Course Description

This course examines methods of community development for a diverse democratic society. It assesses the ways in which people join together, take initiative, and develop community-based programs. It analyzes core concepts of community development, steps in the process, and perspectives on practice in a society which values diversity as an asset.

The course assumes that community members are competent citizens and active participants, rather than problems in society or passive recipients of services. Emphasis is placed on increasing involvement of traditionally underrepresented groups in economically disinvested and racially segregated areas.

The course draws upon best practices and lessons learned from community-based initiatives such as education, environment, health, human services, housing, and neighborhood revitalization, in addition to social work, public health, urban planning, and related fields.

Course Objectives

- Understand the changing context and core concepts of community development in a diverse democratic society.

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

- Develop knowledge of steps in the process of community development.

- Critically assess case studies and lessons learned from community-based practice.

- Identify issues of underrepresented groups in economically disinvested and racially segregated areas.

- Examine questions of ethics and values arising in the field.
Course Design

Responsibilities include readings, discussions, written assignments, individual and group exercises, studio-based learning, and a class project. Community collaborators will address specific topics in areas of expertise.

Relationship of Course to Curricular Themes

Multiculturalism and Diversity: Students will identify ways in which community development can address race, ethnicity, class, gender, age, sexual orientation, and other forms of stratification of inequality.

Social Justice and Social Change: Emphasis is placed on how community development can strengthen social change and social justice through community building in economically disinvested and squinted areas.

Promotion, Prevention, Treatment, and Rehabilitation: The course will focus on how to prevent social problems and promote healthier communities rather than to take the frequent common curative model approach.

Behavioral and Social Science Research: Relevant research and best practices from diverse social science disciplines and professional fields will contribute to understanding of empirically-based practice.

Social Work Ethics and Values

The NASW Code of Ethics establishes responsibility for social workers to engage in socially-just political action addressing the needs of diverse and disadvantaged populations.
## Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 8</td>
<td>Opening and Orientation</td>
</tr>
<tr>
<td>2</td>
<td>January 15</td>
<td>Core Concepts I</td>
</tr>
<tr>
<td></td>
<td>January 20</td>
<td>MLK Day</td>
</tr>
<tr>
<td>3</td>
<td>January 22</td>
<td>Core Concepts II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pluralist and Multicultural</td>
</tr>
<tr>
<td>4</td>
<td>January 29</td>
<td>Neighborhood and Metropolis</td>
</tr>
<tr>
<td>5</td>
<td>February 5</td>
<td>Entering the Community and Building Relationships</td>
</tr>
<tr>
<td>6</td>
<td>February 12</td>
<td>Assessing Community Conditions</td>
</tr>
<tr>
<td>7</td>
<td>February 19</td>
<td>Making Action Plans</td>
</tr>
<tr>
<td>8</td>
<td>February 26</td>
<td>Building Organizational Capacity: Meetings, Groups, Leaders</td>
</tr>
<tr>
<td></td>
<td>March 5</td>
<td>Spring Recess – No Class</td>
</tr>
<tr>
<td>9</td>
<td>March 12</td>
<td>Building Community Capacity: Constituencies, Allies, Coalitions</td>
</tr>
<tr>
<td>10</td>
<td>March 19</td>
<td>Engaging Community Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increasing Intergroup Dialogue</td>
</tr>
<tr>
<td>11</td>
<td>March 26</td>
<td>Building Constituency Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using the Internet</td>
</tr>
<tr>
<td>12</td>
<td>April 2</td>
<td>Studio Workshop</td>
</tr>
<tr>
<td>13</td>
<td>April 9</td>
<td>TBA</td>
</tr>
<tr>
<td>14</td>
<td>April 16</td>
<td>Final Presentations</td>
</tr>
<tr>
<td></td>
<td>April 21</td>
<td>Portfolio Paper</td>
</tr>
</tbody>
</table>
Reading List

Core Concepts I


Core Concepts II


Neighborhood Development


Metropolitan Development

- The Way We Learn: Separate and Unequal in Metropolitan Detroit Schools, at www.bamn.com/slideshow/detroit/detroit-slideshow.pps

• *Reimagining the Region: Building a New Detroit Metropolis.* (2011), at www.thenewmetropolis.com/cities/detroit,MI


**Entering Communities and Building Relationships**


**Assessing Community Conditions**


• Henderson & Thomas, Chapter 4.


**Making Action Plans**

• Henderson & Thomas, Chapters 5.8.


• Developing a Strategic Plan. *Community Tool Box,* Chapter 8 at http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning

**Building Organizational Capacity: Meetings, Groups, Leaders**

• Mettesich & Monsey, skim.


Youth and Young Adults of Color Multicultural Leadership School, at http://www.uua.org/re/youth/identity-based/color/158493.shtml

Building Community Capacity: Constituencies, Allies, Coalitions


Engaging Community Members

- Driskell, Chapter 2.
- Participation and People.net, at www.peopleandparticipation.net

Increasing Intergroup Dialogue


Building Constituency Support


Social Media for Social Justice

Guiding Questions

Core Concepts

- What is community? What does community provide? What are its strengths and limitations as a unit of solution?
- How do you yourself construct community in your mind? Where do your own ideas come from, and how do they affect your work?
- What is community development? What are its activities?
- What is the purpose of community development? Why should we, or anyone, want to promote community development?
- What are the outcomes of community development, and what criteria should be used for assessing them?
- What matters most? What factors influence successful community development?
- What are some best practices, and what can be learned from them?
- What is a socially just community, and a socially just process for accomplishing it?

Pluralist and Multicultural

- What is a community or community group about which you care? What are its distinct characteristics, how do these affect its participation, and which forms of community development have the potential for empowering it?
- What happens to community development when community is constructed as pluralist or multicultural, rather than as monocultural?
- What are the elements of multicultural community development?
- Assuming that diversity will characterize democracy in the future, how will community development look different from a more multicultural perspective?

Neighborhood Development

- What is neighborhood? Why is neighborhood important, and to whom?
- What happens to community development when community is conceived as neighborhood?
- What is neighborhood development? What are its elements, and strengths and weaknesses as a unit of practice?
- What is a socially just neighborhood, and what would it take to develop one?

Metropolitan Development

- What is a metropolitan area? Why is it important, and to whom?
- What happens to community development when community is conceived as a metropolitan area?
- What is metropolitan development? What are its elements, and strengths and weaknesses as a unit of practice?
- What is a socially just metropolitan area, and what would it take to develop one?
**Steps in the Process**

- Are there essential “steps in the process” of community development and, if so, what are they?
- What frameworks are available for assessing community development?

**Making Contact and Establishing Relationships**

- What issues arise when “entering the community” or starting to work with a community or community group?
- Are there personal issues that arise for you? Is there a philosophy or ideology that comes into play?
- What are some steps in making contact and establishing relationships? How would you assess your own ability to establish relationships with others?

**Assessing Community Conditions**

- What are the steps in assessing community conditions, and how can they be practiced in ways which gather information and activate community members?
- What happens to community assessment when community is constructed as pluralist or multicultural?

**Making Action Plans**

- What is planning? Why is it important, and for whom?
- What are the steps in the planning process? What happens to planning when the community is segregated or diverse?
- What social justice issues arise in planning at the community level?

**Building Capacity**

- What are the elements of building organizational capacity? How can meetings, group formation, and leadership development be constructed as forms of capacity building?
- What are the elements of building community capacity? How can alliances and coalitions be constructed as forms of capacity building?

**Engaging Community Members**

- What are some methods of engaging community members in institutions and decisions that affect them? Are there distinct methods for distinct groups?
- What are some strategies for involving residents in a neighborhood or metropolis that is becoming both more segregated and more diverse?
**Increasing Intergroup Dialogue**

- What are some methods for increasing intergroup dialogue? What are some ways of enabling people to communicate with others who are different, or discuss sensitive issues, or find common ground, or collaborate on a project?
- What are some strategies of community development in areas which are becoming both segregated and diverse?

**Building Support**

- How do you yourself usually build support for your goals? How would you assess this ability, and how could you strengthen it?
- What are some methods for community members to make the case and build support for its goals?

**Online Organizing**

- What is online organizing for community development? What are its advantages and disadvantages as a unit of practice?
- What happens to community development when community is defined as online?
- How can online organizing can be used as vehicle for bridges differences in segregated areas?
Assignments

All assignments should employ and refer to the course readings, organize your thoughts, and make specific points about the topic.

Assignment 1

Write a paper in which you describe a community or community group of African, Asian, White European, Middle Eastern, or Latin American descent and a few of its distinct characteristics and concerns, and summarize 10 steps in a community development process for empowering them (3-5 typewritten pages, due January 29, 10 percent).

Please refer to the most relevant readings you can find, and include a bibliography of the best ones.

Assignment 2

On January 29, I will provide you with a problem which draws upon the readings and discussions, and ask you to prepare a paper which enables you to express your own ideas, and also utilize and refer to the readings. All of the material you will need to address the problem can be found in the course materials (3-5 typewritten pages, due February 26, 10 percent).

Assignment 3 (Team Project)

Prepare a paper with information and ideas for involving young people in community development, for use in launching Boulevard House as a 21st century settlement house (12-15 typewritten pages, draft due April 9, final due April 16, 50 percent).

Settlement houses were buildings in the neighborhoods of large cities whose workers involved community members in programs and services responsive to their needs. Chicago’s Hull House – whose programs included community-based research, arts and culture, educational justice and social reform – was among the best-known and a landmark in the history of social work.

The Board of Directors of People’s Community Services (PCS) and the University of Michigan School of Social Work have formed a partnership to establish Boulevard House as a 21st century settlement house at 412 W. Grand Boulevard in Southwest Detroit. They want to engage people in programs that strengthen social development, build organizational capacity, and create community change, with special emphasis on involving young people.

Tom Cervenak, Executive Director of PCS, has asked us to prepare a series of papers with information and ideas for involving young people in community development, for use in launching Boulevard House.
He is asking the following questions:

1. What community development initiative would you recommend?
2. What outcomes can be expected to result from the initiative?
3. What are the key elements for successful community development? What are the factors that would facilitate and limit work of this type?
4. What are the best practices in the field? What lessons can be learned from them?

He expects that some papers will draw on empirical evidence from interviews, focus groups, existing documents, or other methods; and that other papers will draw on research studies and best practices in the field.

Boulevard House is available for community meetings and educational discussions, but should be scheduled in advance. Hostel-type overnight accommodations are possible and encouraged, but also should be scheduled in advance.

For the purpose of this project, neighborhood is defined in terms of the people who live or work in the area and other areas whose young people might want to participate in its programs, with potential to include both neighborhoods and suburbs.

Using studio-based learning, we will work in teams of three around specific strategies for addressing the assignment. Each team will define the problem, gather information, analyze the findings, and prepare a written report and poster presentation to class members and professionals. The report should draw upon empirical evidence, best practices, and other information sources.

Studio-based learning is an approach often associated with architecture education. Team members will have time to meet in class sessions, discuss their work with the instructor and other students, and prepare their presentations.

The written report should be appropriate for inclusion in a monograph and might be cited as a publication in your portfolio. The poster should be suitable for display in the school or other locations. There are several sites for poster printing on campus.

Following is a rough draft list of illustrative topics. I welcome your ideas, and will prepare a final list as soon as possible.

- Starting a 21st century settlement house: Past and future
- Youth and community multicultural leadership academy
- Organizing a social justice art and theatre program
- Involving young people in policy advocacy
- Conducting a community-based participatory research project
- Designing a multicultural neighborhood for all young people
- Creating civic spaces for young people, e.g., cafes, malls
- Increasing intergroup dialogue among racial and ethnic groups
- Innovative forms of transportation and communications
- Using social media to connect young people across boundaries
- Preparing the next generation of civil rights workers
Because of the present sensitive stage of development, Tom asks that we communicate and coordinate through him or the instructor before entering the neighborhood. It might jeopardize the project to make contact without checking with them first.

**Assignment 4**

Prepare a final portfolio of your semester’s work, including synthesis of all readings, assignments and a brief reflexive summary of your experience in the course. (3-5 typewritten pages, due April 21, 10 percent).

**Class Participation**

Class participation is good for everyone. It might include involvement in discussions, group leadership, volunteering, arranging a day at the ropes course, or other activities. 20 percent).

Participation requires regular attendance, coming to class on time, preparation and engagement in class discussions, and submission of assignments on scheduled dates unless arranged in advance. “Showing up” is itself not participation in the course. Absence from class might result in lowering your grade.

**Course Readings**

Course readings and class preparation are integral to our learning. You may be asked to open a session, or called upon to share your thoughts on a reading. Most course readings are available on CTools. Please check CTools to confirm their availability and contact the instructor if anything is awry. A book for purchase is available at Common Language Bookstore 317 Braun Court, Kerrytown, Ann Arbor.

**On-Line Resources**

There are various on-line resources which are 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. Papers are due on assigned dates without extension, unless prearranged with the instructor. All papers in the course should be submitted in hard copy.

**General Guidelines for Papers**

1. Make a specific point. Express what you think.
2. Quality and depth of analysis of information and ideas, and relevance to topic.
3. Appropriate use of and reference to empirical evidence, as well as their variety and range.
4. Quality of presentation, e.g., introduction, logical sequencing, conclusion.
5. Use of proper grammar and professional presentation of material.
6. Level of effort expressed in written work.
Class Climate

We want to create a classroom climate in which everyone can experiment with new ideas or skills; explore their own cultural competencies and their implications for social and political action; consult with others on assignments and projects; and identify areas for future learning.

Using Laptops

Using laptops for taking notes is acceptable, but using them for other purposes is distracting to others.

Academic Integrity

We will follow the Student Code of Academic and Professional Conduct in the School of Social Work Student Handbook. Web resources on academic integrity developed by the University’s Center for Research on Learning and Teaching can be found at their website.

Disabilities Statement

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Contacting the Instructor

My e-mail is barrych@umich.edu, my office is 3840 SSWB, and my home telephone is 734.668.0117. I am available through e-mail, telephone, and by appointment. I want to get to know you, and hope that you will arrange a time when we can talk early in the semester.
Student Information Form

Name:
Address:
E-Mail: Telephone:
UM program:
Professional goal:
Community experience:
Interest in course topic:
Experience or skill which might be useful to the class:
Something that will help me get to know you better: