

COURSE TITLE:	Community Development Location: B770 SSWB Fall/ 2015: Wednesday, 9am – 12pm
INSTRUCTOR:	Janet Ray, LMSW 2766 SSWB, (313) 320-4850, jray@umich.edu Office Hours: Wednesday, 12pm – 1pm
COURSE NUMBER:	650, section 001
CREDIT HOURS:	3
PREREQUISITES:	560
LOCATION:	Advanced Community Organizing Methods Course

This syllabus was developed in collaboration with all the faculty teaching SW 560 and 650 with special appreciation to Professor Mike Spencer and Professor Diane Vinokur.

1. Course Description:

This course will examine methods in which underserved community residents develop their own resources and services at the local level. Students will learn about the ways in which residents can take initiative and help themselves through community-based business and economic development, health and human services, popular education, and housing and neighborhood revitalization projects, with or without assistance by outside agencies or practitioners. Innovative examples of community development in urban and rural areas as well as community development that occurs among communities of interest such as women, the LGBTQ community, or people with disabilities will be reviewed. Special emphasis will be placed on organizations that involve individuals and families in positive efforts to integrate human, social, economic, and community development and that build upon the strengths and assets of individuals rather than focus solely on the problems of individuals.

2. Course Content:

Students will learn that the community development sector is immense. Initiatives are increasing in areas such as education, employment, housing, health care, and human services. 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 and in areas dealing with economic and social issues.

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, or 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, 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. Social 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 level 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).

3. 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 in larger urban areas.
2. Assess the needs and assets of low income urban communities as defined by the communities themselves.
3. Analyze the roles and responsibilities of community development workers as facilitators of efforts by communities to empower themselves.
4. Analyze organized efforts by community residents to take initiative and help themselves through community-based business and economic development, health and human services, and housing and neighborhood revitalization, with or without assistance from outside agencies and practitioners.
5. Develop practical skills for understanding and working with racial and ethnic groups in culturally diverse communities (e.g., power structure analysis, finding and developing leaders, researching local history, and popular education).
6. Formulate in-depth strategies for community development with particular emphasis on development in large urban areas.
7. Recognize and address ethical and value issues which arise in community development practice situations.

4. Course Design:

The instructor may include readings, participatory discussions, written assignments, and experimental exercises related to course materials. In addition to traditional in-class activities, we will be making several off-campus trips outside of class to sites where community development is taking place. It is my feeling that you will best learn about community development by actually seeing community development in action and that this will only enhance your classroom learning. We will carpool to a field site in Detroit. In addition, I will invite speakers who are actively doing development work in the community to speak to us in the classroom when off-campus visits are not possible. Again, the hope is that you will have the opportunity to speak with practitioners in the field, ask questions, and learn from their experiences about community development work.

5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity:* Students will learn that community development is a process which involves individual cultural groups and attempts to build bridges across cultural boundaries.
- *Social Justice and Social Change:* Emphasis will be placed on how the practice of community development can influence social change and strengthen social justice through community-building activities.
- *Promotion, Prevention, Treatment, and Rehabilitation:* This course will focus on how to promote well-being and prevent problems through early intervention at the neighborhood or community level.
- *Behavioral and Social Science Research:* This course will draw upon an extensive social science and research literature world wide.

6. Relationship of the Course to Social Work Ethics and Values:

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 (e.g., the dilemmas imposed by area-wide efforts to construct a citywide health and human service facility that has harmful effects on the quality of life in a local neighborhood; or when local residents want to "keep to themselves" and develop a community-based health clinic rather than try the social worker's idea to engage in a major medical center in the process).

Empowerment in the classroom occurs by each classroom actor

- ❖ Respecting one another
- ❖ Validating one another's experiences and insights
- ❖ Drawing on one's own strengths and those of others
- ❖ Responsibly sharing of one's power
- ❖ Working collaboratively
- ❖ Taking responsibility for one's own learning
- ❖ Thinking independently and critically

Huff, M.T., & Johnson, M.M. (1998). Empowering students in a graduate-level social work course. *Journal of Social Work Education, 34*(3), 375- 385.

7. Learning Philosophy and Environment

Teaching and learning in this course will be guided by the principles of adult education and empowerment. These frameworks approach all participants in an educational endeavor as active, self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these perspectives to deepen individual and group learning. Therefore, you are encouraged to share your insights with the class throughout the semester. At the same time, we should all try to maintain a reflexive stance, carefully considering our thoughts and those of others.

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, we can all benefit if we think of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others. In sum, we are all potential teachers and learners. Therefore, it is hoped that collaborative learning will occur between students as well as between students and the instructor. Furthermore, the class assignments are designed to provide an additional opportunity to reflect on collaborative effort.

Creating a Positive Learning Environment

Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As the course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others' views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from *MSW Handbook*, Faculty of Social Work, and University of Toronto).

Individual Learning Objectives

Each person comes to this course with different ideas, experiences, and competencies related to macro practice. Additionally, each of you likely has your own interests regarding macro practice. Given this background, you are encouraged to create at least one individualized learning objective for our course. If you are currently in a field placement, you may wish to consider developing an objective related to your field-based learning goals.

For instance, if you are interested in identifying the needs of a particular population, you may want to develop a specific learning objective related to conducting community development assignments. The possibilities are endless – just be sure you select an objective that you can achieve.

Small Group Work

Assignments 1 and 2 entail optional group work. For this assignment, your group's membership will be self-selected. However, you are strongly encouraged to work with others in the class whom you do not know yet. Depending on class size, the groups will range from two to three students per group. Group size will be determined during the beginning of the course.

Additionally, in order to facilitate discussion of the course readings, small groups will be randomly assigned to “take the lead” on facilitating class discussion of the weekly readings. This approach will start in Session 3, and it is discussed further under Assignment 5.

Finally, throughout the term, small groups will be created for various in-class learning activities. In these groups, you will work with colleagues to complete assigned tasks related to course content.

8. Special Supports:

Accommodations for students with disabilities

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course – the assignments, the in-class activities, and teaching methods, can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances

Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Electronic Devices

In consideration of your classmates and your own learning, please turn off all telephones and pagers during class. I prefer that you receive no messages during class time. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

9. Course Materials:

Required Texts

The books are available for purchase at Common Language Book BAR, (independently owned and handicapped accessible) 317 Braun Court, Ann Arbor, MI 48104 in Kerrytown (see directions at <http://glbtbooks.com>). These volumes can also be read in the Shapiro library.

Additional readings are provided via the Canvas site for SW 650.

Phillips, R. & Pittman, R. (2015). *An Introduction to Community Development*. Taylor Francis. 3rd edition.

Ledwith, M. (2005). *Community development: A critical approach*. Policy Press: Bristol: UK. 2nd edition.

Supplementary Text – other GREAT reads

Green, G., & Haines, A. (2008). *Asset Building & Community Development*. Sage Publications. 2nd Edition.

Ife, J. (2013). *Community Development in an Uncertain World: Vision, Analysis and Practice*. Cambridge University Press.

10. Assignments:

There are five assignments for this course:

Assignment Topic		Course Objective	Grade Value	Due Date
1	Student Choice	Power Analysis Social, Economic and Political factors on Community Development	30%	<ul style="list-style-type: none"> ▪ Part 1: Assignment Selection and Scope of Work Paper (Sept 30 - 5%) ▪ Part 2: Final Submission Product Submission (Nov 11 - 15%) ▪ Part 3: Public/Class Presentation (Nov 11 - 5%) ▪ Part 4: Reflection Paper (Nov 11 - 5%)
2	Student Choice	Community Participation & Development, Ethic Implications	30%	<ul style="list-style-type: none"> ▪ Part 1: Assignment Selection and Scope of Work Paper (Sept 30 - 5%) ▪ Part 2: Final Submission Product Submission (Dec 2 – 15%) ▪ Part 3: Public/Class Presentation (Dec 2 - 5%) ▪ Part 4: Reflection Paper (Dec 2 - 5%)
3	Discussion Posting	Require Reading Confirmation & Critical Conscious Development	15%	<ul style="list-style-type: none"> ▪ 1st – Oct 7 – 5% ▪ 2nd – Oct 14 – 5% ▪ 3rd – Oct 28 – 5%
4	Theory Blog Participation		15%	<ul style="list-style-type: none"> ▪ Nov 18
5	Class Participation	All	10%	<ul style="list-style-type: none"> ▪ Throughout the term ▪ Reading discussion facilitation – once

An Opportunity to Consider. . . .

If you are participating in the School's Portfolio Initiative, the products created for Assignments 1 and 2 could make great artifacts. If the assignments are completed as a group, you should include a statement about how you contributed to the community profile and the team experience.

Assignments 1 and 2

Students will be given the opportunity to select two assignments from a list of possible projects. Either assignment can be completed individually or as a group. These are comprehensive community development projects. Thus, I encourage the formation of student groups and setting a realistic scope of work to complete the two assignments. One project should be selected from each focus area.

Part 1 – Project Selection and Scope of Work Paper

This first part will give the student an opportunity for critical self-analysis. The following questions should be answered using a question and answer format with headers. One page should be completed for EACH project selected. Thus, you are submitting two selection papers and scopes of work. Each one-paper should include the following required questions:

1. What project did you select?
2. What community, if applicable, and community organization will be the case study?
3. How do you foresee the Social Work Code of Ethics coming in to play? (Cite specific codes number and sections from the NASW Code)
4. What strategies do you hope to use to involve community resident/stakeholders in this project?
5. How do you see your PODS location influencing (both enhancing and limiting) this project? If this is a group project, have each member describe their social location as it relates to each selected community.
6. Provide a work plan with associated tasks, person responsible, and internal due dates.

Part 2 – Project Submission

Whatever two assignments you select (see description list below), it is expected that all of the final projects in the class will look different. However, all of the projects are required to include the following:

1. Demonstrate evidence of community participation
2. Reflect the intentional effort to address stakeholder power imbalances and PODS
3. Advocate for systemic change to address root causes of the community's issue
4. Document the needs and assets assessment of community or effort
5. Present a professional look (grammar, layout, citations, color, etc.)
6. Credit community collaborator publically (in writing)

Part 3 – Public /Class Presentation

The final project's product will be presented during class and taped for public presentation. The presentation will last approximately 8 to 15 minutes depending on the number of groups in the class. The presentation is required to include the following elements.

1. Introduction of team members and community collaborators
2. Description of community geographically and the corresponding social justice issue (the presenting community need)
3. Description of key elements of your project such as needs and asset assessment, key stakeholder interviews, census data, web software, etc.

4. Description of the social, political, and economic limiting factors that inhibit the community as well as the factors that promote the community to move forward to address the community need
5. Description of how community residents/stakeholders were involved
6. Description of how you, as a professional social worker, aided or hindered the stakeholder empowerment/ownership

Part 4 – Self Reflection Praxis Paper

This final part is to be completed individually even if the projects were completed as a group. The page length should be no more than two pages single-spaced and address the following self-inquiry questions:

1. What did you learn about yourself as a person and community developer? How did PODS come into play? (Hint: don't say no because PODS is always the elephant in the room)
2. Where did you see the Social Work Code of Ethics (cite codes and sections) come into play during this project?
3. What community development theories (list 3) did you observe during this project? Give an example of each theory from your project. Cite each theory from academic research – our required reading provides many theories.
4. What would you do differently in this community development project?
5. What prior assumptions of yours were confirmed or debunked? Why?

ASSIGNMENT 1 & 2 SUMMARY DESCRIPTION LIST – PICK 2

a. Personal Self Discovery Focus

1. How to run for local office

Research election campaign requirements for the City Council of Ypsilanti. Develop a how-to guide in order to register and qualify to run for office. Then develop best practices campaign strategies including campaign messages, outreach strategies, budgeting and a sample platform focusing around youth violence and customer service. You will be able to consult with a possible local candidate as well as University Michigan social work alumni who have successfully won elections at the local and state level. The page limit is 7 pages, single spaced.

2. Develop a justice narrative which chronicles a community development effort over time

Your narrative can be modeled from the session 11 required readings' sample narrative from author McElvaney's book, *Becoming a Justice Seeking Congregation Responding to God's Justice Initiative*. Your narrative should at least include the following:

1. Name and description of community selected
2. Description of social justice issue addressed
3. Key stakeholders involved and their PODS location
4. Description of cultural, political, and economic context of issue. What was happening in the world that impacted the local community issue?

5. How did the local community respond/address this issue over time? What strategies were used? By individuals or coalitions?
6. What were the lessons learned over time?
7. Was the community issue resolved? Why or why not?
8. If there was conflict, internally or externally, was it resolved?
9. What did you learn about “people power” and resident participation?

The page limit is 7 pages, single spaced.

3. Rewrite Paulo Freire’s Pedagogy of the Oppressed in modern language to reflect current culture and theories

Student may select any page from the Pedagogy of the Oppressed and rewrite the article using your own value system and reflection of today’s culture. In addition, the student or group is required to:

1. Document the source of modern theories and 5 to 8 hegemonic societal values such as Native American oppression, feminism, queer rights, race, etc. The page limit is 6 pages, single spaced.
2. Then rewrite one page of Freire’s work in one page, single-spaced.

b. Community Focus

4. Develop a Sustainable Community Survey

This project will utilize session 7 required readings on sustainable communities. Using the Ledwith’s Community Development book, chapter 7, to develop a survey that goes beyond what traditional urban planners consider “good and livable” neighborhoods such as city services and quality schools. Develop a survey to include many of the principle qualities in Ledwith’s book such as social cohesion, economic security through the reliance of a neighbor, psychological safety for target groups (queer and republicans or both). The survey development process should:

1. Include interviews with key informants (community members)
2. Research sustainable community efforts nationally and internationally
3. The final product will be a survey that is no more than 2 pages long and a reflection paper (2-5 pages) describing the process of the survey development. Include the key informant questionnaire. All documents are single-spaced.

5. Create an online community organizing campaign using the <http://www.wix.com/>

The student will partner with a local community or community organization to address a community development issue. This website can be modeled after the session 7 reading found in Burchardt's *Macro Practice in Social Work for the 21st Century* (pp. 303-320, Chapter 10 – *Think Local, Act Global*). The online organizing project should include:

1. Defining the “cut” issue. Pick a hot topic to tap into your online community’s passion
2. Identify the community stakeholders, power broker, and decision makers
3. Create a website using the webpaint software. (<http://www.wix.com/>)
4. Include in your website both information (resources for stakeholders) and advocacy opportunities. Allow your online community the ability to contribute to the website such as discussion boards or blogs.
5. Develop strategies to promote participation such as e-blast, text messages, etc.
6. Develop an action campaign, together with your online constituencies/community members such as promoting a piece of immigration legislation, changing a law or city code, enacting a school policy such as dress code or gay/straight alliance formation, water rights in the Southwest, American Indian remains held in boxes by the University of Michigan, or Asian carp invasion to the Great Lakes. This is just to name a few. Choose something that interests you.
7. Complete the action within the semester and be transparent to report the results. **OR** Insure the campaign/website has new “ownership” since you intentionally built community capacity/leadership to sustain the website and campaign.

6. Make a video using community-based participatory research principles

The individual student/group will use the means of video creation to empower community stakeholders to address a pressing issue. The session 5 author, Vivian Chavez, article entitled *A Bridge between communities: Video Making Using Principles of CBPR* should be used to emulate the steps needed to develop a video and, more importantly, empower community stakeholders to find their voice, tell their story, develop solutions to address their issue, and ultimately do a community action. The project should include:

1. Partnering with the local community or community organization to address a community development issue
2. Defining the “cut” issue. Pick a hot topic to tap into your online community’s passion
3. Identify the community stakeholders, power broker, and decision makers
4. Interview stakeholders (2-5) to assist them in defining the issue, tapping into their passion, creating possible solutions, or telling their story
5. Write the script, edit the film, and develop sound track, **TOGETHER** with key stakeholders from the community
6. Jointly plan a film release premiere with community members at their school, neighborhood center, or other location.

7. Create a Social Network Analysis using the Army’s Counterinsurgency Field Manual (COIN) Appendix E

The project is to analyze and develop a social network graph following the guidelines and suggestions from the Department of Army Field COIN Manual. See session 7 COIN reference. The student/group will be required to:

1. Identify community group such as student organization, fraternity, neighborhood group, family members, SW 650 class, etc.
2. Conduct an activities matrix for community members (8-10)
3. Conduct an organization and leadership assessment
4. Assess the network density of each node (community member)
5. Create the social network graph

The page limit is 7 pages, single spaced that presents the graph and reflects on the process.

8. TimeBank Community Organizer

Work with a local community to organize a TimeBank located in SW Detroit you might have the opportunity to promote membership, train the organizing committee, and figure out strategies to make trades among members. Baselines and post semester exchanges hours should be calculated. You will also calculate the economic value of these exchanges. The hope is that the resident core committee (kitchen cabinet) are supported to facilitate more trading of community members. You will develop a sustainability manual documenting your efforts with the following sections: tasks, tips, key people with contact information, what to avoid, next steps, and credits. This manual will be used for the next community organizer to continue your work. This manual will not exceed 7 pages, single-spaced.

9. Homeless Shower Community Organizer

Work with the corner laundry and shower service (CLASS) committee at St. Peter’s Episcopal Church to develop shower and laundry service for homeless individuals. This committee hopes to expand from solely providing meals at Manna Community Meal soup kitchen (in lower level of St. Peter’s Episcopal Church) to address hygiene issues of their 120 guests on a daily basis. The final product will consist of developing a program operation sustainability manual documenting your efforts that includes (at least) the following sections: volunteer recruitment, fundraising, daily operations and routines, personnel training, safety guidelines, what to avoid, tips, key people with contact information, and communications through the website, social media, and snail mail. This manual will not exceed 7 pages, single-spaced.

c. Community or Personal Focus

10. Racial equality – community or personal work

The project is to select either a “community change process” or “personal work” from the Racial Equity Tools website (www.racialequitytools.org). This website is designed to support people and groups who are working for inclusion, racial equity, and social justice. The site includes ideas, strategies, and tips as well as a clearinghouse of resources and links from many sources.

After familiarizing yourself with the website contents, pick whether your project will be about *Community Change Process* or *Personal Work* under the Plan tab. There is wealth of resources and model examples. So this project should entail at least:

1. Selection of a category of *Community Change Process* or *Personal Work*.
2. Familiarize yourself with the different the change models and select one resource you would like to understand better and implement.
3. If appropriate, try to implement the model in a community organization or with yourself.
4. If doing personal work, write a reflection paper about the resource and how the model applies to you. If you are working in a group on this project, share collectively your self-discovery with other group members. The paper should be limited to 7 pages, single-spaced.
5. If you or the group has selected the community change process, try implementing an assessment with a familiar organization, neighborhood, or university group using one of the resources selected. Write a reflection paper on the results including data and documentation. The paper limits should be 7 pages, single-spaced.

11. Have your own idea on community development? Choose the student initiated project

Make me a proposal that could include the competency skills of assessment, PODS analysis, designing an action campaign, and authentic community participation.

Assignment 3: Canvas Forum Posting

Three times during the course, students will be asked to summarize the “Required out of Class Learning: Readings, Film, and Internet Podcasts” material and post responses on Canvas. The Canvas posting in discussion tab is to be viewed through three lenses: PODS, systemic forces pushing and/or limiting community change, and community participation. Students are encouraged to provide examples of where they see similar issues/theories/solutions in their own social work practice. Half of the class will post while the remaining half will respond. This assignment is worth 15% of your grade.

Assignment 4 - Theory and Application Blog

A class blog or website will be created so students and interested community members can develop their critical consciousness. Each student will be required to post 10 theories to the collective blog. Blog entries can be completed at any time throughout the semester until the due date although it is HIGHLY recommended that entries be completed by mid-October. Each entry will have four components:

1. Theory Name
2. Define – academic definition in 1-2 sentences. Cite research sources.
3. Apply – provide an example of how this theory can be applied to community development work. 4 sentence maximum.
4. Adapt – provide an example of how this theory can be adapted to other disciplines besides social work or community development. 4 sentences maximum.

Extra 5% credit for a student(s) who volunteer to be the blog administrators and does not have contribute their own 10 theories. They will be reading everyone else’s posted theory

Assignment 5 - Attendance and participation

Students are expected to attend every class session; come on time; participate in the *Required Out of Class Learning: Readings, Film, and Internet Podcasts*; and participate in class discussions and exercises. Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. If you are unable to attend a session, please let me know so you can get any handouts and make up the work.

As mentioned in the assignment summary table above, small teams that are randomly assigned will be expected to “take the lead” on assigned readings and competency skills during a class session (beginning session 3) since skills of group facilitation are a part of macro practice. Each week a student group will facilitate discussion of the assigned readings through cooperative learning structures, adult learning activities, and small group discussions. This may include a very brief summary of the readings (e.g., one or two sentences), developing opening questions, and/or creating a brief activity to help us discuss the readings/competency skills. You have 30 minutes. The goal of this exercise is to facilitate learning that encourages critical and engaging dialogue among your colleagues. You are not expected to teach the session, but rather to be responsible for helping to lead and facilitate the discussion.

On the last day of class, we will engage in a learning gallery. By this, I mean that we will each bring in one “artifact” of learning this term. The artifact can be anything, concrete or abstract, that symbolizes your learning from the course. You will share your artifact with the class in a 5 minute informal presentation. If you know you will not be in class on the last day, it’s your responsibility to let me know so we can make arrangements for you to go a week earlier or to do an alternative assignment.

Your participation grade will be based on:

1. Attendance
2. Active participation in class and small group discussions
3. “Taking the Lead” on class discussion on assigned day
4. Ability to discuss ideas with colleagues in a respectful manner
5. Ability to engage in reflective learning
6. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics
7. Last class learning gallery artifact

11. Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

A+	98-100	B+	87-90	C+	77-80	D	<69 (no credit)
A	94-97	B	84-86	C	74-76		
A-	91-93	B-	81-83	C-	70-73		

12. Instructor's Expectations for All Assignments

Submission Instructions

All other written assignments are due at before the start of class electronically submitted in Canvas: Assignment tab site on the respective due date or earlier.

Extensions

Requests for extensions will be considered for a valid reason (e.g. funerals, illness). These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided.

Late Assignments

Work that is late (i.e., an extension was not negotiated in advance) will have 5% (from 100%) deducted each day the assignment is past the due date, including weekends.

Incomplete Grades

Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. An incomplete grade will not be granted unless it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

General Evaluation Guidelines

Written assignments will be evaluated on both content and style. You should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing. In particular, you are strongly urged to proofread your papers, and not just rely on spell checking. Adhering to the grading rubric is strongly recommended.

Assignments are to be typed with one-inch margins and single-spaced using Times New Roman with 12-point font size.

References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association

(APA). Therefore, you are expected to follow this referencing style (see the Publication Manual of the American Psychological Association (5th Ed.). The library also offers an online resource for your use (see www.lib.mich.edu/ug/research/citation_guide/AP5thed/pdf). Beyond the use of APA's referencing style, no other aspect of the APA style guide will be used. It is highly recommended that you use formatting that is helpful to the reader (e.g., headings and sub-headings) to organize your work.

The assigned readings for this course are listed in APA format.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. For your convenience, standards relevant to this course are presented below. These are taken from <http://sww.umich.edu/sites/default/files/documents/msw/student-guides/msw-student-guide-2007.pdf>.

4.0311: Cheating

Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating include, but are not limited to the following:

1. Lying about the performance of academic work; obtaining a copy of an examination before it is available officially, or learning an examination question before it is available officially;
2. Lying about circumstances presented as an excuse from examinations or other academic work;
3. Submitting the work one has done for one class or project to another class or project without obtaining the informed permission of the second instructor;
4. Misappropriating another student's work;
5. Allowing another person to do all or part of one's work and to submit the work under one's own name;
6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids, and/or information from another person on an examination or paper;
7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency, or some other benefit from the University;
8. Misrepresenting any information required by or offered to the Admissions Office;
9. Altering a graded work after it has been returned and then submitting the work for re-grading

4.0312: Plagiarism

1. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism, include, but are not limited to
 - a. Using or otherwise taking credit for someone else's work or ideas.
 - b. Using the language of another without full and proper quotation or source citation.
 - c. Implicitly presenting the appropriated words or ideas of another as one's own.
 - d. Using Internet source material, in whole or in part, without careful and specific

reference to the source.

- e. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- f. Self-plagiarism, that is, reusing one's own work without acknowledgement that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at the following website: <http://www.lib.umich.edu/handouts/plagiar.pdf>

4.0316: Unacceptable Collaboration

Collaboration is unacceptable when a student works with others on a project, then submits a work to be graded with the explicit or implicit representation that the work is the student's own independent work. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

13. Class Schedule and Readings

There are two required texts for the class. There are also many background readings that will really enhance your learning experience. Other media will also be required such as film and reputable media outlets via the internet.

Reading Tips

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings.

- What are the central points of the reading? What is your assessment of these in terms of community engagement and social participation?
- What points, if any, do you like, agree with or find helpful in terms of understanding issues related to social systems? Why?
- What points, if any, do you dislike, disagree with, or find unhelpful in terms of understanding issues related to community service delivery? Why?
- Based on your personal experiences and other readings (academic and nonacademic), what other perspectives are there to the subject?
- What are the connections with and/or implications for diversity and social justice practice?

Session 1 – Sept 16: Welcome, Defining Course Terms, Building a class community aware of our Social Identities, and Critical Self Conscious

Assignment Due: none

Learning/Course Objective

- ❖ To review the course outline and begin to understand what is meant by community development and social work.
- ❖ To begin to establish a positive learning-teaching environment.
- ❖ Identify the changing context of community development, including the social, political, and economic forces affecting communities in larger urban areas.

Competency Skills

- ❖ Prior Skills Rubric
- ❖ Role of social work practitioner : empower vs. enable (drug dealer or rehab)

In Class Activity

- ❖ Assignment Selection Description
- ❖ Read for content practice – prioritize article
- ❖ Defining Community Development vs Dependency

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Capraro, J.F. (2004). Community organizing + community development = community transformation. *Journal of Urban Affairs*, 26, 151-161.
- ❖ Chaskin, R.J. (1997). Perspectives on neighborhood and community: A review of the literature. *Social Service Review*, 71, 521-547.
- ❖ Burchardt, S. (2011). *Macro Practice in Social Work for the 21st Century*. Thousand Oaks, California: Sage Publications. Pp 71- 96 Chapter 2 (Chutzpah meets Humility).
- ❖ Ledwith, Ch. 1& 2, 6
- ❖ Gladwell, M. Blink. The Power of Thinking Without Thinking. Back Bay Books: New York, NY. Pp. 189-243 (Ch. 6).
- ❖ **Music to Move the Movement:** I Gotta Feeling - Black Eyed Peas (Tonight's gonna be a good night) Go to https://www.youtube.com/watch?v=O_52kTYGD1c

Session 2 – Sept 23: Theories of Society and Social Change, Community Developer Roles
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Assignment Due: None

Learning/Course Objective

1. Assess the needs and assets of low income urban communities as defined by the communities themselves.
2. Analyze the roles and responsibilities of community development workers as facilitators of efforts by communities to empower themselves.

Competency Skills

- ❖ Do and Don't of Community Organizer for initial community engagement
- ❖ Assessment on organizational racism

In Class Activity

- ❖ Guest Speakers: Mike McClean, Prospective Political Candidate – 10am
Kim Hodges, Executive Director, MI Alliance of TimeBanks – 10:45am

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 1
- ❖ Phillips Text: Chapter 1,2 and 6

- ❖ Ginwright, S. (2011) Hope, Healing, and Care: Pushing the Boundaries of Civic Engagement for African American Youth. *Liberal Education: Association of American Colleges and Universities*. 97 (2) 34-39.
- ❖ National Public Radio: Ahead Of Census, Arab-American Group Tells Community ‘You Ain’t White’. View link at:
www.npr.org/templates/player/mediaPlayer.html?action=1&t=1&islist=false&id=12451038&m=124528433
- ❖ Griffin, D., & Childs, E., & Eng., E. (2007). Racism in Organizations; The Case of a County Public Health Department. *Journal of Community Psychology* 35(3) 287-302.
- ❖ **Music to Move the Movement:** Alanis Morissette - I would be good. Watch link
www.youtube.com/watch?v=44TRkB9dxvE

Session 3 - Sept 30: Planning and Preparation: Mapping, Assessment, Visioning and Community Profiles

Assignment Due: Assignment 1 & 2: Part 1

Learning/Course Objective

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

Competency Skills

- ❖ Techniques to building member power (music, passion, anger... and?)
- ❖ Identify traditional community organizing strategies

In Class Activity

- ❖ Student reading facilitation
- ❖ Film: The Sixth Section – 27 minutes
- ❖ Mapping exercise – Building blocks

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 2
- ❖ Phillips Text: Chapter 8, 11 and 12
- ❖ Green: chapter 3 – optional
- ❖ Models of CO Practice Handouts
- ❖ Chaskin, R., Building Community Capacity. Aldine de Gruyter: New York. Pp. 27-59 (chapter 2)
- ❖ Murphy, P.W. & Cunningham, J.V. (2003). *Organizing for Community-Controlled Development*. Thousand Oaks: Sage Publications. Chapter 8.
- ❖ Internet Film: Valerie Jarrett on comprehensive community development. Link at www.youtube.com/watch?v=G6rgpJVFXlw
- ❖ **Music to Move the Movement:** You're Unstoppable. Hear at Link www.youtube.com/watch?v=3GRtq3proKk&feature=Playlist&p=7042A9BD6AB835C2&playnext_from=PL&playnext=1&index=3

Session 4 - Oct 7: Entering and Community Engagement, Awareness of Isms and Racism, Participatory Designs
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Assignment Due: Discussion Posting #1: Student Last Names A-M Post by Oct 3 at Noon
Student Last Names N-Z Reply by Oct 7 at 9:00am

Learning/Course Objective

5. Develop practical skills for understanding and working with racial and ethnic groups in culturally diverse communities (e.g., power structure analysis, finding and developing leaders, researching local history and popular education).

Competency Skills

- ❖ Six Basic Steps to Community Outreach
- ❖ Key Components of Community-Based Participatory Research

In Class Activity

- ❖ Film: Getting in step – 35 minutes
- ❖ Identifying Institutional Racism – Assessment Questionnaire: Identifying Institutional Racism Folio

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 3
- ❖ Phillips and Pittman Text: Chapter 7
- ❖ Chavez, V., Israel, B., Allen, A.J., DeCarlo, M.F., Lichtenstein, R., Schultz, A., Bayer, I.S., McGranaghan, R. (2004). A Bridge between Communities: Video-Making Using Principles of Community-Based Participatory Research. *Health Promotion Practice*, 5, 395-403.
- ❖ Cousin, J. & Whitmore, E. Framing Participatory Evaluation. *New Direction for Evaluation*, no 80, (winter 1989). Jossey-Bass Publishers. Pp 5-23.
- ❖ King, J. A. (1998). Making sense of participatory evaluation practice. *New Directions for Evaluation*, 80, 57-67.
- ❖ Identifying Institutional Racism Folio, Tools to assist human service organizations (2005) Seattle Human Services Coalition.
- ❖ Youth Undoing Institutional Racism (YUIR) at 10th Annual Seattle Race Conference 2013 (part 2) retrieved at <https://www.youtube.com/watch?v=TqKda7SD7E4>
- ❖ **Music to Move the Movement:** MARVIN GAYE & TAMMI TERRELL "Ain't no Mountain High Enough" Watch the Link at www.youtube.com/watch?v=Xz-UvQYAmbg

Session 5 - Oct 14: Models of Community Development

Assignment Due: Discussion Posting #2: Student Last Names N-Z Post by Oct 10 at Noon
Student Last Names A-M Reply by Oct 14 at 9:00am

Learning/Course Objective

6. Formulate in-depth strategy for community development with particular emphasis on development in large urban areas.

Competency Skills

- ❖ Three Themes of community development
- ❖ ABCD model – Achieving better community development (Ledwith – pg. 87)

In Class Activity

- ❖ Car Pool Planning for following week
- ❖ Case Study Film: Women Organize – 32 minutes
- ❖ Mapping Community Capacity

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 4 and 5
- ❖ Green Chapters 1 and 2
- ❖ Kretzmann, J. & McKnight, J. (2005). Mapping community capacity. In M. Minkler, ed. *Community Organizing and Community Building for Health*. New Brunswick: Rutgers University Press, Chapter 10.
- ❖ Reserve Film from Library: Metropolitan Avenue 10198-H – 56 minutes
- ❖ **Music to Move the Movement:** ABC - Jackson 5. Hear at the link www.youtube.com/watch?v=JxpmbEATBH0

Session 6 - Oct 21: Social and Political Capital, Community Leadership Development

Assignment Due: none

Learning/Course Objective

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

Competency Skills

- ❖ Understand Social Work Ethic Code and Community Application
- ❖ Leadership Promotion and Recognition among Non Professionals

In Class Activity

- ❖ CLASS OFF CAMPUS IN DETROIT – Bridging Communities, Inc.
6900 McGraw Ave, Detroit, MI 48210, (313) 361-6377

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 6
- ❖ Phillips Text: Chapter 3 and 14
- ❖ Green: Chapter 6
- ❖ Checkoway, B. (1986). Political strategy for social planning. In B. Checkoway, Ed. *Strategic Approaches to Planning Practice*. Lexington: Lexington Books, Chapter 13.
- ❖ Eng, E., Young, R. Lay health advisors as community change agents. *Family Community Health* 1992; 15: 24-40. USDHHS, 1994.
- ❖ Reserved Library Film: The Honour of all 44845-D - 124 minutes
- ❖ **Music to Move the Movement:** Student Choice. Nominate your motivational song and Post on Forum how this song moves communities to action.

Session 7 - Oct 28: Workforce and Social Capital Development

Assignment Due: Discussion Posting #3: Student Last Names A- M Post by Oct 24 at Noon
Student Last Names N-Z Reply by Oct 28 at 9:00am

Learning/Course Objective

6. Formulate in-depth strategy for community development with particular emphasis on development in large urban areas.

Competency Skills

- ❖ Workforce development skill inventories and models

In Class Activity

- ❖ Prior week class in Detroit debriefing. Lessons Learned
- ❖ Life 4 Helping Ourselves! Film – 25 minutes
- ❖ Challenges facing workforce development / Social capital assessment and models
- ❖ Creation of Social Network Analysis Graph

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 7
- ❖ Phillips Text: Chapter 14
- ❖ Green: Chapter 6
- ❖ Introduction to Social Network Analysis, Steve Borgatti, View at www.analytictech.com/networks/intro/index.html
- ❖ Kieffer, E.C., Willis, S.K., Odoms-Young, A.M., Guzman, R., Allen, A.J., Two Feathers, J, & Loveluck, J. Reducing disparities in diabetes among African American and Latino residents of Detroit: The essential role of community planning focus groups, *Ethnicity and Disease*, 14:S1-27-S1-37, 2004.
- ❖ Israel, B.A., Schultz, A.J., Parker, E., & Becker, A.B. (2001). Community-based Participatory Research: Policy Recommendations for Promoting a Partnership Approach in Health Research. *Education for Health*, 14, 182-197.
- ❖ Chaskin, R., *Building Community Capacity*, Aldine de Gruyter, New York. Pp. 123-157 (chapter 5)

- ❖ Burchardt, S. (2011). Macro Practice in Social Work for the 21st Century, Thousand Oaks, California: Sage Publications. Pp 303-320 Chapter 10 (Think Local, Act Global)
- ❖ COUNTERINSURGENCY Field Manual, 3-24 (COIN) Department of Army& Department of Marine, Washington, DC. June 2006, Appendix E Social Network Analysis, pp E1-E10.
- ❖ **Music to Move the Movement:** KM Legacy/KMtv6 - Hip Hop International 2008. Watch the link www.youtube.com/watch?v=GG-LgMHOH-I

Session 8 – Nov 4: Economic and Business Development, Entrepreneurship and alternative Economic Systems

Assignment Due: none

Learning/Course Objective

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

Competency Skills

- ❖ Steps for economic development (Business Expansion & Retention-BRE)
- ❖ Rate Your Community Support for Entrepreneurs – Phillips - page 290

In Class Activity

- ❖ Guest Speaker – Maureen Sheehan, Workforce Program Development Manager, SW Economic Solutions - 9am -10am

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 8
- ❖ Phillips & Pittman Text: Chapter 13, 16 and 17
- ❖ Temali, M. (2002). The Community Economic Development Handbook, Amherst H. Wilder Foundation, St. Paul. MN, pp 55-137 (chapter 4, 5)
- ❖ TimeBanking A Prospectus, (2003) New Economic Foundation. [Brochure] London, England.
- ❖ Mensah, L. Saving for Life A Pathway to Financial Security for All Americans. Initiative of Financial Security, Aspen Institute.
- ❖ Handnets Community Development Site: Internet Site: www.handsnet.org/community_development.php
- ❖ **Music to Move the Movement:** Rhythim Is Rhythim - Strings of Life (Original Mix) www.youtube.com/watch?v=pcVdg3aZjGE

Session 9 - Nov 11: Housing Community Development, How to be an Effective Ally

Assignment Due: Assignment 1 – Part 2, 3 and 4 - Product, presentation & reflection paper

Learning/Course Objective

1. Identify the changing context of community development, including the social, political, and economic forces affecting communities in larger urban areas.

Competency Skills

- ❖ Global Context of Local Policy and vice versa
- ❖ Characteristic of a good ally

In Class Activity

- ❖ Theory Bowl in International Context
- ❖ Social Work Ethnic and housing design
- ❖ Public Speaking and Financial Accountability

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Phillips & Pittman Text: Chapter 19
- ❖ Weber, R., & Smith, J. (2003). Assets and Neighborhoods: The Role of Individual Assets in Neighborhood Revitalization. *Housing Debate Policy* 14(1&2), 169-202.
- ❖ LGBTQ Activism: Small Town Social Change Latchmore, Victoria; Marple, Les
- ❖ Canadian Woman Studies; Summer/Fall 2005; 24, 4; GenderWatch
- ❖ **Music to Move the Movement:** Revolution - The Beatles. Hear at the link www.youtube.com/watch?v=KrkwgTBrW78

Session 10 - Nov 18: Arts and Cultural Development

Assignment Due: Assignment 4 - Theory and Application Blog Final Day

Learning/Course Objective

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

Competency Skills

- ❖ Cultural tourism and creative place making
- ❖ Calculating economic impact

In Class Activity

- ❖ Juan Carlos Perez, Owner Featherstone Moments LLC
- ❖ What a mural can say about a community
- ❖ Calculate the economic impact of arts based development <http://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/arts-economic-prosperity-iv/calculator>

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Phillips & Pittman Text: Chapter 18
- ❖ LISC Institute on Comprehensive Community Development
www.instituteccd.org/news/2259
- ❖ **Music to Move the Movement:** Inner City - Good Life (HQ) Watch the link at
www.youtube.com/watch?v=998P6HEzCdI

Session 11 - Nov 25: Faith-Based Institution Roles in the United States and International Community Development, Non place-based development (communities of identity)

Assignment Due: none

Learning/Course Objective

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

Competency Skills

- ❖ Smart Growth based on environmental sustainability measures
- ❖ Indicators of citizen participation

In Class Activity

- ❖ Film: The unforeseen - 93 minutes
- ❖ Preparation for Assignment 2 presentations

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Ledwith Text: Chapter 7 and 9
- ❖ Phillips Text: Chapter 23 Sustainability in Community Development
- ❖ McElvaney, W., (2009). *Becoming a Justice Seeking Congregation Responding to God's Justice Initiative*. Bloomington, IN iUniverse. Pp. 73-143. (Chapter 5)
- ❖ Jones, P. *Confronting Institutionalized Racism*, National Center of Chronic Disease prevention and Health Promotion, Center, pp. 7-22.
- ❖ Traub, J., (2010, June 20) *The New York Times Magazine*: Can Lt. Col. Guy Jones win the battle of build responsible self-government in Afghanistan? 24-29
- ❖ Alvarado, E., (1989). *Don't Be Afraid Gringo A Honduran Woman Speaks from the Heart*. Harper& Row, Publishers, New York. Pp 1-8, 28-28, 66-83, 100-106.
- ❖ Morrissey, J. (2000). Indicators of citizen participation: Lessons from learning
- ❖ Teams in rural EZ/EC communities. *Community Development Journal* 35, 59-74.
- ❖ Internet Film: Why am I so gay? Community of Identity
www.youtube.com/watch?v=_U1foLW8h54
- ❖ **Music to Move the Movement:** Not Afraid - Eminem - Full Leaked New Song 2010 - Recovery 1st Single. Watch the link at www.youtube.com/watch?v=hLUgTIVw6hM

Session 12 - Dec 2: Measuring Progress, Evaluation, Transparency, Accountability to Community Stakeholders

Assignment Due: Assignment 2: part 2, 3 & 4 - product, presentation and reflection paper

Learning/Course Objective

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

Competency Skills

- ❖ Public Speaking and Accountability

In Class Activity

- ❖ Indicators for community development
- ❖ Canadian index of well-being (<https://uwaterloo.ca/canadian-index-wellbeing/>)
- ❖ Student Project Presentation

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Phillips & Pittman Text: Chapter 21
- ❖ **Music to Move the Movement:** Classical Music with images. Watch At link www.youtube.com/watch?v=iXFEHS-yPi4

Session 13 - Dec 9: Course Wrap Up, Evaluation, Sustainably. How to keep a good thing going!

Assignment Due: Learning Gallery: 5 minutes of course take aways as demonstrated by “artifact” – object, images, sound or quotes

Learning/Course Objective

- ❖ Demonstration of Course Competency / Take Aways

Competency Skills

- ❖ Demonstration of Course Knowledge
- ❖ Understanding of Movement Motivation: Music, Food, Relationship and Success

In Class Activity

- ❖ Learning Gallery, Course Evaluation, Celebration

Required Out of Class Learning: Readings, Film, Internet Podcasts

- ❖ Phillips & Pittman Text: Chapter 5 and 15
- ❖ Green, G., & Haines, A., (2008). *Asset Building & Community Development* (2nd Edition) Thousand Oaks, California. Sage Publications Inc. Pp. 227-244. (Ch. 12- Community Sustainability)

Session 14 - December 16: No Class, Final Exams

14. SW 650 CALENDAR

Date	Session #	Theme of Week / Teaching Supplements / Assignment Due Dates
Sept 9	0	SEED WEEK
Sept 16	1	Class Supplement: None Assignment Due: None
Sept 23	2	Class Supplement: Guest Speakers: Mike McClean, Potential Political Candidate Kim Hodge, MI Alliance of TimeBanks Assignment Due: None
Sept 30*	3	Case Study: The Sixth Section film – 27 minutes Assignment Due: Assignment 1 & 2: part 1
Oct 7*	4	Case Study: Getting in step film -35 minutes Assignment Due: Assignment 3: 1st discussion posting
Oct 14*	5	Case Study Women Organize film– 32 minutes Assignment Due: Assignment 3: 2nd discussion posting
Oct 21	6	Case Study: CLASS HELD IN DETROIT Assignment Due: none
Oct 28*	7	Case Study: Community Visit Debriefing Life 4 Helping Ourselves! Film – 25 minutes Assignment Due: Assignment 3: 3rd discussion posting
Nov 4	8	Case Study: Maureen Sheehan, Workforce Program Development Manager, SW Economic Solutions Assignment Due: None
Nov 11*	9	Class Supplement: Student Presentations Assignment Due: Assignment 1: Part 2, 3 & 4
Nov 18*	10	Case Study: Guest Speaker- Juan Carlos Perez, Owner Featherstone Moments LLC Assignment Due: Assignment 4 - Theory & Application Blog Final Day
Nov 25	11	Case Study: none Assignment Due: none
Dec 2*	12	Case Study: Student Presentations Assignment Due: Assignment 2: part 2, 3 & 4
Dec 9*	13	Course Wrap Up / Learning Gallery / Celebration / Course Evaluations
Dec 16	14	No Class - Final Exams

* = assignment due on this date



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