



**SW 650**  
**Community Development**

**Barry Checkoway**  
**Fall 2017**

### **Course Description**

**This course examines methods of community development for a diverse democratic society. It assesses the ways in which people join, 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 in education, 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.**

## 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 segregated 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 Design

Responsibilities include readings, discussions, written assignments, individual and group exercises, and other learning activities. Community collaborators will address specific topics in areas of expertise.

## Course Readings

Course readings have been carefully chosen for their relevance to the topic of the week, and to the assignments. You are expected to come to class prepared to discuss the readings, and might be asked to lead off the discussion with a few thoughts.

Most readings are available on the web, but please contact the instructor if there is something you cannot find.

## Class Participation

Class participation is instrumental to individual and group learning. Participation requires regular attendance, coming to class on time, engagement in small-group and whole-group discussions, and submission of assignments on due dates unless arranged in advance. Absence from class might result in lowering your grade.

**“Showing up” itself is not participation. You are expected to participate in whole-group discussions, whether a half-baked idea, observation, suggestion, or criticism. Not speaking says that you are not fully there. (20 percent).**

### **Class Climate**

**We want to create a classroom climate in which everyone can explore substantive knowledge and practical skills; identify new areas for present and future learning; and work with others on assignments and projects.**

### **Using Laptops**

**Using laptops for taking notes is acceptable, but not for personal messaging. Research shows that the use of laptops by students adversely affects their understanding of course content, perceptions of their own learning, and engagement in class. Students report feeling distracted when students seated near them are using laptops.**

### **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](mailto:barrych@umich.edu) and I am available through e-mail, telephone, and by appointment.**

**Course Schedule**

<b>Session</b>	<b>Date</b>	<b>Topic</b>
<b>1</b>	<b>September 6</b>	<b>Opening and Orientation</b>
<b>2</b>	<b>September 13</b>	<b>Core Concepts</b>
<b>3</b>	<b>September 20</b>	<b>Core Concepts</b>
		<b>Pluralist and Multicultural</b>
<b>4</b>	<b>September 27</b>	<b>Entering Communities</b>
<b>5</b>	<b>October 4</b>	<b>Gathering Information</b>
		<b>Engaging Community Members</b>
<b>6</b>	<b>October 11</b>	<b>Participatory Planning</b>
		<b>Building Capacity</b>
	<b>October 16-17</b>	<b>Fall Study Break</b>
<b>7</b>	<b>October 18</b>	<b>Increasing Intergroup Dialogue</b>
		<b>Using the Internet</b>
<b>8</b>	<b>October 25</b>	<b>Implementation Support</b>
		<b>Participatory Evaluation</b>
<b>9</b>	<b>November 1</b>	<b>Arts for Social Justice</b>
		<b>Sports and Community Development</b>
<b>10</b>	<b>November 8</b>	<b>Community Organizing for College Access</b>
<b>11</b>	<b>November 15</b>	<b>TBA</b>
	<b>November 22</b>	<b>Thanksgiving Break</b>
<b>12</b>	<b>November 29</b>	<b>Project Planning</b>
<b>13</b>	<b>December 7</b>	<b>Final Presentations</b>

### Reading List

#### Core Concepts

- Hyde Square Task Force
- LA Youth Justice Coalition
- Coleman Advocates for Children and Youth
- Padres y Jovenes Unidos
  
- Warren, M. & Mapp, K. (2011). A Match on Dry Grass. New York: Oxford University Press, Chapter 1.
- Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice* 21, 1-14.
- Maguire, J. (2017). Community Builder's Tool Kit - Racial Equity Tools at [www.racialequitytools.org/resourcefiles/idr.pdf](http://www.racialequitytools.org/resourcefiles/idr.pdf)
  
- Ontario Healthy Communities Coalition. (2017). What Makes a Healthy Community? at [www.ohcc-ccso.ca/en/what-makes-a-healthy-community](http://www.ohcc-ccso.ca/en/what-makes-a-healthy-community)
- Aspen Institute. (n.d.). Measuring Community Capacity Building. Aspen: Aspen Institute, 1-15 at [vibrantcanada.ca/files/measuring\\_community\\_capacity\\_building.pdf](http://vibrantcanada.ca/files/measuring_community_capacity_building.pdf)
- Clement R., et al (2014) Factors Affecting Youth Civic Engagement and Leadership at [elliott.gwu.edu/sites/elliott.gwu.edu/files/.../Youth%20CE%26L\\_FINAL.pdf](http://elliott.gwu.edu/sites/elliott.gwu.edu/files/.../Youth%20CE%26L_FINAL.pdf)
  
- Checkoway, B. (2007). Community change for diverse democracy. *Community Development Journal* 42, 1-12.

#### Entering Communities

- Henderson, P. & Thomas, D.N. (2013). Skills in Neighbourhood Work. London: Allen & Unwin, Chapters 3,4,6
- Sturt, C. (2011). Culture Matters: The Peace Corps Cross-Cultural Workbook (Washington: Peace Corps at [files.peacecorps.gov/multimedia/pdf/library/T0087\\_culturematters.pdf](http://files.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf)
- What is a Community Circle? (2017). Community Circles. London: Author, at [community-circles.co.uk/what-is-a-circle/](http://community-circles.co.uk/what-is-a-circle/)

#### Gathering Information

- Community Tool Box. Assessing community needs and resources. Chapter 3, Sections 1-19. [ctb.ku.edu/en/assessing-community-needs-and-resources](http://ctb.ku.edu/en/assessing-community-needs-and-resources)
- Fox, M., et al. (2010). Critical youth engagement: Participatory action research and organizing. In Sherrod, L., et al. eds. Handbook of Research and Policy on Civic Engagement with Youth. New York: Wiley Press at

[www.researchgate.net/profile/Jessica\\_Ruglis/publication/27975132\\_Critical\\_Youth\\_Engagement\\_Participatory\\_Action\\_Research\\_and\\_Organizing/links/556f1b0008aeccd777410a23.pdf](http://www.researchgate.net/profile/Jessica_Ruglis/publication/27975132_Critical_Youth_Engagement_Participatory_Action_Research_and_Organizing/links/556f1b0008aeccd777410a23.pdf)

- Burns, J. et al. (2017). Participatory Asset Mapping. Washington: North American Association for Environmental Education at [naaee.org/sites/default/files/assetmappingtoolkit.pdf](http://naaee.org/sites/default/files/assetmappingtoolkit.pdf)

### **Engaging Community Residents**

- Community Tool Box. Encouraging involvement in community work. Chapter 7, Sections 1-8.
- Queensland Government. (2013). Engaging Queenslanders: A Guide for Community Engagement. Adelaide: Government of South Australia at [www.qld.gov.au/.../guides.../engaging-queenslanders-methods-an...](http://www.qld.gov.au/.../guides.../engaging-queenslanders-methods-an...)
- Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of Planning 35 216-224 at <https://www.planning.org/pas/memo/2007/mar/pdf/JAPA35No4.pdf>

### **Participatory Planning**

- Driskell, D. (2001). Creating Better Cities with Children and Youth. Paris/London: UNESCO/Earthscan, Chapter 4.
- Community Tool Box. Participatory approaches to planning community interventions. Chapter 18, Sections 1-8.

### **Building Capacity**

- Hardcastle, D., et al. (2011). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press, Chapter 9.
- A Facilitator's Guide to Participatory Workshops in NGOs/CBOs Responding to HIV/AIDS. (2013). London: International HIV/AIDS Alliance at [www.icaso.org/.../participatory\\_workshops\\_facilitators\\_guide\\_eng.pdf](http://www.icaso.org/.../participatory_workshops_facilitators_guide_eng.pdf)
- Facilitation Tools for Meetings and Workshops. (n.d). Oxford: Seeds for Change at [www.seedsforchange.org.uk/short\\_facil.pdf](http://www.seedsforchange.org.uk/short_facil.pdf), and [seedsforchange.org.uk/tools.pdf](http://seedsforchange.org.uk/tools.pdf)
- Community Tool Box. Core functions of leadership, Chapter 14

### **Increasing Intergroup Dialogue**

- Zúñiga, X. (2010). Bridging differences through intergroup dialogues. About Campus 7, 8-16 at [people.umass.edu/educ202-xzuniga/downloads/ZunigaAboutcampus.pdf](http://people.umass.edu/educ202-xzuniga/downloads/ZunigaAboutcampus.pdf)
- Checkoway, B. (2009). Youth civic engagement for dialogue and diversity at the metropolitan level. The Foundation Review 1, 41-50.

## Using the Internet

- **Counterpart International. (2014). Social Networking: A Guide to Strengthening Civil Society through Social Media. Washington: U.S. AID at [www.usaid.gov/sites/default/files/documents/1866/SMGuide4CSO.pdf](http://www.usaid.gov/sites/default/files/documents/1866/SMGuide4CSO.pdf)**
- **Matthews, P. (2015). Social media, community development and social capital. *Community Development Journal* 51, 419–435 at <https://doi.org/10.1093/cdj/bsv040>**
- **Gladwell, M. (2010). Small change: why the revolution will not be tweeted. *The New Yorker* October 4, 42-49 at [www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)**

## Implementation Support

- **Community Tool Box. Encouraging Involvement in Community Work, Chapter 7.**
- **Greenlining Institute. (2012). Creating a strategy chart. Berkeley: Greenlining Institute at [www.greenlining.org/wp-content/uploads/2013/02/HowToCreateaStrategyChart.pdf](http://www.greenlining.org/wp-content/uploads/2013/02/HowToCreateaStrategyChart.pdf).**

## Participatory Evaluation

- **Checkoway, B. & Richards-Schuster, K. (n.d.). Participatory Evaluation with Young People. Ann Arbor: University of Michigan at [www.ssw.umich.edu/.../youthbook](http://www.ssw.umich.edu/.../youthbook)**
- **Fox, M., et al. (2010). Critical youth engagement: Participatory action research and organizing. In Sherrod, L., et al. eds. *Handbook of Research and Policy on Civic Engagement with Youth*. New York: Wiley Press at [www.researchgate.net/profile/Jessica\\_Ruglis/publication/267975132\\_Critical\\_Youth\\_Engagement\\_Participatory\\_Action\\_Research\\_and\\_Organizing/links/556f1b0008aeecc777410a23.pdf](http://www.researchgate.net/profile/Jessica_Ruglis/publication/267975132_Critical_Youth_Engagement_Participatory_Action_Research_and_Organizing/links/556f1b0008aeecc777410a23.pdf)**

## Community Empowerment through the Arts

- **Bell, L.A. et al. (2015). Storytelling for social justice: Creating arts-based counterstories to resist racism. In M.S. Hanley, et al., eds. *Culturally Relevant Arts Education for Social Justice*. New York: Routledge, Chapter 1.**
- **Dewhurst, M. (2014). *Social Justice Art: A Framework for Activist Art Pedagogy*. Cambridge: Harvard University Press. Introduction.**

## Sports for Social Justice

- **Dorn, J. Looking back at the 10 biggest social justice protests by athletes at [www.aol.com/article/sports/2016/09/19/...back...social-justice...](http://www.aol.com/article/sports/2016/09/19/...back...social-justice...)**
- **MacIntosh, A. et al. (2016). From Protest to Progress: Athlete Activism in 2016 Ross Initiative in Sports for Equality at [www.risetowin.org/activismreport2016](http://www.risetowin.org/activismreport2016)**
- **Dean, C. & Rowan, D. (2014). The Social Worker's Role in Serving Vulnerable Athletes at [doi:10.1080/02650533.2013.817987](https://doi.org/10.1080/02650533.2013.817987)**

## **Organizing for College Access**

- **Witham, C., et al. (2015). Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divide. Washington: AACU at [www.aacu.org/publications/unmet-promise](http://www.aacu.org/publications/unmet-promise)**
- **The Role of Community-Based Organizations in the College Access ... [www.ihep.org/sites/default/files/uploads/docs/pubs/pcn\\_roleofcbo.pdf](http://www.ihep.org/sites/default/files/uploads/docs/pubs/pcn_roleofcbo.pdf)**
- **Gehrig, C. (2015), Faces of an invisible identity. Michigan Daily, at [www.michigandaily.com/section/statement/first-generation-students](http://www.michigandaily.com/section/statement/first-generation-students)**
- **Byng, R. (2015). # BBUM Hashtag Sparks Dialogue About Diversity At The University Of Michigan Huffington Post at [www.huffingtonpost.com/2013/11/20/](http://www.huffingtonpost.com/2013/11/20/)**
- **Strategic Plan for Diversity, Equity & Inclusion. Ann Arbor: University of Michigan at [diversity.umich.edu/strategic-plan/](http://diversity.umich.edu/strategic-plan/)**
- **Allen, J. (2017) Wolverine Pathways making U-M more accessible to Ypsilanti, Southfield and Detroit youth, at [record.umich.edu/articles/wolverine-pathways-making-u-m-more-accessible-inner-city-youth](http://record.umich.edu/articles/wolverine-pathways-making-u-m-more-accessible-inner-city-youth)**
- **Slagter, M. (2017). University of Michigan offering free tuition for families making less than \$65K at [www.mlive.com/news/ann-arbor/index.ssf/2017/06/university\\_of\\_michigan\\_to\\_offe\\_4.html](http://www.mlive.com/news/ann-arbor/index.ssf/2017/06/university_of_michigan_to_offe_4.html)**



### Assignments

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

You are encouraged to discuss the assignments with others in the class, but written papers should be your own work.

#### Ungraded Assignment

For each of the groups on the reading list, complete one of the attached forms and bring them to the second class.

#### Assignment 1

Write a paper in which you select a community or community group, describe a few of its distinct characteristics, define community development in a culturally-responsive way that is appropriate for the group. and summarize 5-7 steps in a process for engaging and empowering group members.

Please include a bibliography in APA format that includes three publications about the group, and three about the community development process.

Please draw a diagram which represents the steps in a culturally-responsive community development process for engaging and empowering group members.

“Community” is when people take collective action around a common purpose. It might be expressed by place, race, ethnicity, social class, age, gender, sexual orientation, faith, (dis) ability, nation of origin, tribal or other social identity.

The community or community group should be one in which you want to invest time during the semester, and for which information is available. Please check the feasibility by searching for information about the group. (5-7 typewritten pages, due October 4, 20 percent).

#### Assignment 2

Prepare a paper in which you analyze a community or community group’s efforts to involve its members in a community development process. (5-7 typewritten pages, due November 1, 20 percent), for example:

- Latinx participation in community development
- Assessing inequalities at the community level
- Participatory planning for equity and inclusion
- Parents organizing for educational justice
- Engaging African-American neighborhood youth

- **Leadership development for Muslim women**
- **Social media across segregated boundaries**
- **Community programs for LGBTQ youth**
- **Campus-community collaborative partnerships**
- **College access for first generation students**
- **Organizing against hate in communities**
- **Preparing a new generation of civil rights leaders**
- **Arts approaches to community empowerment**
- **Sports for social justice in low-income communities**

### **Assignment 3**

**Working in a small group, prepare a proposal in which you identify a community or community group, describe a few of its distinct characteristics, and summarize a culturally-responsive community development process for engaging and empowering community members to address a real-world issue. (10-12 typewritten pages, draft due November 21, final due December 7, 40 percent).**

**Your proposal should follow the guidelines of the Community Foundation for Southwest Michigan, which we will discuss and finalize during the semester. Foundation officials expect proposals to include evidence based on course materials, research studies, and best practices.**

**Using studio-based learning, we will work in teams around specific issues. You will have time to meet during class, share your work, and receive feedback.**

**Each team will define the problem, gather empirically-based information, and prepare a proposal and poster presentation to a panel of community members who are looking for ideas for projects.**

**Posters will require planning and small costs by team members. Printing is available at [www.itcs.umich.edu/sites/printing/poster.php](http://www.itcs.umich.edu/sites/printing/poster.php)**

## **CASE STUDY FORM**

**1. Name of group:**

**2. Purpose**

**3. Target population**

**4. Programs or activities**

**5. Outcomes**

**6. Lessons Learned**

## **Student Information Form**

**Name:**

**E-Mail:**

**Telephone:**

**UM program:**

**Professional goal:**

**Primary social identity group(s) at present, e.g., place, race, ethnicity, social class, age, gender, sexual orientation, faith, (dis)ability, nation of origin, tribal or indigenous affiliation, other:**

**Interest in course topic:**

**Community experience that stands out in your mind:**

**Experience or talent which might be useful to the class – e.g., teaching, facilitation, dialogue.**