Course Description:

This course examines methods of community development as a process in which people join together and develop community-based programs and services at the local level to create community change, with or without assistance by outside agencies. It emphasizes ways in which residents can take initiative, contribute to collective action, and help themselves through community-based business and economic development, health and human services, popular education, and housing and neighborhood revitalization projects. It includes innovative examples of community development in urban and rural areas, as well as examples that involve diverse communities of interest taking into account ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Special emphasis is placed on initiatives which involve individuals and families in positive pluralist and multicultural efforts to integrate human, social, economic, and community development to build upon their strengths and assets rather than focus solely on their problems and needs.

Course Content:

Students will learn that the community development sector is immense, and that its initiatives are increasing in areas such as education, employment, housing, health care, and human services. Its practitioners are applying skills from interpersonal practice and organizational development to community planning and public policy, and its constituencies include increasing concentrations of low-income people, African-Americans, Latinos and Latinas, people with disabilities, and other traditionally underserved groups. Community development efforts are widespread and often the centerpiece of work in communities outside the United States in areas dealing with economic and social issues.

One specific theme of this course will be the ways in which methods of popular education can be used to "animate" local communities and initiate changes in local thinking and social conditions through methods of consciousness raising. These methods, which have been developed in an international arena, are now receiving increasing attention throughout the world. They can be particularly useful when
building a sense of community, when identifying local issues, or when developing communities of interest.

This course will examine the roles and responsibilities of social workers in community development practice at individual, family, neighborhood and other levels of intervention. These include efforts to develop and build upon the factors that truly motivate communities to take initiative and help themselves (e.g., religious beliefs, ethnic identity, shared residential space, and family ties). Also, efforts to assist people to develop programs that realize their own dreams (e.g., affordable housing, accessible health care, economic security, public safety) will be reviewed.

This course will draw on innovative practices in urban neighborhoods, rural settings and other areas worldwide. This will include efforts by faith-based organizations, block clubs, fraternal groups, self help and mutual aid groups and other formal and informal organizations that work with racial and ethnic groups in ways which recognize cultural diversity while building bridges across cultural boundaries.

This course will compare and contrast community development with other community organization approaches as follows:

1. Community planning is the development and implementation of plans for human services.
2. Social action consists of the use of tactics which build powerful organizations for social and political action.
3. Citizen participation involves people and the decisions that affect their lives through committees, meetings, and other techniques of community agencies.
4. Public advocacy represents group interests in legislative or other institutional arenas, such as when legislators are lobbied to show support for programs.
5. Community development provides services at the geographical community, or community of interest level, in the tradition of the social and neighborhood settlements and organizations that serve specific population groups (e.g., the Urban League).
Course Objectives:

Upon completion of the course, students will be able to:

1. Identify the changing context of community development, including the social, political, and economic forces affecting communities at their diverse constituencies relevant to ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence".

2. Recognize alternative concepts of community as pluralist and multicultural units of solution.

3. Assess the needs and assets of low income communities as defined by the communities themselves.

4. Analyze the roles and responsibilities of community development workers as facilitators of efforts by communities to empower themselves.

5. Analyze organized efforts by community residents to increase interaction, take initiative, plan programs, and help themselves through community-based business and economic development, health and human services, housing and neighborhood revitalization, with or without assistance from outside agencies and practitioners.

6. Develop practical skills for understanding and working with racial and ethnic groups in economically disinvested, racially segregated, and/or culturally diverse communities e.g., assessing community needs and assets, power structure analysis, finding and developing leaders that represent diverse constituencies, building organizational capacity and institutional structures, researching local history, and popular education).

7. Recognize and address ethical and value issues which arise in community development practice situations.

Course Design:

Responsibilities may include readings, participatory discussions, written assignments, and experimental exercises related to course materials.
<table>
<thead>
<tr>
<th>Theme Relation to Multiculturalism &amp; Diversity:</th>
<th>Students will learn that community development is a process which involves individual cultural groups and attempts to build bridges across cultural boundaries. They will identify ways in which community development can address race, ethnicity, class, gender, age, sexual orientation, and other forms of stratification and inequality.</th>
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<tbody>
<tr>
<td>Theme Relation to Social Justice:</td>
<td>Emphasis will be placed on how the practice of community development can influence social change and strengthen social justice through community-building activities.</td>
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<tr>
<td>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</td>
<td>This course will focus on how to promote well-being and prevent problems through early intervention at the neighborhood or community level.</td>
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<tr>
<td>Theme Relation to Behavioral and Social Science Research:</td>
<td>This course will draw upon an extensive social science and research literature which contribute to critical analysis and understanding of community development theories and empirically-based practice.</td>
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<tr>
<td>Relationship to SW Ethics and Values:</td>
<td>Ethical and value issues in all phases of community development will receive recognition and discussion in conjunction with course objectives. Examples of ethical concerns will include issues related to the social worker's responsibility to clients and to promote the general welfare of society in ways which promote participation, strengthen social change, and promote pluralism and multiculturalism.</td>
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<tr>
<td>Faculty Approval:</td>
<td>12/6/2006</td>
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Teaching and Learning Philosophy

This course will follow an adult education philosophy. The adult education approach to teaching and learning emphasizes the active nature of learning, which in this course will be evident in the practical orientation of assignments. The adult education approach also emphasizes the ability of everyone to be teachers as well as active learners. It is for this reason that class participation and attendance is necessary in order to promote critical thinking, reflection, and group learning. I tend to view traditional letter grades as entirely subjective and not very indicative of adult learning; however, participation, hard work, attendance, critical reflective thinking, and effort are important in how well you do in this course as well as what you get out of it. It is highly likely that we will encounter bumps in the road during our journey this semester, but if we keep positive and trust in the learning process, I have no doubt that we can overcome them together.
# Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Items Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>May 9</td>
<td>Orientation to Community Work</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>May 16</td>
<td>Community assessment Core Concepts</td>
<td>Group Contracts Due</td>
</tr>
<tr>
<td>3</td>
<td>May 23</td>
<td>Community Observation and Reflection Day</td>
<td>No formal class meeting, please use this time to complete your observation and reflection papers.</td>
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<tr>
<td>4</td>
<td>May 30</td>
<td>Memorial Day</td>
<td>No Class</td>
</tr>
<tr>
<td>5</td>
<td>June 6</td>
<td>Bringing People together/Capacity building</td>
<td>Community Reflection papers due</td>
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<tr>
<td>6</td>
<td>June 13</td>
<td>Increasing dialogue, increasing citizen participation.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>June 20</td>
<td>Building bridges to and from the community.</td>
<td>Project Proposal Due (one proposal turned in that represents all committees).</td>
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<tr>
<td>8</td>
<td>June 27</td>
<td>Assessing outcomes in community development.</td>
<td></td>
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<tr>
<td>9</td>
<td>July 4</td>
<td>Independence Day</td>
<td>No Class</td>
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<tr>
<td>10</td>
<td>July 11</td>
<td>Getting to know the community: Lessons learned</td>
<td></td>
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<tr>
<td>11</td>
<td>July 18</td>
<td>This class is removed, due to participation in the Saturday community event.</td>
<td>No Official Class, make up for Saturday participation in community event</td>
</tr>
<tr>
<td>12</td>
<td>July 25</td>
<td>Involving Young People</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Aug. 1</td>
<td>Final Reflections/Praxis</td>
<td>All Assignment write-ups due, participation and attendance of this class worth 10% of final grade.</td>
</tr>
</tbody>
</table>
May 16th Readings Core Concepts


June 6th Bringing People Together and Capacity Building


**June 13th Getting to Know the Community**


**June 20th Making Contacts and Bringing People Together/Capacity Building**

Henderson & Thomas, Chapter 5.


**June 27th Making Action Plans**


**July 11th Building Constituency Support/Increasing Intergroup Dialogue**


Other Articles as determined later and posted under resources in C-Tools

**July 25th Youth Participation and Community Based Evaluation**


Assignments

The assignments for the course are due on the date indicated at the beginning of class. Unless prior arrangements are made to turn in work late, 2 points will be deducted per day late, including weekends, until the assignment is turned into the professor. The assignments for this course rely heavily on professionalism, group work, in class participation, and practical application of community development skills. Although personal style, work style, and personal preference may lend itself to differing levels of comfort with this teaching approach, it will be necessary for everyone to come out of their comfort zone somewhat, so that everyone can learn together.

Assignment 1: Community Assessment and Reflection Paper (25%) – Due May 30.

This assignment will consist of two parts, which will be graded together. You can do the first part of this assignment with your committee group (see class project) or on your own. In order to understand how Avalon residents view and interact in the community, you must see the community from the perspective of public transportation. Each person will travel from the Blake transit center to the Department of Human Services, located in Ypsilanti. You must keep your transit and/or transfer requests from your trip. You must also bring back relevant information or get a signature on your bus receipt from a staff member working at the destination. While you are traveling by bus to your destination, take down notes about the ease of the trip, how much time it took, the weather conditions, and other observations that you have about the community.

Use your observations to write a 3-5 page reflection paper that addresses the following points:

1. Describe your comfort level and/or usage of public transit?
2. Describe where you traveled to and the resources available to Avalon consumers.
3. Describe how easy or difficult it was to get to your destination and back, talk about how long it took the conditions on the bus, and other relevant observations.
4. After this experience how would you rate the viability of public transit in Ann Arbor/Ypsilanti as reliable transportation for community members?
5. Discuss the barriers and challenges that Avalon residents, many of whom rely on public transportation, face with using public transport for employment, appointments, and other relevant needs.

6. What are the important PODS related dimensions that are in play with public transportation?

7. Discuss how your observations and critique of public transport can help in your community development, or any CD initiative, project.

*Please turn in a hardcopy of your final reflection paper, bus transit receipts, and other materials stapled together.

**Assignment 2: Class Participation (25%) – Ongoing throughout the semester**

The success of this course will weigh heavily on attendance and active participation from everyone. It is for this reason that class participation is graded heavy for this course. To help facilitate the participation process, I will ask each committee (see class project) to sign up, and facilitate one class. During your facilitation week, you will be responsible for having a deep understanding of that week’s readings and leading the class discussion of the material. You can be as creative or simple as you choose to be, but must have a thorough understanding of the readings.

**On-Line Resources**

There are various on-line resources relevant for your work in the course, including Comm-Org and Community Tool Box.

**Paper Revision Policy**

You may revise and resubmit any paper for reevaluation until the last session of the seminar. Papers are due on assigned dates unless prearranged with the instructor. Late papers will be penalized.
Assignments# 3, 4, and 5 Class Project (50% total)

You may do your community development project on your own, utilizing internship or other community connections, or choose to participate in a class project with Avalon Housing. The only requirements that I have for this assignment, if you’re not working on the Avalon project, is that you must work in a group with 2-3 other classmates, your project must be approved by me in advance, and you must be able to meet the requirements set forth for this assignment; meaning you must have a proposal, project reflection paper, and attend the final class for informal sharing and presentations. I will also need some verification from the community agency or entity that conveys to me the nature of what you are doing and how you will receive supervision.

Avalon Housing Project Overview

Avalon Housing is a not-for-profit provider of supportive housing and services to extremely low income persons in Washtenaw County. Avalon has approximately 324 units of housing throughout the Ann Arbor area, and is constantly considering new properties to purchase and/or refurbish in order to meet the high demand for affordable housing in Washtenaw County.

One of the distinguishing features of Avalon’s philosophy that has been integral to its success is that Avalon promotes a sense of community through providing opportunities for residents to connect with one another. Although Avalon has been highly successful with fostering community with specific sites in the community, Avalon has struggled to promote a broader sense of community across all Avalon sites.

Our task this semester as a class of aspiring community organizers and professionals will be to utilize community development skills learned throughout this course to develop an all Avalon social event. The event will occur towards the end of the semester. In order to pull off such an ambitious project in a limited amount of time, we will be working in smaller sub-committees that will tackle specific portions of the project, and report back to myself, Avalon administration, and other colleagues.
Although you will be able to take ownership with this project, some initial discussions have taken place with Avalon, so that there is a bit of structure in place to help us pull off this project in a limited amount of time. The following points are recommendations from Avalon staff and residents, who should be considered gatekeepers of the community as a result of their close proximity to community members.

1. The event needs to be friendly to both individuals and families as Avalon provides housing to both.
2. The event should occur in a centralized location in Ann Arbor as Avalon has sites stretching from the north side of Ann Arbor to the far West corner of the city.
3. Avalon has a small budget that can be used to help cover miscellaneous expenses; however, we will need to solicit as much community support by way of donations as possible.
4. One of the recommendations coming from our gatekeepers is to have some sort of component that focuses on local Avalon community talent, such as artwork, poetry, etc.

Committee Groups

The following committees will be established for the purpose of this project. Sub committees may be added, amended, or combined during the first couple weeks of the semester, depending on class size and interests. It is important that these aspects of the project are attended to in some way, shape, or form.

Executive Committee (2-3 students)

The executive committee will be established for the purpose of facilitating communication between other sub committees, Avalon staff, and the professor relating to the project. The members of the executive committee will be responsible for taking the input from all groups and communicating ideas to Avalon staff, the professor, and other relevant parties. Executive committee members must be able to attend regular meetings with Avalon staff, the professor, and others for the purpose of communicating between the class and Avalon. The executive committee will be responsible for putting together all the essential elements for the project proposal. The groups are responsible for submitting portions of the proposal to the executive committee, but the EC will help fill in the blanks of the proposal.

Community Fund Development Committee (2-4 students)

The fund development committee has one of the most important responsibilities as they will work with local vendors, student orgs, and businesses to solicit donations of food items, volunteer time, transportation, and other potential goods and services that will be imperative to the success of this event. The community fund development committee
will be responsible for submitting a line-item budget that will clearly spell out the necessary costs associated with such an event, and include a written strategy for obtaining resources. Also, provide a budget justification narrative in your section of the proposal. Remember that Avalon has only limited resources to put into this event, so think outside the box and utilize as many free resources as possible; indicate any in-kind donations or anticipated donations within the budget.

**Activities and Entertainment Committee (4-6 students, may be divided into two sub committees if needed)**

This committee will be responsible for putting together a plan for entertainment and activities that is appropriate for individuals and families. You will need to ensure that there are activities for a variety of interests and ability levels. If utilizing live entertainment or other resources, you will need to communicate with other committees, so you are on the same page. You will need to develop a detailed plan, including an agenda for the event that will be included in the project proposal, along with a narrative describing the activities and entertainment in detail. Please, explain how you made decisions, if they will cost anything, how cost will be addressed, and how you took into account the diversity of Avalon in putting together activities and entertainment. Also, this group will need to coordinate with volunteers, performers, or others leading up to the event, as well as send out thank you notes as appropriate.

**Refreshment Committee (2-4 students)**

The refreshment committee will need to work closely with the fund development group, for the purpose of planning out a menu of food, snacks, and refreshments for a variety of community member tastes. There should not be alcoholic beverages provided at the event, due to the large number of community members in recovery from alcohol/drugs. This committee will need to also think about food preparation, storage, and special dietary restrictions that may be relevant. This group will submit a detailed menu to the executive committee for inclusion in the project proposal. Also, you will need to include a detailed narrative of how food items will be prepared, stored, and how you will attend to dietary needs and restrictions as well as cultural differences in taste.

**Logistics Committee (2-3 students)**

The logistical committee will be responsible for assessing the various locations of Avalon properties and choosing a location for the event that is in reasonable proximity to residents. You will also be responsible for locating transportation resources, which can be volunteers, to help provide residents with rides to the event. Also, you will need to research and develop public transit directions for properties that can be disseminated to residents. You will need to develop a brief write-up of your plans for logistics that can be included in the project proposal.
Group Contract (5%) – Due by the second class

As you form committees for the purpose of the class project, you must come up with rules and expectations that all group members agree to adhere to. Your group contract should explain the expectations for meeting attendance, frequency of meetings, work expectation (group and instructor set deadlines), and any other relevant aspect important to the group. Do not take this component lightly as this document, signed by all committee members, will be viewed as legitimate policy for the purpose of this class. Think back to your past challenges with group work, and try to use them as a strength for building an effective group contract.

Assignment #3 Project Proposal (15%) – Due June 6

The project proposal will be edited and put together by the executive committee; however, every group will be responsible for submitting a portion of the proposal. Failure to submit your portion of the proposal to the executive committee in a timely fashion, may impact the grades of committee members. Proposals should include the following:

- Project name – name or title of the project
- Purpose statement – a one sentence description of what will be accomplished as a result of the initiative (EC Completes)
- Project overview – a one-paragraph summary of the project (EC can put together)
- Project goals – impacts to be accomplished (Done as a larger group facilitated by EC)
- Project objectives – key elements necessary for success (Done as a larger group facilitated by EC)
- Project steps/Timeline – steps that will accomplish the objectives (Done with larger group)
- Indicators for measuring success (Done with larger group)
- Line-Item Budget (Include In-kind and Probable In-Kind resources) (Fund Development Committee)
- Additional committee specific items requested for the proposal will be included as appendixes in the back of the proposal.

Although one project proposal will be turned into the professor by the executive committee, every group and individual should be providing assistance based on your committee of membership. Also, class time will be given for committee and larger class meetings, so everyone should plan on helping the executive committee during this time. You should plan on staying the entire length of class time, and utilizing it to meet and work with your committees. Committee member contracts will be developed, and turned into the professor by the second class. The contracts will describe individual responsibilities, expectations, decision making protocol, and tentative meeting schedule.
All committee members must sign the contract, and this document will serve as legitimate policy, if a dispute arises between committee members. It is a professional expectation that everyone will assist on the day of the event, and help out other committees whenever needed.

*If you are unable to volunteer on the day of the event, you must notify the professor and other colleague’s way ahead of time, and make arrangements to complete an additional assignment in lieu of volunteering for the event.

**Assignment # 4 Community Development Reflection Paper (15%)**

Every individual will complete a 5 page semi structured reflection paper about your community development experience. Please address the following points:

1. To what extent do you believe this project was successful in meeting the goals set forth at the beginning of the project, please explain?

2. Describe your various contributions to the project, both tangible contributions such as successfully found free live entertainment as well as intangible contributions, such as provided leadership to group processes.

3. Describe any lessons learned as a result of this project, both positive lessons as well as personal or professional challenges.

4. What types of PODS related issues arose during the course of this project and how were they attended to, either directly or indirectly?

5. How did class readings and discussions play a role in this project for you, please provide examples where appropriate.

*Additional Components of Your Paper, If the Event Does Not Occur by the End of the Semester (2-3 Pages)*

1. What do you think contributed and/or led to this event not happening or even failing?

2. At what points, looking back on the project, can you see the first hints that this project might not work out?

3. How do you feel as a result of the project not being successful, please provide some detail? How will you cope with challenges and setbacks as a professional doing community work?

4. What recommendations do you have for Avalon that could help them better organize a community wide event in the future?
Assignment #5 Class Praxis Dialogue Session (Last Class, 10% of Grade)

During our last class, we will discuss our individual and collective experiences in community development by drawing heavily from our course readings, community learning, and personal reflection papers. This class is worth 10% of your total grade in addition to regular class participation.

Group Member Assessments (5%)

Every committee member will evaluate themselves and other committee members. A standard assessment form will be available in C-Tools for this purpose. Please be fair and objective as you assess both yourself and other committee members. Also, remember to look at your group contracts for guidance in assessment decisions. The completion of assessments for yourself and group members is required to get the full 5% of this grading component.

Group Member Attendance of the Final Event

The Avalon community event will likely occur on a time when we do not generally hold class, but it is expected that you will want to attend this event and help see your hard work through to the end. If you are not able to attend the event as a result of extraordinary circumstances, an additional assignment will be given to you. The use of the replacement assignment in lieu of attending the Avalon event must be authorized by the professor ahead of time. As a result of attending the event, you will be given a class off for your participation in the event. You may use this class period to help finalize your portion of the project or for yourself. In the event that the community event does not occur by the end of the semester, you will not be penalized or expected to attend or volunteer at the event. If the event does not occur before the end of the semester, you will be asked to write 2-3 additional pages, providing some critical feedback about the experience as well as recommendations for improving the process.