COMMUNITY DEVELOPMENT

COURSE SW650, SECTION #21547

CREDIT HOURS: 3
LOCATION: 3752 SSWB
TIME: Wednesdays, 2:00pm to 5:00pm
PREREQUISITE: SW 560 / instructor permission

INSTRUCTOR: Terri Friedline, PhD, LCSW
PRONOUNS: She/Her/Hers
OFFICE: 3688 SSWB
OFFICE HOURS: As needed, by email
PHONE: (734) 764-5547
EMAIL: tfriedli@umich.edu

COURSE INTRODUCTION, EXPECTATIONS, & BASIS FOR GRADING

I. WELCOME AND INTRODUCTION

In March 2016, the National Community Reinvestment Coalition (NCRC) announced a five-year $16.5 billion community benefits agreement (CBA) with KeyBank. The announcement came amidst KeyBank’s negotiations for a merger with First Niagara. KeyBank needed to stave off concerns that the $3.7 billion merger would disproportionately impact communities of color and lower-income White communities.

One of the largest CBAs in history, the agreement required KeyBank to make specific investments in affected communities from Maine, New York, Ohio, Oregon, and Pennsylvania located in the bank’s geographic footprint. The negotiated investments were tailored to communities’ needs. For example, Buffalo, New York looked forward to having a new bank branch while Cleveland, Ohio looked forward to safe, affordable mortgages.

Two years after the announcement, KeyBank’s promised investments are beginning to materialize. KeyBank maintained four of the 106 brick-and-mortar branches in low- and moderate-income communities that were slated for closure and began originating new loans. And communities have reported new development opportunities.

Community development is defined as “a planned approach to improving the standard of living and well-being of disadvantaged populations” through community-based programs and services. KeyBank’s CBA is an example of community development. Through planning and collective action, residents negotiated with KeyBank to make sure the bank invested in their communities to support business and economic development, health and human services, education, and housing and neighborhood revitalization.

While it can seem like a broad concept, many specific examples of community development are being acted out each day. What is community? What are the social, political, and economic forces affecting communities? What are examples of community development? What are the roles and responsibilities of community development workers? This course explores these critical questions by engaging in readings, discussions, and written assignments that attempt to situate communities as experts of their experiences and development needs.

II. COURSE DESCRIPTION, CONTENT, OBJECTIVES, AND THEMES

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, Latinx, people with disabilities, and other traditionally underserved groups. Community development efforts are widespread and are 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 lobbied 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 Design: The course will revolve around the development, implementation, and evaluation of students' group advocacy projects. The specific knowledge and skills required to engage in these projects will be presented through lectures, class discussion/analysis of assigned readings, class exercises and simulations, and group problem-solving activities. Speakers and videos will be used to augment other course materials where appropriate and feasible.

Course Objectives: Upon completion of this 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.e.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)

Theme Relation to Multiculturalism & Diversity: Students will learn that community development is a process which involves individual cultural groups and attempts to build bridges across cultural boundaries. They will identify ways in which community development can address race, ethnicity, class, gender, age, sexual orientation, and other forms of stratification and inequality.

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 Promotion, Prevention, Treatment & Rehabilitation: 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.
III. RESOURCES FOR STUDENTS

Accommodations for Students with Disabilities: Please let the instructor know as soon as possible if you need an accommodation for a disability. 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. For more information and resources, the University's Services for Students with Disabilities (SSWD), located at G664 Haven Hall and available via phone (734) 763-3000 or website http://www.umich.edu/~sswd/, provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities.

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social Work, (Megan Shaughnessy-Mogill) at (734) 763-7894 or by email mshaughm@umich.edu. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf

Sexual Assault Prevention and Awareness. The University of Michigan’s Sexual Assault Prevention and Awareness Center (SAPAC) promotes healthy relationships, teaches non-violence and equality, supports survivor healing, and fosters a respectful and safe environment for all members of the university community. All services are free and confidential. Visit SAPAC’s website https://sapac.umich.edu and contact them via their 24-hour crisis line at (734) 936-3333 or office phone at (734) 764-7771.

Safety & Emergency Preparedness: All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB (7793) for up-to-date School closure information. For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu. Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergencymanagement/alert/. In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

Dependent Care Resources: For students with child or parenting/elder care responsibilities, please consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).

Student Code of Academic and Professional Conduct: All students should be familiar with the Student Code for Academic and Professional Conduct (http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1) which holds students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs.

6 Descriptions of these resources are slightly adapted from syllabi developed and publicly posted by University of Michigan School of Social Work faculty, including Drs. Christina Bares, Shanna Katz Kattari, and Michael Spencer.
IV. EXPECTATIONS FOR PARTICIPATION

As students, you are expected to participate in this course in the following ways:

- Acknowledge that your comments and opinions in class may impact those around you, and take ownership of and responsibility for discrepancies between your intent and its impact on others.
- We will spend time in class discussion learning about lived experiences that you may not be familiar with or do not understand. Please take responsibility for your learning and practice cultural humility by continuing your education on these experiences outside of class. Google is a wonderful tool.
- Be generous and considerate with each other. Share your materials and knowledge and insights with each other and be patient as others do the same.
- Actively participate in learning by coming to class having read the assigned readings, and by contributing to discussion through speaking and/or active listening.
- Stay current and up-to-date with materials, readings, and assignments by following the course schedule and being aware of important dates.
- Speak up and ask for clarification whenever necessary, both in class and in individual communication with me as needed.
- Attend class regularly, arrive on time, and turn off cell phones before class begins.
- If you miss class, check with your colleagues to see what you missed and to receive notes.

As the instructor for this course, I commit to supporting your learning and providing the following:

- Encourage and solicit your participation in a classroom environment that welcomes critical dialogue and judgments about ideas (not judgments about people—including you).
- Be generous and considerate with you.
- Take responsibility for my own learning and practice cultural humility by continuing my education on classroom discussions and others' lived experiences outside of class.
- Actively facilitate and participate in learning by coming to class having prepared lectures, handouts, and/or activities for discussion based on assigned readings.
- Provide thoughtful, critical, and timely feedback on your assignments.
- Start and end class on time, as scheduled.

If you are looking to take responsibility for your learning and practice cultural humility by continuing your education outside of class, please consider asking yourself the following questions for engagement:

- What resources exist so I can better educate myself?
- Who's already doing work around this issue or injustice?
- Do I have the capacity to offer concrete support and help to those already doing this work?
- How can I be constructive?

V. CLASS POLICIES

Staying in Touch. Please feel free to keep in touch with the instructor via email or by scheduling an in-person meeting. For example, if you have a question about a reading or assignment, please contact the instructor to discuss your question. If you miss class due to an emergency, it is recommended practice to email the instructor to clarify any content that was missed or to let them know that you will follow up with classmates to get notes.

Missing Class. Students who miss more than 2 classes will receive a full letter grade reduction at the end of the semester. Missing more than 3 classes in the semester places students at risk of failing this course. If you miss class as a result of an emergency, please make arrangements with a classmate to get the notes, handouts, or other materials. The readings, quizzes, and assignment instructions are available on the Canvas website for this class.

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7 These expectations are slightly adapted from a syllabus developed and publicly posted by Dr. Tressie McMillan Cottom, Assistant Professor, Virginia Commonwealth University: https://tressiemc.com/uncategorized/my-syllabus-for-class-status-power/. Special thanks to Dr. Cottom for sharing her words and wisdom through her syllabus.
Use of Devices. Please turn off or silence your cell phones before class begins. Using devices (e.g., smart phones, tablets, laptop computers, etc.) for purposes other than to take notes during class is discouraged. Texting and other non-academic uses of your personal devices are distractions to the instructor and to your classmates. The instructor will ask students to put away their devices if classroom use of electronic devices has an apparent negative effect on the learning community.

Late Assignments. Assignments will be reduced by 10% of the total available points for each calendar day that the assignment is late. Assignments submitted later than 1 week from the original due date will not be graded. For example, if Assignment #2 is worth 25 points, then the assignment would be reduced by 2.5 points for each day that it is late.

Extra Credit or Bonus Points. Not offered. Students are encouraged to submit assignments that represent their best work.

VI. REQUIRED TEXTBOOKS

This course has one required book:


A print copy of this book has been placed on reserve at The University of Michigan Shapiro Undergraduate Library. There are also copies available online at discounted prices or for rent. The book is also available electronically as an e-textbook.

VII. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>BRIEF TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION TO COMMUNITY DEVELOPMENT</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>01/09</td>
<td>Welcome and Introductions</td>
<td>1. A Community Builder’s Tool Kit (2017) #s 1 – 3, &amp; Appendix 1 (pgs. 4-13, 32-33)</td>
<td>1. Quiz</td>
</tr>
<tr>
<td>2</td>
<td>01/16</td>
<td>Community Development: Theory + Practice</td>
<td></td>
<td></td>
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<td></td>
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<td>2. Tuck (2009)</td>
<td></td>
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<tr>
<td>3</td>
<td>01/23</td>
<td>Seeing and Building Community Capacity</td>
<td></td>
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<td></td>
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<td>2. Badger (2017)</td>
<td></td>
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<tr>
<td>4</td>
<td>01/26</td>
<td>Histories of Community Development</td>
<td></td>
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<td></td>
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<td>1. Feeley (2018)</td>
<td>1. Quiz</td>
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<tr>
<td>5</td>
<td>01/30</td>
<td>Understanding Neoliberal Racist Capitalism</td>
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<td>3. Trevor Noah (2018) <a href="https://www.youtube.com/watch?v=v5E0tQ1wGqg">Interview Clip</a> w/ Eve L. Ewing</td>
<td></td>
</tr>
<tr>
<td>SCHOOLS AS COMMUNITY DEVELOPMENT</td>
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<tr>
<td>6</td>
<td>2/6</td>
<td>Schools as Community Development</td>
<td>1. Ewing (2018) Terms &amp; People, Introduction, &amp; Chapter 1</td>
<td>1. Reflection #1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>3. Trevor Noah (2018) <a href="https://www.youtube.com/watch?v=v5E0tQ1wGqg">Interview Clip</a> w/ Eve L. Ewing</td>
<td></td>
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<tr>
<td>7</td>
<td>2/13</td>
<td>Schools as Community Development</td>
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### COMMUNITY ECONOMIC POWER

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Description</th>
<th>DUE DATE</th>
<th>Points</th>
</tr>
</thead>
</table>
2. Community Development |
2. Powell (2018)  
3. Villanueva (2018) Chapter 4  
| 4/17  | Wrap-Up and Conclusion                                                                 |          |        |

### VIII. GRADING

The total number of points earned based on your completion of the below assignments and the number of total available points will be used to determine your letter grade at the end of the semester. There are no extra credit or bonus points offered in this class.

<table>
<thead>
<tr>
<th>ASSIGNMENT DESCRIPTIONS</th>
<th>DUE DATE</th>
<th>POINTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engaging with Content via Quizzes (8 quizzes @ 5 points each)</td>
<td>Varies</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>2. Conducting a Community Power Analysis (Visual representation + 3-4 page typed, double-spaced paper)</td>
<td>01/30/2019</td>
<td>25</td>
<td>17.5</td>
</tr>
<tr>
<td>3. Responding with your Reflections (4 reflections @ 10 points each, 2 page typed, double-spaced papers)</td>
<td>Varies</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>4. Teaching Community Development (“choose your own ending”)</td>
<td>04/03/2019</td>
<td>25</td>
<td>17.5</td>
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</tbody>
</table>

| TOTAL POINTS FOR SEMESTER | 130 | 91 |

### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A−</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B−</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-78</td>
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<tr>
<td>C−</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-68</td>
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<tr>
<td>D−</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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IX. ASSIGNMENTS

This course has four assignments. Combined, these assignments are intended to facilitate your critical understandings and analyses of community development and to enhance your ability to implement your skills when conducting community development work.

For assignments with written components, please upload your Word or PDF documents to Canvas by 11:59pm on the due dates. Quizzes are due by 2:00pm, which is the start of class each week.

Assignment #1: Engaging with Content via Quizzes (8 quizzes @ 5 points each = 40 points total)

Background: Most weeks, there is a short quiz on Canvas with questions based on the readings and other assigned materials. Quizzes have multiple choice and open-ended questions that are developed based on the materials’ key themes, and are a maximum of 5 points each.

Purpose(s): To engage with assigned readings and themes related to community development; To document class participation

Instructions for Quizzes: Complete the quiz before class each week to help you prepare for in-class discussion. Quizzes are due by 2:00pm, which is the start of class each week. Quizzes submitted during or after class time on the given assigned weeks will not be graded.

Assignment #2: Conducting a Community Power Analysis (25 points)

Background: Choose a geographic community at the local, state, national, or global level. If selecting a global or international community that is situated within another country (non-US), identify the level within that country as appropriate (e.g., local, state, national). Some general examples of communities in Michigan include Depot Town, Kerrytown, Ypsilanti, Ann Arbor, The University of Michigan School of Social Work, Belleville, and Grand Rapids.

Purpose(s): To identify and analyze power in relation to community

This assignment includes creating a visual representation of a community and writing a paper summarizing the existing power relationships.

Instructions for Visual Representation: The visual representation of your chosen community and its existing power relationships can be hand-drawn or developed using graphic design on a single piece of paper. While each student’s community and their skills for creating a visual representation will be unique, generally, the visualization should contain the following information:

- What is visible within the community? e.g., peoples, buildings, strengths, resiliencies, etc.
- Where is power located within and in relation to the community?
- What institutions interact with the community?

Instructions for Written Summary: In a 3 to 4 page typed, double-spaced written paper, describe the community you chose and summarize 3 key institutions that have influence or wield power over the community. The reference page is not included in the page limit. Your paper should cite literature as necessary (e.g., blogs, news articles, peer-reviewed journals, etc.), and summarize the following:

- What is the community and, based on residents’ social identities and demographics, who lives there? e.g., race, ethnicity, poverty, gender identity, sexual identity, education, etc.
- What 3 institutions are important to the community?
- How do these 3 institutions hold and / or wield power?

The assignment rubric can be viewed on Canvas.
Assignment #3 Responding with your Reflections (4 reflections @ 10 points each = 40 points total)

**Background:** In her book, *Ghosts in the Schoolyard*, Dr. Eve L. Ewing writes about school closures in Chicago’s Bronzeville community. Racist policies and practices that are contemporarily carried out by Chicago Public Schools in Black and Brown communities like Bronzeville are relevant for understanding and implementing community development.

**Purpose(s):** To engage with assigned readings and themes related to community development; To describe and analyze one’s own learnings on community development

**Instructions for Reflections:** In 2 page typed, double-spaced written papers, summarize your reflections on the assigned readings from *Ghosts in the Schoolyard*. The reference page, which is optional, is not included in the page limit. Include a reference page as necessary or appropriate, when incorporating ideas from other sources and using in-text citations. Alternatively, instead of writing your reflections, you may submit an audio or video file that verbalizes our reflections. Use the following questions as prompts, and focus on just one or two aspects of your learning:

- Reflection #1: What does a school mean to community, or to the Bronzeville community?
- Reflection #2: How does history influence community, or influence the Bronzeville community?
- Reflection #3: Where does community have power, or where does the Bronzeville community have power?
- Reflection #4: What is a role for mourning in community, or what is a role for mourning in the Bronzeville community?

The assignment rubrics can be viewed on Canvas.

Assignment #4: Teaching Community Development (25 points)

**Background:** Community development is contextual—unique to peoples, places, politics, and histories. And since community development is contextual, so is this final assignment. This assignment allows students to choose the format or method that is best suited to their learning—teaching themselves and/or others more about community development in the process. Essentially, you can choose your own ending to the course.

**Purpose(s):** To describe and summarize one’s own learnings on community development; To analyze and critique community development

To complete this assignment, choose one of the options described below.

**Option #1:** Write a 5-7 page typed, double-spaced academic paper that reviews existing research and analyzes and critiques community development. To complete this assignment, choose an issue or outcome impacted by community development (e.g., mental health services, small business lending, poverty, environmental justice, etc.). Review the academic literature on community development and its relationship with the chosen issue or outcome, addressing the following:

- Describe the chosen issue or outcome
- Describe how community development has been used to address or alter this issue or outcome
  - Define community development
  - Include 1 or 2 examples from specific communities
- Summarize and synthesize research findings on the effects of community development related to this issue or outcome (e.g., what themes and patterns emerge from research findings?)
- Analyze and critique the effectiveness of community development related to this issue or outcome (e.g., what does community development do well? what is missing from the existing literature? how is community development aligned with social justice? etc.)
- Include a brief introduction and conclusion to the paper, along with a reference page citing peer-reviewed literature (not included in the page limit)
- Use clear writing that has been edited for grammars and typos
**Option #2:** Write a 5-7 page typed, double-spaced academic paper that discusses community development and racist neoliberal capitalism based on the readings from Week 5 on Benton Harbor and/or Flint. You may also choose another community example, such as the oil transmission pipeline under the Straits of Mackinac, the water crisis in Detroit, or Chicago’s school closings from Dr. Ewing’s *Ghosts in the Schoolyard*. To complete this assignment, address the following:

- Describe the community of Benton Harbor and/or Flint (or other chosen community), and an experience or issue in this community
- Describe how racist neoliberal capitalism relates to this experience or issue
  - Define racist neoliberal capitalism
  - Include 1 or 2 specific examples of racist neoliberal capitalism in this community
- Identify and describe 1 example of community development in this community (e.g., what efforts are made toward capacity building? empowerment? what activities can be observed? how is the community involved or engaged? etc.)
- Analyze and critique how racist neoliberal capitalism influences community development (e.g., are community development efforts racialized? how or where is power present? how or where is economic value present? etc.)
- Include a brief introduction and conclusion to the paper, along with a reference page citing appropriate sources (academic peer-reviewed literature, community reports, news and media, blog posts, etc., not included in the page limit)
- Use clear writing that has been edited for grammars and typos

**Option #3:** Prepare and implement a ~45 minute classroom lesson that teaches your learnings about community development. To complete this assignment, choose a topic or issue related to community development (e.g., community development for social justice, models or frameworks, real-life examples, steps for implementation, etc.). Based on this topic or issue, design a lesson that includes a presentation, discussion, and/or activity and implement it in the classroom. If choosing this option, please meet with the instructor early in the semester to select a date for implementing your lesson. Your lesson should address the following:

- Describe the chosen topic or issue
- Describe how community development relates to this topic or issue
- Identify and describe why students should learn about community development in relation to this topic or issue (e.g., why is this topic or issue important? how might students experience this in their social work? what are the practical implications? etc.)
- Implement a presentation, discussion, and/or activity that requires students to engage with and learn about community development in relation to this topic or issue
- Turn in any typed or visible products from the lesson, including PowerPoint slides, handouts, discussion questions/prompts, etc.

**Option #4:** Develop an assignment tailored to your interests and learning goals with regard to community development, in coordination with the instructor. If choosing this option, please meet with the instructor early in the semester in order to develop and agree upon an assignment. You may propose any idea for this option. Some examples could include interviewing a person working in community development about their experiences, writing a reflection paper on your learnings, creating a community development mix tape collection of songs, reading a book on community development and writing a review, writing an opinion editorial on community development, etc.

Assignment rubrics will be based on the instructions described above for each option, giving near equal weight in points for each bulleted item.