved in community economic development, such as co-operatives, non-profits, community development corporations and social enterprises
- be knowledgeable of the role CED organizations play in particular sectors of the economy (agriculture, financial services, social care, transportation etc.)

## **CLASS ENVIRONMENT AND PEDAGOGY**

In-class sessions will primarily use a seminar format, but I will feature a variety of teaching and learning strategies, including: brief lectures and individual and group activities; storytelling and other narratives; audio-visual demonstrations; and reflective techniques. To be able to participate effectively in and benefit fully from class discussions and other activities, you are expected to have finished all assigned readings before each class. The course pedagogy will be guided by three principles:

- 1) Each learner is **challenged** to consider possibilities about the nature of business, community development and community economic development;
- 2) Each learner feels **safe** and respected as they explore and challenge their own assumptions about learning and teaching at the adult level; and
- 3) As the instructor as well as learner I am **accessible** to meet and discuss the complex nature of the learning process.

There are obvious tensions between the three objectives for both the instructor and the learners. These tensions can be successfully mediated when we each bring openness to ideas, an attitude of inquiry, and a commitment to respectful interaction.

The course is intended to build on learners' experiences with, and understanding of Community Development and Business as a contested field of practice. Consequently, our in-class discussions may engender strong opinions and debate. As we explore the relationship between Community Development and Business we will deal with some contentious issues from various perspectives based on the readings or from your experience. All learners will be encouraged to clarify their assumptions/beliefs, and ground their claims/arguments in theory, research, and lived experiences. Finally, learners will be working in study groups to foster a collaborative approach to learning about the content as well as to support each other.

## REQUIRED READINGS

Donkervoort, Marty. (2013). *Inner City Renovation: How a Social Enterprise Changes Lives and Communities*. Black Point, Nova Scotia: Fernwood.

Dasgupta, Partha. (2007). *Economics: A Very Short Introduction*. Oxford University Press (ISBN-13: 9780192853455)

Other required readings are included below by hyperlink. The rest of the readings can be accessed via the OneDrive for this course. <https://goo.gl/XRo9ir>

Readings have been selected based on their content, their importance to the field (so sometimes slightly older readings are included), their geographic scope, and in order to have a diversity of perspectives.

## EVALUATION

Your final grade consists of the following:

Assignment	Description	Grade	Due date
Reflection – Exploring Community and Community Development	<p>In this assignment you are asked to describe and illustrate how you conceive the relationship between community, community development, and community economic development. The assignment is both a reflection and a synthesis of the key ideas, as well as your own experience. In this piece you are asked to consider the role of values (both personal and social) in the social economy.</p> <p>The length of the written assignment is 5 double-spaced pages (1250 words). As part of this assignment you are asked to create a 1-page resource (for example, a diagram, mind-map, framework or digital story) to share your ideas in class. You are encouraged to begin this assignment your first week of class. We will share these assignments in class.</p>	20/100 (20%)	September 17, 2018
Group Presentation Seminar	<p>In groups of two to three you will be required to prepare and facilitate a <b>20 to 30-minute</b> class seminar. The content will be related to a topic relevant to CED and/or the social economy. In this presentation you are asked to complete three tasks. First, select and present on a topic from the course related to CED. Second, connect your response to the course content – using at least one example from the readings and at least one example from your experience. Third, create a powerpoint presentation to help guide your presentation. Groups will be assigned at the beginning of the course.</p> <p>Topics could include:</p> <ul style="list-style-type: none"> <li>• Nature of community investment funds</li> <li>• Developing and supporting social housing</li> <li>• Social enterprises and the social economy</li> </ul>	25/100 (25%)	Last two days of class

	<ul style="list-style-type: none"> <li>• CED as a means to address income inequality</li> <li>• Co-operatives and credit unions</li> <li>• Depleted communities: understating the issue and possible solutions</li> <li>• Role of public policy in supporting or thwarting the Social Economy</li> </ul> <p>Contact the instructor if there is a topic that is not on the list that you would like to present on.</p>		
Summary Papers	<p>It is imperative that you read all the assigned readings. When reading, it is good practice to take notes and briefly summarize the reading and any of your ideas in relation to the reading. You are required to submit a summary for each of the readings in the class. Your submission should include a very brief summary as well as your reflections on the text. Your summaries should be in your words and do an adequate job of capturing the paper. You will be awarded marks according to the proportion of summaries submitted (i.e. if you submit 10 summaries, you will receive the full 10 marks). You will not be graded on content.</p> <p>One page, doubled spaced (250 words) for each summary. Create two documents with five summaries each. Make sure each summary is clearly indicated by number and a heading (author and title).</p>	10/100 (10%)	<p>First 5: Sept 14, 2018</p> <p>Second 5: Sept 26, 2018</p>
Research paper	<p>In this research paper you will use Community Economic Development as a framework for conceptualizing, exploring and understanding a community activity (i.e., project, initiative, program or organization). Please draw on and integrate key ideas or themes from the readings, films, and scholarly literature etc. in order to create a CED framework. Choose a community activity to describe and reflect on with the CED framework you have developed. Bring together your understanding of CED and the community activity.</p> <p>Your paper should evidence critical thought and reflectiveness.</p> <p>8 double-spaced pages (2,000 words) not including title page and references. Please draw on at least 6 scholarly articles. Reference using APA style.</p>	30/100 (30%)	Oct 23, 2018
Participation	<p>Note that students will receive two points for each class – one for showing up and attending the <i>entire</i> class, and another for making a comment or asking a question related to the course material/class readings and that reflects that you are thinking about the material (for</p>	15/100 (15%)	Ongoing

	example, a question to the instructor about assignments or about the meaning of a word would not count) AND for not using FB, not falling asleep etc.. No points for participation will be given for the first day together.		
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### **LATE ASSIGNMENTS**

Please note that I cannot give second chances for the assignment. I also cannot assign extra/bonus projects to improve grades. Incompletes and extensions may be granted for the assignment in certain circumstances, but you must communicate with me about a new deadline before the due date. Five per cent per day will be deducted from the assignment when prior approval for submitting late is not obtained.

### **STUDENTS WITH SPECIAL NEEDS**

Students with special needs are invited to speak to me at the beginning of the course so that adequate and timely arrangements are made for you. You should also contact the Jennifer Keeping AccessAbility Centre on campus.

### **ACADEMIC INTEGRITY AND CONDUCT**

Students are asked to review the section on 'plagiarism' found in the 'current student' section of Cape Breton University's web site. Any assignment that is found to not meet these principles of academic integrity will receive a mark of zero. This means that it will be difficult to pass the course if you plagiarize. There are many resources available for you on preventing plagiarism, including a writing centre on campus. Note that there is also no such thing as 'plagiarizing just a little bit' and 'plagiarizing large amounts of text' as far as academic integrity goes. Both are wrong. I do use software to help me detect plagiarized text.

### **FORMAT FOR WRITTEN ASSIGNMENTS**

All writing submitted for this course should be double-spaced, 12 font or an equivalent size, with 1-inch margins. The prescribed length of the individual pieces may vary by a half-page, plus or minus. The word count does not include the cover page, bibliography and appendices. Your assignments will be evaluated based on the following evidence: insightfulness; integration of course content; organization of ideas; imagination; communicative impact; and the standard of English usage and expression. You are encouraged to use headings. Assignments will be penalized for not following the relevant criteria and for not using a consistent style format.

APA style is used in this course. I suggest you also download an electronic summary or purchase a hard copy of the 6<sup>th</sup> edition of the APA style guide. You will be evaluated on correct usage of this method of referencing in the essay. You may wish to consult the following resources on writing a literature review:

- University of California – Lit Review Guide <http://library.ucsc.edu/ref/howto/literaturereview.html>
- University of Wisconsin-Madison – Lit Review Guide <http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>
- University of Toronto <http://www.utoronto.ca/writing/litrev.html>
- APA Research Style Crib Sheet [www.psywww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm](http://www.psywww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm)

### **A NOTE ON WRITING QUALITY**

Students who find writing difficult may want to consult the writing centre on campus (please note that they are available to help you by phone if you do not live in Cape Breton). If I am unable to understand what you are writing in your

assignments because they are not well-written, I am unable to give you full marks. In addition, I will deduct marks from the written assignment, the class presentation and the final exam if references are done incorrectly (if they are incomplete or do not follow a proper, consistent format). I recommend using APA style.

### **SUBMITTING PAPERS TO *TURNITIN***

The **research paper assignment** must be submitted electronically through *Turnitin*, which is software that assesses the originality of students' work. To submit papers this way, you will need to create a student account. Go to <https://turnitin.com/> and click on "create an account" (located in the top, right-hand corner.) The class ID for this course is **18766260** and the enrolment key/password is **MBAC5101**. You can find on-line help for enrolling in a class by going to [https://turnitin.com/static/helpCenter/enrolling\\_in\\_classes.php](https://turnitin.com/static/helpCenter/enrolling_in_classes.php).

Please note that when you submit an assignment, you should select "single file upload" rather than "cut and paste upload."

## **OVERVIEW OF MODULES**

Please note that we may move slightly faster or slightly slower than what this overview presents, so consider this syllabus to be a draft that may change.

### **MODULE ONE: Introductions; Review of Syllabus and Assignments; Introduction to Community Economic Development; Economics Primer**

Enns, S. W. 2018. *Community Economic Development in Manitoba: Theory, History, Policy, and Practice*. Winnipeg, MB: Canadian Centre for Policy Alternatives – Manitoba.

[https://www.policyalternatives.ca/sites/default/files/uploads/publications/Manitoba%20Office/2018/01/CED\\_in\\_MB\\_Theory\\_History\\_Policy\\_Practice.pdf](https://www.policyalternatives.ca/sites/default/files/uploads/publications/Manitoba%20Office/2018/01/CED_in_MB_Theory_History_Policy_Practice.pdf)

Bhattacharyya, Jnanabrata. (2004). Theorizing Community Development. *Journal of the Community Development Society*. 34(2), 5-34.

Dasgupta, Partha. (2007). *Economics: A Very Short Introduction*. Oxford University Press: Oxford, UK.

### **MODULE TWO: Community Development Principles**

Yeneabat, M., & Butterfield, A. K. 2012. "We can't eat a road: Asset-based community development and the Gedam Sefer Community Partnership in Ethiopia." *Journal of Community Practice*, 20(1-2), 134-153.

Democracy Collective. 2018. *Community Wealth Building: Eight Principles*.

You may also be interested in taking a look at the Community Tool Box, available at <https://ctb.ku.edu/en>

### **MODULE TWO: CED and Organizational Form: Community Development Corporations**

Curry, J., Donker, H., & Krehbiel, R. 2009. "Development corporations in aboriginal communities: the Canadian experience." *Journal of Developmental Entrepreneurship*, 14(01), 1-19.

Heil, M. 2018. "Community development corporations in the right-sizing city: Remaking the CDC model of urban redevelopment." *Journal of Urban Affairs*, pp.1-14.

### **MODULE THREE: CED and Organizational Form: Non-profit Organizations**

Quarter, J., Mook, L., & Armstrong, A. (2017). "Public Sector Non-profits." In *Understanding the Social Economy: A Canadian Perspective*. University of Toronto Press: Toronto, ON. Pp.

Salamon, Lester, Sokowski, S. Wojciech, Haddock, Megan and Helen Tice. 2013. *The State of Global Civil Society and Volunteering*. Baltimore: Johns Hopkins Centre for Civil Society Studies. [http://ccss.jhu.edu/wp-content/uploads/downloads/2013/04/JHU\\_Global-Civil-Society-Volunteering\\_FINAL\\_3.2013.pdf](http://ccss.jhu.edu/wp-content/uploads/downloads/2013/04/JHU_Global-Civil-Society-Volunteering_FINAL_3.2013.pdf)

### **MODULE THREE: CED and Organizational Form: Social Enterprise**

Donkervoort, Marty. 2013. *Inner City Renovation: How a Social Enterprise Changes Lives and Communities*. Black Point, Nova Scotia: Fernwood.

Causeway Work Centre 2013. *From Pilot to Procurement: Enabling Social Enterprise Growth in Ottawa: A Case Study*.

Eldson, P.R.; Hall, P.; and Wamucii, P. 2016. *Canadian National Social Enterprise Sector Survey Report 2016*. Social Enterprise Sector Survey. (Read Introduction and Part One. If you are interested in other social enterprise stats please go ahead and read the rest of the report.)

#### **MODULE FOUR: CED and Organizational Form: Co-operatives**

International Co-operative Alliance. 2013. *Blueprint for a Co-operative Decade*. Geneva: Author.

[https://www.ica.coop/sites/default/files/media\\_items/ICA%20Blueprint%20-%20Final%20version%20issued%207%20Feb%202013.pdf](https://www.ica.coop/sites/default/files/media_items/ICA%20Blueprint%20-%20Final%20version%20issued%207%20Feb%202013.pdf)

Sengupta, U. 2015. "Indigenous cooperatives in Canada: The complex relationship between cooperatives, community economic development, colonization, and culture." *Journal of Entrepreneurial and Organizational Diversity*, 4(1), 121-152. <http://www.euricse.eu/wp-content/uploads/2016/06/6sengupta13aug2015.pdf>

Conaty, Pat.; Bird, A., and Ross, C. 2018. *Working Together: Trade union and Co-operative Innovations for Precarious Workers*. Co-operatives UK. Manchester. UK. (Read summary, pages 12-20; 36-44; 58-72. Or feel free to read all)

#### **MODULE FIVE: CED and Organizational Form: Private Business (specifically, we will focus on localism and poverty reduction)**

Midgley, J. 2008. "Microenterprise, global poverty and social development." *International Social Work*, 51(4), 467-479.

<http://journals.sagepub.com/doi/pdf/10.1177/0020872808090240>

Norberg-Hodge, H. 2016. *Localization: Essential Steps to an Economics of Happiness*. Np: Local Futures.

<http://www.localfutures.org/wp-content/uploads/Localization-Booklet-download.pdf> (read parts 2 and 3)

#### **MODULE FIVE: Sustainable Development Goals and Collective Impact**

Utting, Peter. 2018. *Achieving the Sustainable Development Goals through Social and Solidarity Economy: Incremental versus Transformative Change*. United Nations Research Institute for Social Development (UNRISD).

Kania, J., & Kramer, M. 2011. "Collective impact." *Stanford Social Innovation Review*, Winter, 36-41.

[https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact)

#### **MODULE SIX: Presentations and Wrap up**

Goodman, Nicole. 2017. *Analytical Report: Community Economic Development: Yesterday, Today, and Tomorrow*. CEDEC.