SW 650        Community Development
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Spring/Summer 2013
Office Hours by Appointment

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

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<th>Theme Relation to Multiculturalism &amp; Diversity:</th>
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<td>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.</td>
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<th>Theme Relation to Social Justice:</th>
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<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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<th>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</th>
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<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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<th>Theme Relation to Behavioral and Social Science Research:</th>
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<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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Ethical and value issues in all phases of community
Relationship to SW Ethics and Values: 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.

Intensive Focus on PODS: Faculty Approval: 12/6/2006

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.

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, 3 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. Also, if the curriculum and assignments do not work for your learning needs, you may propose to me a replacement assignment that closely mirrors the amount of work required for a particular assignment, and it must work for the learning of course content. If you propose an alternative assignment, please provide to me a brief description as I do in the outline, how I should assess your work for grading, and using the course objectives, articulate how your assignment will meet these objectives. You may propose small group assignments as well.
Assignment 1: Community Observation and Assessment – 20% - Due June 10th
This assignment will consist of two parts, which will be graded together. You will travel from the Blake transit center or nearby bus stop to various destinations around the community. You must keep your transit and/or transfer requests from your trip. 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. Whenever possible and appropriate, talk with other riders and folks you meet along the way to learn additional information about Ypsilanti.
Use your observations to write a 5 page reflection paper that addresses the following points:
1. Describe your comfort level and/or usage of public transit?
2. 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.
3. Talk about what you observed and noticed about the community or communities as you looked out the window or walked around the community. Think about major realms of community development like housing, business, parks and recreation, infrastructure, food, etc.
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 community members, many of whom rely on public transportation, face with using public transport for employment, appointments, and other relevant needs.
6. What are the important dimensions of privilege, diversity, and social justice 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 1 Grading Rationale
10 points - successful completion of the activity with documentation
5 points - covering all major points above in your reflection paper
5 points - grammar, punctuation, style, and structure of your paper

Assignment 2: Class Participation (20%) – Ongoing throughout the semester – Journal Due Last Class
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. You will be awarded 2 points per class X 10 sessions = 20 points maximum, meaning that you have one absence you can use for any reason or two extra credit points available to you. I do not excuse absences, so no need to make requests as a couple will not impact your grade; however, three or more absences will result in the loss of one full letter grade from your semester grade. Participation will also include keeping a reflective journal of the course readings as we go along in the semester. You will write a minimum of one brief summary or take away point as well as one critical insight or question for each article, chapter, or other reading assigned during the semester. While this will be collected at the end, either in hardcopy or electronic format, you are expected to keep up as we go along, and may be called upon to share your weeks’ reflections for class dialogue purposes.

**Assignment 3: Public Meeting Attendance and Reflection Paper – 20%**

DUE JULY 29TH

Public meetings and forums provide opportunities to citizens to learn and participate in discussions related to community development. Examples of appropriate meetings are city council meetings, township board meetings, and many other open meetings. You may attend a meeting in a community of your choosing, but I will help guide you towards some forums available to you in the Washtenaw County area. You should take notes at the meeting and complete a 4-5 page reflection paper describing the following elements:

1. Describe the focus and context of the meeting. What was discussed? What area or areas of community development were talked about?
2. Who facilitated the meeting? Were citizens present at the meeting and were they heard?
3. What elements from class readings did you think about or do you believe were relevant to the context of the meeting?
4. How did you feel at the meeting? What did you think about?
5. How did privilege, power, and/or oppression come into play at the meeting?

**Grading Rationale For Assignment 3**

10 points possible for covering all elements above with the proper balance of objectivity and criticality.

5 points possible for grammar, punctuation, style, and structure of your report.

5 points possible for integrating course readings properly and correctly in writing your essay.
Assignment 4: Option 1: Community Development Case Study – 40% - Due July 29th - May be completed in small groups, but you must let me know ahead of time.

You will identify one relevant topic, community organization, or effort that is of interest to you and important in community development. Papers should be 15-20 pages in length double spaced, with title page, and reference page. You can choose a Community Development Corporation, issue like sustainable food, citizen group like Camp Take Notice, etc. Regardless of the focus your paper will include the following elements:

1. Problem statement – What is the background and context of the relevant issue involved in your case study? You will incorporate relevant statistics and resources in this section.
2. Literature Review – What does the scholarly and mainstream literature says about your topic? You should plan on this section being a major portion of your paper and include 7-10 citations.
3. Overview of Case – Describe in detail the topic of your case study including the following information:
   - Relevant history
   - How is community development defined or illustrated in your case study?
   - What type of community development typology or model does your case best represent?
   - What are the goals, major players, and context relevant in your case study
4. Interviews and/or observation – You will identify (3-4) relevant people to interview for your paper, who have expertise or relevant information on the topic you have chosen. You will take notes and provide your notes in this section in a discussion format of similarities and differences in perspectives.
5. Major Successes – Discuss the strengths and successes of your organization, area, or effort as far as how they have benefited communities across the U.S. or a specific community that you have focused on.
6. Major Barriers or Challenges – What are the major challenges that you identified related to your topic, organization, or effort? What are the causes of these challenges? What is being done to address them moving forward?
7. Power Analysis – Using force field analysis, please conduct a power analysis of the forces for and against your organization, issue, or community.
8. Citizen Participation, Marginalization, and Privilege
   - Discuss the nature and context of privilege in your case study
- Discuss how social justice is defined or addressed in your case study
- Talk about the role or roles of citizen participation in your case study

9. Summary or Conclusion Section

**Grading Rationale for Assignment 4 Option 1**

10 points – Proper discussion and completion of all listed components above.

5 points - Writing quality, grammar, punctuation, style, and structure.

5 points – Directions followed as outlined, including spacing, title page, and reference page.

**Option 2: Service Learning and Reflection Project**

In lieu of the community development case study, you may choose to learn community development through the lens of service learning and critical reflection. You must identify one organization, group, or effort relevant to community development, and volunteer at least 10 hours of your time to helping the organization or effort. Upon completing your volunteer hours, you must complete the following and turn them into me by the last day of class:

1. A log of the days and times you volunteered and name of the organization or effort, and a brief description of what you did. Your log needs to be signed by a representative of the organization or effort you were involved in with their contact information provided.

2. A 5-7 page critical reflection paper including the following elements:
   A. A brief description of the organization, group, or effort. Please describe what their mission or purpose is, who they serve, what they do.
   B. An overview of your service learning experience (what were you involved in?) Why did you choose to volunteer with this organization or effort?
   C. Describe in some detail how this organization, group, or effort relates to the core concepts of community development discussed during the semester. Please use readings, course discussions, and other relevant material in your discussion.
   D. What did you learn from your service learning experience? Think not only about the tasks you did, but the people you interacted with, your observations, etc.
   E. Talk about the role of local peoples in the community development. Do you believe local people were involved simply as recipients of help, services, etc. or were they truly part of the change and decision making process?
   F. Talk about what you learned related to oppression, social justice, and power from your experience.
   G. How did your own privilege, social identities, and history impact your learning experience?
Grading Rationale for Assignment 4 Option 2

10 points – Proper completion of 10 hours of volunteer service with proper documentation log provided to instructor.

5 points – Reflection paper follows the outline above and demonstrates utilization of community development course readings and content.

5 points – Writing quality, grammar, punctuation, and style
**Course Readings**

We will be using the text assigned for this class over the course of the semester; however, other readings may also be assigned or be used to replace the textbook. These readings will be uploaded into C-Tools one week prior to class, and you will be sent a notification e-mail to your account on record.

**May 13\textsuperscript{th} Readings History**

The Community Development Reader, Chs. 1 – 4, 35 – 41

**May 20\textsuperscript{st} Community, Organizing & Development**

CDR, Chs. 20 – 27, 44

**May 27\textsuperscript{th} Memorial Day**

No Class

**June 3\textsuperscript{rd} Learning About the Community**

Readings TBA

**June 10\textsuperscript{th} Community Development Corporations**

CDR, Chs. 5 - , 42

**June 17\textsuperscript{th} Financial and other community institutions**

CDR, Chs. 10 – 15

**June 24\textsuperscript{th} Philanthropy, Government & the Market**

CDR, Chs. 16 – 19, 43

**July 1\textsuperscript{st} Readings TBA**

**July 8\textsuperscript{th} Globalization**

CDR, Chs. 18 – 34

**July 15\textsuperscript{th} TBD**

**July 22\textsuperscript{nd} Project Discussion**