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

Participation is instrumental to 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. After each class, I will make note of your participation during the session. (10 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 and I am available through e-mail, telephone, and by appointment.
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Reading List

Case Studies

- Hyde Square Task Force
- LA Youth Justice Coalition
- Coleman Advocates for Children and Youth
- Padres y Jovenes Unidos

Core Concepts


Entering Communities


Gathering Information

- Community Tool Box. Assessing community needs and resources. Chapter 3, Sections 1-19. ctb.ku.edu/en/assessing-community-needs-and-resources

Participatory Planning

Engaging Community Members


Increasing Intergroup Dialogue


Social Media for Social Justice


Building Capacity

- Community Tool Box. Core functions of leadership, Chapter 14 at http://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions

Implementation Strategy


Participatory Evaluation


Organizing Against Hate


**Immigrant Organizing**


**Community Empowerment through the Arts**


**Sports for Social Justice**


**Increasing Access to Higher Education**


**University of Michigan Case Study**


• *Strategic Plan for Diversity, Equity & Inclusion.* Ann Arbor: University of Michigan, at 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

• Slagter, M. (2017). University of Michigan offering free tuition for families making less than $65,000., at university_of_michigan_to_offe_4.html
Class Assignments

You are encouraged to discuss the assignments with others in the class, but written papers should be your own work. You are expected to submit all assignments by the due date. For assignments 4 and 5, however, you should meet the deadline but, if this is only a draft, you will have until the last class session to submit a final draft.

1. **Case Studies (Not graded)**

   For each case study, complete the attached form and bring to class.

2. **Reading Reflections (10 percent)**

   By Tuesday midnight for sessions 3-7, send me a half-page message addressing
   (1) What is one question you’d have us address about one of the readings?
   (2) What is something new that you have learned from one of the readings?

   I will read your reflections, incorporate them into class discussion, and give you a check, check +, or check –

3. **Teaching a Class (10 percent)**

   Sign up for one of the topics and, with a few others, teach a one-hour class.

4. **Community Paper (20 percent)**

   Write a paper in which you select a community or community group, describe a few of its distinct characteristics, and define community development in a way that is appropriate for the group.

   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 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., e.g., written documents, observations, interviews, or other techniques. Please check the feasibility by searching for information about the group. (5-7 typewritten pages, due January 31, 20 percent).

5. **Community Analysis Paper (20 percent)**

   Write a paper in which you analyze a community group’s efforts to involve its members in a community development process, including evaluation criteria from the readings. (5-7 typewritten pages, due February 24, 20 percent).
6. **Team Project (30 percent)**

Working in a small group, prepare a written proposal in which you identify a community or community group, describe its distinct characteristics and concerns, and propose an empirically-based culturally-responsive community development process for engaging the community group to address a real-world issue. (10-12 typewritten pages, draft due March 28, final due April 11, 30 percent).

Using studio-based learning, we will work in teams around specific issues. Each team will define the problem, gather empirically-based information, analyze the findings, and prepare the written report and poster presentation.

Studio-based learning is often associated with architecture education. You will have time to meet during class, share your work, and receive feedback. Reports will provide solutions, and refer to course materials, research studies, and best practices.

The team project will include an 8-minute presentation to a panel of community resource persons, who expect you to “make the case,” and a poster which summarizes your approach. Posters will require planning and small costs by team members, and campus poster printing is available at [www.itcs.umich.edu/sites/printing/poster.php](http://www.itcs.umich.edu/sites/printing/poster.php)

**Illustrative Topics:**

- Organizing Against Hate
- Immigrant Organizing
- Community Empowerment through the Arts
- Sports for Social Justice
- Increasing Access to Higher Education
- What is a socially-just neighborhood?
- Community development in rural communities
- Latinx participation in community development
- Searching for community in Trump’s America
- Increasing intergroup dialogue
- Organizing for food justice
- Assessing inequalities at the community level
- Participatory planning for equity and inclusion
- Community leadership for Muslim women
- Social media across segregated boundaries
- LGBTQ youth neighborhood participation
- Preparing a new generation of civil rights leaders

**Semester Grades**

- Reading Reflections 10
- Class Participation 10
- Teaching a Class 10
- Community Paper 20
- Community Analysis Paper 20
- Team Project Report/Presentation/Poster 30
CASE STUDY FORM

1. Name of group:

2. Purpose

3. Target population

4. Programs or activities

5. Outcomes

6. Something you learned

7.
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.

Something that will help us get to know you better: