COURSE TITLE: Community Development

COURSE NUMBER: 650 (fall Term, 2016, Section 001)

TIME & PLACE: Wed. 9:00am-12:00pm, Room B770, SSW Building

CREDIT HOURS: 3

PREREQUISITES: SW 560 or permission of instructor

INSTRUCTOR: Maureen Okasinski, MSW, LEO Lecturer I

CONTACT DETAILS: SSWB 3760
E-mail: mokasins@umich.edu
Phone: 313 303-8911

OFFICE HOURS: Wed: 12:15pm-1:15pm or by appointment

COURSE MEETS: 9/7/2016-12/7/2016

Course syllabus based on syllabi of Janet Ray and Barry Checkoway

COURSE STATEMENT
This course statement was approved by Governing Faculty on 9/3/2014.

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 lobbyed 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”. (Practice Behaviors 4.CO, 9.CO)

2. Recognize alternative concepts of community as pluralist and multicultural units of solution. (Practice Behaviors 3.CO, 6.CO)

3. Assess the needs and assets of low income communities as defined by the communities themselves. (Practice Behaviors 10.a.CO, 10.b.CO)

4. Analyze the roles and responsibilities of community development workers as facilitators of efforts by communities to empower themselves. (Practice Behavior 5.CO)

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. (Practice Behaviors 10.c.CO, 10.d.CO)

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). (Practice Behaviors 1.CO, 4.CO, 10.a.CO)

7. Recognize and address ethical and value issues which arise in community development practice situations. (Practice Behavior 1.CO)

Course Design

Responsibilities may include readings, participatory discussions, written assignments, and experimental exercises related to course materials

Theme Relation to Social Justice

Emphasis will be placed on how the practice of community development can influence social change and strengthen social justice through community-building activities.
Theme Relation to Behavioral and Social Science Research

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.

Relationship to SW 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 in ways which promote participation, strengthen social change, and promote pluralism and multiculturalism.

1. RELEVANT POLICIES

a. Religious Holidays

Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: http://www.provost.umich.edu/calendar/religious_holidays.html

b. Learning Needs and Disabilities

Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific 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.

Beyond these, if you have any concerns, anxieties or other challenges with the course content or instructional style, see me right away. While some things can be adjusted and other cannot, it works best if we can discuss these matters to determine a possible resolution and avoid further problems.

c. Academic Integrity

All students should be familiar with and take seriously the School of Social Work’s standards regarding intellectual honesty and plagiarism. These standards are published in the MSW Student Handbook (http://www.ssw.umich.edu/studentGuide/2007). Detected and documented plagiarism for any class related assignment leads to automatic failure of the course. I want your own learning, writing, and thinking in the class.

d. Electronic Devices
In consideration of your classmates and your own learning, please mute all devices during class. If you must be on call for personal or work reasons, let them know this is only for emergencies that no one else can handle. Personal communications such as texting or surfing are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus and research has found that it takes 20-40 minutes to get back to your level of productivity prior to the interruption. Computer use during class time that supports the mission of the course (e.g. taking notes) is encouraged. There will be times that I ask for screens down during some parts of the class and I expect ready compliance with that request. Your final grade will be affected by your use of electronics during class time for activities not relevant to the course as commensurate with my observed frequency of these activities.

**e. Pedagogical approach and classroom environment**

This classroom is a learning community in which integrates academic resources, dialogue, practice applications and project-based learning. During class, I set processes and structures to promote active and cooperative learning. I believe the process of plan-do-review-do again is necessary for growth. Project-based learning meets diverse learning styles and build professional competency. The projects are based in students' individual professional interests and most deliverables are in a professional format that can be used in a portfolio which demonstrates your professional skills. As consistent with learning theory, class time is divided between large, small and individual groups, and between lecture, discussion, in-class practice and group project. I encourage students to meet with me to discuss any stumbling blocks in learning and assignment completion.

**f. Required Readings**

Students should complete readings & digital media viewing prior to the class for which they are assigned. Required readings are identified in this course syllabus. I prefer to consider the list of required readings/views as dynamic—meaning that I may modify the dates or readings in response to student interest, new material availability or shifts in the schedule. Canvas will contain the up-to-date requirements. Supplemental readings are also posted for student use and enrichment. Students are encouraged to share new and useful material—I can upload these into our Canvas site. Periodic handouts and additional required readings may be assigned during the term. All will either be distributed in class and/or posted on Canvas.

**g. Attendance**
The School of Social Work attendance policy can be found in the Student Guide. Attendance will be recorded in this course and is part of the participation grade. For each class missed beyond one, the participation grade will drop by 1 point. Late arrivals and early departures, depending on their length and frequency may also affect this grade.

h. Participation

Students are expected to fully engage in the course through discussion, activities, listening and leadership. Everyone should feel safe and respected throughout the semester. We are all learners and should be able to count on each other, as part of a learning community to support this process. Each of us has a responsibility to listen, ask questions and reflect in order to provide this. Communication can be complication and easily misunderstood. Please take time to understand what others are saying in spirit and word.
i. Grading System

A 100-point system is used. At the end of the semester, the project points earned will be translated into letter grades according to the following formula:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>&lt;69</td>
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</table>

D <69 (no credit)

2. Incompletes

Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

3. Assignments

The assignment description in the syllabus is a general overview. Details, formats and rubrics are found in Canvas. I grade assignments using rubrics. The rubrics are in our Canvas course site. Following the rubrics leads to good scores on assignments, as does beginning your assignments early. I expect your work to demonstrate thoughtful, evidence-based, integrative and deep work—this is difficult to do in a short period of time.

Drafts: students may submit a draft of their assignment for review in advance of its due date. I will provide ungraded feedback based on the rubric. The latest you may submit a draft to me is one week before its due date-this provides me with the time necessary to provide quality feedback and you with time to respond to it. Most students have found this helpful in producing a quality paper that earns the grade they desire.

Peer review: As part of my intentional learning strategies, we use peer review sessions. You must have a paper copy of a draft of your assignment ready at the beginning of class on the day of peer review. The process of peer review aids you in further developing your thoughts and ideas, provides you with a pre-graded check of your understanding of the assignment requirements and gives you a chance to develop your critical thinking and feedback skills with peers in a supportive environment.

Due dates: All assignments are due on the date listed in the course outline. However, I will grant a grace period of one week in which you can submit your assignment. I will not accept a draft for review during the grace time. While I will accept the assignment, the points awarded will be reduced by the equivalent of ½ letter grade. Assignments submitted after the one-week grace period will be accepted and have their points reduced by the equivalent of ½ letter grade for each day beyond the grace period. Exceptions to this will need permission of the instructor one week prior to the due date and will only be made in extenuating circumstances.

Resubmission: Sometimes despite your best effort, the peer review, and/or your submission of a draft to me for review, your assignment misses the mark. You may choose to resubmit one
assignment (note: you must have submitted an assignment in the first place). If you would like to resubmit, you will let me know prior to the last scheduled date of class. To resubmit, you must meet with me or have received significant written feedback about the needed improvements to the assignment. A resubmitted assignment will be accepted up until one week past the last class date.

Submission format: all assignments are submitted via Canvas assignments. Documents should be 12-point font and the narrative portion within 2 pages of the recommended length. Some submission will use APA style and others a professional style depending on the assignment. Cover pages, executive summaries, extensive use of graphic elements, references and appendix are not part of the length of the paper. The principles of good design are expected in assignments and accounted for in the rubrics. Additionally, well-written, error free narrative using professional language and tone are expected. Beyond traditional document formats, you can use more creative media formats for your assignments—I will use the same grading rubric regardless. A less traditional format may require a bit of conversation about length and submission format.

Group projects are used in this class. In the structure and grading of these, I seek to balance accountability and professional performance expectations. Sometimes, based on your interests, skill level and time availability, a group project is an undue burden for you. If you think your learning would be best served by working alone on a designated group project, schedule a meeting with me and I will consider this.

Required Assignments

1. Participation-15% (ongoing)

Class time is planned to make the most of being together in a group—here we discuss, make plans, reflect and practice our knowledge and skills. Thus your preparation, attendance and participation are essential to learning. Students are expected to attend every class session, come on time, complete the required out of class learning: readings, film, 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 communicate with me in advance if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. Students who are using electronic devices in ways not related to class activities will see their grade impacted.

Your participation grade will be based on your:

1. Attendance
2. Active participation in class and small group discussions, even if that means getting out of the comfort zone.
3. Ability to discuss ideas with colleagues in a respectful manner
4. Ability to engage in reflective learning
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.
6. Demonstration that required readings have been completed by sharing examples or asking relevant questions in class.
Points are awarded thus:

Up to 7 points for attendance: being here, being on time and staying until the end
Up to 8 points for participation: I make notes each week about student contributions and level of engagement in the materials and rate these from highly prepared/engaged to minimal contributions.

2. Theory and Application Blog-10% (completed October-mid November)

Using Canvas, we will create a blog for students to develop their critical consciousness. Each student will be required to post 2 original entries and respond to 4 original entries/submissions to entries (their own or other students) to the collective blog. For the best grade and learning experience, you should review and post the blog each week. Theories are referenced in text and assigned reading.

Each original 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.

Response entries:

1. What was meaningful? How does this help you with your development? (4 sentences)
2. What further questions do you have about this entry? (2 sentences)
3. What further comments about the theory/application? (2 sentences)

3. Organizational development-15%, due 10/19

For this assignment, you will seek to define practices necessary for organizations to be truly community-based. Select a community-based organization, either your own field placement or that of a peer, to analyze for participatory practices. Following an overview of the organization’s mission and goals and brief description of the community served, describe the current level of participatory practices used. Identify areas for increased community participation. Within these area, describe what practices can be modified or added and the impact this would have on community development and on meeting the goals of the organization. Recommended length=5 single-spaced pages.

4. Community Development Project-60%

Working in groups of 2-3, students will prepare a white paper in which you identify a community (geographic or community of interest), describe its distinct characteristics and concerns, and propose an empirically-based culturally-responsive community development process for engaging and empowering community members to address a real-world problem. This can be a simulation or a current local project.

For the project student teams will submit:

a. A scope of work and work plan
b. Entering and mapping the community, recommended length 6 single-spaced pages
Using either a geographic or community of interest, complete a community map. The mapping portion will include power structures, social, economic and political factors and current assets.

Using key informant interviews and academic resources, describe how to responsively enter the community

c. Community development plan, recommended length 8 single-spaced

Building from your community mapping activity, key informant interviews and course learning, identify a plan for community development for one asset area (social, cultural, housing, human, economic or capital, etc); include research on what has worked, has been done and why this makes sense for the community and how will this be resident rather than organizationally driven.

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<thead>
<tr>
<th>Component</th>
<th>Due date</th>
<th>points</th>
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<tbody>
<tr>
<td>Scope of work</td>
<td>9/21</td>
<td>5</td>
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<tr>
<td>Entering and mapping community</td>
<td>11/2</td>
<td>20</td>
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<tr>
<td>Community development plan paper</td>
<td>11/30</td>
<td>20</td>
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<tr>
<td>Presentation</td>
<td>12/7</td>
<td>10</td>
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<tr>
<td>Team assessment of your effort</td>
<td>12/7</td>
<td>5</td>
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4. Course Schedule

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<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Due</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>9/7</td>
<td>Orientation and overview</td>
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<tr>
<td>2</td>
<td>9/14</td>
<td>Core concepts</td>
<td>Chapter 1 &amp; 3</td>
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<tr>
<td>3</td>
<td>9/21</td>
<td>Core concepts</td>
<td>Scope of work</td>
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<tr>
<td>4</td>
<td>9/28</td>
<td>Entering and mapping community</td>
<td>Selected work</td>
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<tr>
<td>5</td>
<td>10/5</td>
<td>Participatory process</td>
<td>Begin blogging</td>
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<td>Chapter 4</td>
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<td>6</td>
<td>10/12</td>
<td>Popular education</td>
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<td>7</td>
<td>10/19</td>
<td>Social &amp; cultural capital</td>
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<td>Chapter 7 &amp; 12</td>
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<tr>
<td>8</td>
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<td>Chapter 6</td>
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<td>9</td>
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<td>Chapter 11</td>
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<td>11/8</td>
<td>Economic capital</td>
<td>Chapter 9</td>
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<td>Environmental capital</td>
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<td>12</td>
<td>11/22</td>
<td>Participatory evaluation</td>
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5. Course Materials


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

b. Reading list (both students and instructor will select from the reading list each week, students are not expected to read each item on the list below)

**Core Concepts**

**Enter and Mapping**
Internet Film: Valerie Jarrett on comprehensive community development. Link at www.youtube.com/watch?v=G6rpgjVFxiw


Youth Undoing Institutional Racism (YUIR) at 10th Annual Seattle Race Conference 2013 (part 2) retrieved at https://www.youtube.com/watch?v=TqKda7SD7E4

Community Tool Box. Encouraging involvement in community work. Chapter 7, Sections 1-8.


Bridging Differences through Dialogues


Participatory Planning

Community Tool Box. Participatory approaches to planning community interventions. Chapter 18, Sections 1-8.

Building your capacity


Community Tool Box. Core functions of leadership, Chapter 14

Community Tool Box. Encouraging Involvement in Community Work, Chapter 7.

Internet


Asset Development

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-

- Handnets Community Development Site: Internet Site: www.handsnet.org/community_development.php
- Music to Move the Movement: Revolution - The Beatles. Hear at the link www.youtube.com/watch?v=KrkwgTBrW78
- LISC Institute on Comprehensive Community Development www.instituteccd.org/news/2259
- 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.
- Internet Film: Why am I so gay? Community of Identity
  www.youtube.com/watch?v=_U1foLW8h54

Participatory Evaluation


LEO Lecturers’ Employee Organization, Local 6244, AFL-CIO