



SW 650
Community Development

Barry Checkoway
Fall 2018

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 deficiencies and 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.

How can young people be prepared for their roles as change agents at the community level? What are some components of a culturally-sensitive approach to community development?

Course Objectives

- **Understand the changing context and core concepts of community development in a society that values diversity as an asset.**
- **Recognize alternative concepts of community as pluralist and multicultural units of solution.**
- **Develop knowledge of steps in the process of community development.**
- **Formulate a culturally-sensitive approach to community development that fits a specific identity group, e.g., race, ethnicity, social class, gender, age, sexual orientation, faith.**
- **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 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.

Course Design

Responsibilities include readings, discussions, experiential exercises, written assignments, and a class project addressing real-world situations. Community collaborators will address specific topics in areas of expertise.

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 report and 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

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

There will be sessions in which you will be asked to share “This week I learned..... “ and one question you’d have us address about the readings.

Class Climate

We want to create a classroom climate in which everyone can learn without infringement on their freedom of thought and speech. We want everyone to feel both “safe and brave” in expressing themselves in class.

We assume that we are trying our best, and sometimes say things based on incomplete or inaccurate information that we have been taught. This especially happens in situation which involve sensitive discussions of social identities. There are many ways in which people might respond in the moment, and please keep in mind that want to express we for the purposes of learning and understanding.

Discussion goldmines can be helpful, and there are common ones used in universities. At its simplest, however, mutual respect is our friend.

Class Participation

Participation requires regular attendance, coming to class on time, engagement in small-group and whole-group discussions, and submission of assignments on our dates unless arranged in advance.

“Showing up” itself is not participation. You are expected to participate in class 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.

Absence from class more than twice or chronic coming late or leaving early, will lower your grade by one letter.

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.

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, through organizations, communities, societies, and in conducting policy focused research in these areas. NASW Standards for Cultural Competence are especially relevant to this course, and included in the readings.

Social workers promote the general welfare through working toward the elimination of discrimination, expand choices for all persons, encourage respect for diversity, advocate for progressive changes in social policies, and encourage informed public participation.

Academic Integrity

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

Safety and Emergency Preparedness

In an emergency, dial 9-1-1 from any cell phone or campus phone. Please familiarize yourself with emergency procedures and protocols for both inside and outside of the classroom, with the emergency card next to the phone in every room, and with the emergency evacuation sign near the door and emergency exits. In the event of possible building closures - e.g., weather conditions - 764-7793 will have up-to-date information. If you are concerned about your ability to exit the building, contact the Office of Student Services at ssw-ADAcpliance@umich.edu Office of Student Services in Room 1748, and at 936-0961. For more information: <http://www.dpss.umich.edu/>. For UM emergency alerts: <http://www.dpss.umich.edu/emergency-management/alert/>

Disabilities Statement

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

Contacting the Instructor

My e-mail is barrych@umich.edu ,my home telephone is 734.668.0117, and I am available through e-mail, telephone, and by appointment.

Course Schedule

<u>Session</u>	<u>Date</u>	<u>Topic</u>
1	September 5	Opening and Orientation
2	September 12	Core Concepts
3	September 19	Entering Communities Gathering Information
4	September 26	Participatory Planning
5	October 3	Diversity and dialogue
6	October 10	Education for Democracy Team Planning
7	October 17	Engaging Community Members
8	October 24	Building Capacity
9	October 31	Implementation Strategy
10	November 7	Social Media for Social Change Participatory Evaluation
11	November 14	TBA
12	November 21	TBA
13	November 28	Project Presentations I
14	December 5	Project Presentations II
	December 11	Classes End

Reading List

Case Studies

- Hyde Square Task Force
- Logan Square Neighborhood Association
- Padres y Jovenes Unidos

Core Concepts

- Warren, M. & Mapp, K. (2011). *A Match on Dry Grass*. New York: Oxford University Press, Chapter 1.
- Maguire, J. (2017) Community Builder's Tool Kit – Racial Equity Tools at www.racialequitytools.org/resourcefiles/idr.pdf
- Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice* 21, 1–14.
- n.a., n.d. Asset-Based Community Development. Toronto: Ontario Healthy Communities Coalition, at <https://www.ohcc-ccso.ca/asset-based-community-developmen>
- Russell, C. (2017). Five core principles of asset-based community development, at <https://www.nurtureddevelopment.org/.../asset-based-community-development-5-core-...>
- NASW, Cultural Competence <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D...0>
- Cultural Competence “Whenever people of different races come ... <https://slideplayer.com/slide/5971123/>
- Edwards, E.D. & Ebert, M. (1992). Community Development with American Indians and Alaska Natives. In Rivera, F.G. and Erlich, J. L. (eds.), *Community Organizing in a Diverse Society*. Boston: Allyn and Bacon., Chapter 2.

Entering Communities

- Henderson, P. & Thomas, D.N. (2013). *Skills in Neighbourhood Work*. London: Allen & Unwin, Chapters 3,4,6

Gathering Information

- McKnight J. L. and Kretzman J.P. (2012). Mapping Community Capacity, In Minkler, M., ed. *Community Organizing and Community Building for Health and Welfare*. New Brunswick: Rutgers University Press, Chapter 10.

- **Community Tool Box.** Assessing community needs and resources. Chapter 3, Sections 1-19. ctb.ku.edu/en/assessing-community-needs-and-resources
- **Metropolitan Youth Policy Fellows.** (n.d.). **YOUth Voice for Social Justice.** Detroit: Community Foundation for Southeast Michigan., at <https://cfsem.org/initiative/youth-voice-for-social-just>

Increasing Intergroup Dialogue

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

Participatory Planning

- **Community Tool Box.** Participatory approaches to planning community interventions. Chapter 18, Sections 1-8. <http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main>
- **Community Engagement Planning Toolkit.** (2014). Belfast: Community Places, at www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf

Engaging Community Members

- **Driskell, D. (2001).** *Creating Better Cities with Children and Youth.* Paris/London: UNESCO/Earthscan, Chapter 4.
- **Arnstein, S. R. (1969).** A ladder of citizen participation. *Journal of the American Institute of Planning* 35 216-224 at www.planning.org/pas/memo/2007/mar/pdf/JAPA35No4.pdf
- **Checkoway, B. (2013).** Education for democracy by young people in community-based organizations. *Youth and Society* 45: 389-403.

Building Capacity

- **Hardcastle, D., et al. (2011).** *Community Practice: Theories and Skills for Social Workers.* New York: Oxford University Press, Chapter 9.
- **Community Tool Box.** Core functions of leadership, Chapter 14 at <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions>

Implementation Strategy

- **Community Tool Box,** Encouraging Involvement in Community Work, Chapter 7, Sections 1-8
- **Greenlining Institute.** (2012). *Creating a Strategy Chart.* Berkeley: Greenlining Institute, at 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**

Social Media for Social Justice

- **Lenhart, A. (2015). *Teens, Social Media & Technology*. Washington: Pew Research Center www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/**
- **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**

TBA

To be arranged, a few potential topics will be added responsive to the interests of class members.

Class Assignments

You are encouraged to discuss the assignments with others in the course, perhaps by identifying a thought partner or forming a study group.

You must meet the deadline for each assignment, but will have until the last class session to revise and resubmit any assignments.

1. Case Studies (Not graded)

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

2. Community Proposal (Team Project)

Youth Dialogues on Race and Ethnicity in Metropolitan Detroit is a community youth program whose purpose is “to increase dialogue, challenges discrimination, and create change’ in a metropolitan area which is highly segregated with small areas of diversity.”-

Teenage youth --- of African, Asian, White European, Latin American, and Middle Eastern descent --- are selected by school and community partners to participate in teams in intragroup and intergroup dialogues and action projects.

Team members come in homogenous groups from the suburbs and neighborhoods and explore their own social identities, then met with a team that is different from themselves, and then all teams come together to plan community action projects.

Long-term community partners are interested in culturally-sensitive practice which will prepare their groups for future, but are limited in their information, and asking us to propose approaches that complement their group.

The present program is organized around race and ethnicity, namely African-Americans, East Asian-Americans, South Asian-Americans/Indians, White Europeans, Arab-Americans, and Latin Americans. Partners are asking about:

- **How can young people be prepared for their roles as change agents at the community level?**
- **How can specific identity groups be prepared , e.g., race, ethnicity, social class, gender, age, sexual orientation, faith?**
- **What are some components of a culturally-sensitive approach to community development?**

You have been asked to prepare a report, poster, and 8-minute presentation, on a culturally-sensitive approach to community development that fits a specific social

identity group. Your report will be presented to class members and community resource persons involved in the program.

Information can be drawn from course materials, reports and research studies, program examples and best practices, local resources, interviews and focus groups, and others.

Your presentation should “make the case” and your poster should summarize your ideas so that they are easily grasped. Posters will require advance planning and small costs by team members, Campus poster printing is available at www.itcs.umich.edu/sites/printing/poster.php

Here are some illustrative questions about each group:

- **What is the group? What are their characteristics and concerns? What needs changing?**
- **What are their problems and issues?**
- **What are their resources and assets?**
- **What are the forces that affect them, and can be expected to affect them in the future?**
- **How can specific identity groups be prepared , e.g., race, ethnicity, social class, gender, age, sexual orientation, faith?**
- **What are some components of a culturally-sensitive approach to community development?**
- **What are some steps in the process? What are relevant program and activities?**
- **What are some exemplary examples, case studies, or best practices, and what can be learned from them?**
- **What matters most?**

Here are some things others ask about culturally-sensitive practice:

- **Historical context**
- **Current state of affairs**
- **Problems and issues**
- **Resources and assets**
- **Relevant customs, traditions, values**
- **Past programs and activities**
- **Past strategies and struggles.**
- **Leadership styles and participation**
- **Political and social analysis**
- **Case studies and best practice**
- **Knowledge and skills needed**

(10-12 typewritten pages, Draft due November 28, final due December 12, 40 percent)

3. Community Analysis Paper (Team Project)

Write a paper in which you analyze an example or case study of a group's efforts to involve its members in a culturally-sensitive process. (3-5 typewritten pages, due 20 percent).

Here are omen illustrative examples:

- **Students organize against hate and bigotry**
- **New immigrants create an educational program**
- **Students seek community empowerment through the arts**
- **Athletes create a sports for social justice program**
- **Community members increasing access to higher education**
- **Neighborhood residents organize for food justice**
- **Youth leaders participate in public policy.**
- **Youth of color challenge gun violence**
- **Low-income youth oppose redlining.**
- **Teenagers develop a diversity and dialogue program**

(5-7 typewritten pages, due November 7, 30 percent)

4. Community Background (Individual Paper)

**Write a paper in which you select a social identity group that operates at the community level, , describe a few of its characteristics or concerns, define culturally-sensitive community development --- and a few steps in the process --
- in ways that are appropriate for the group.**

(4-5 typewritten pages, due October 10, 20 percent)

Semester Grades

Class Participation	10
Community Background	20
Community Analysis	30
Community Proposal	40

CASE STUDY FORM

1. Name of group:

2. Purpose

3. Target population

4. Programs or activities

5. Outcomes

6. Something you 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, (disability, 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: