1. Course Description:

This course will examine methods in which underserved community residents develop their own resources and services at the local level. Students will learn about the ways in which residents can take initiative and help themselves through community-based business and economic development, health and human services, popular education, and housing and neighborhood revitalization projects, with or without assistance by outside agencies or practitioners. Innovative examples of community development in urban and rural areas as well as community development that occurs among communities of interest, such as women, gay men and lesbians, or people with disabilities will be reviewed. Special emphasis will be placed on organizations which involve individuals and families in positive efforts to integrate human, social, economic, and community development to build upon the strengths and assets rather than focus solely on the problems of individuals.

2. Course Content:

Students will learn that the community development sector is immense. 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.
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. Social 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).

3. 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 in larger urban areas.
2. Assess the needs and assets of low income urban communities as defined by the communities themselves.
3. Analyze the roles and responsibilities of community development workers as facilitators of efforts by communities to empower themselves.
4. Analyze organized efforts by community residents to take initiative 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.
5. Develop practical skills for understanding and working with racial and ethnic groups in culturally diverse communities (e.g., power structure analysis, finding and developing leaders, researching local history, and popular education).
6. Formulate in-depth strategy for community development with particular emphasis on
development in large urban areas.

7. Recognize and address ethical and value issues which arise in community development
practice situations.

4. Course Design:

The instructor may include readings, participatory discussions, written assignments, and
experimental exercises related to course materials. In addition to traditional in class activities,
we will be making several trips off campus outside of class to sites where community
development is taking place. It is my feeling that you will best learn about community
development by actually seeing community development in action and that this will only enhance
your classroom learning. These sites will be confirmed during the first few weeks of the term. In
addition, I will invite speakers who are actively doing development work in the community to
speak to us in the classroom when visits are not possible. Again, the hope is that you will have
the opportunity to speak with practitioners in the field, ask questions, and learn from their
experiences about community development work.

5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity**: Students will learn that community development is a
  process which involves individual cultural groups and attempts to build bridges across
  cultural boundaries.

- **Social Justice and Social Change**: Emphasis will be placed on how the practice of
  community development can influence social change and strengthen social justice
  through community-building activities.

- **Promotion, Prevention, Treatment, and Rehabilitation**: This course will focus on how
  to promote well-being and prevent problems through early intervention at the
  neighborhood or community level.

- **Behavioral and Social Science Research**: This course will draw upon an extensive
  social science and research literature world wide.

6. Relationship of the Course to Social Work 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 (e.g., the dilemmas imposed by area-wide efforts to construct a citywide health and
human service facility that has harmful effects on the quality of life in a local neighborhood; or
when local residents want to “keep to themselves” and develop a community-based health clinic
rather than try the social worker’s idea to engage a major medical center in the process).

**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 http://www.lib.umich.edu/acadintegrity/

Logistics:

Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. 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. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Electronic Devices
In consideration of your classmates and your own learning please turn off all telephones and pagers during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

I hope to get to know you, and welcome the opportunity for us to meet at least once outside of class early on in the semester.

7. Source Materials:

Required Text (Available at Ulrich’s)


Additional readings provided via C-Tools site for SW 650

8. Assignments:
A. **Attendance and participation** is required and will consist of **25%** of your final grade. Participation includes being present, on time, active, and prepared for class and group discussions. Active discussion includes asking questions or providing critical perspectives on your personal experiences and the readings, but may also include e-mail contact with the instructor. Refer to your student manual for further criteria.

On the last day of class, we will engage in a learning gallery. By this, I mean that we will each bring in one “artifact” of their learning this term. The artifact can be anything, concrete or abstract, that symbolizes your learning from the course. I’ll ask you to share your artifact with the class in a 5 minute informal presentation. This will be worth 5% of your participation grade. If you know you will not be in class on the last day, it’s your responsibility to let me know so we can make arrangements for you to go a week earlier or to do an alternative assignment.

B. **Papers**. All papers must be typed double-spaced, using a clear, readable 12 point font, one-inch margin, page numbered, and edited for spelling and grammatical errors. Points will be taken from a paper that is difficult to read or contains numerous spelling or grammatical errors. In addition to the stated criteria, papers will be graded for quality and clarity. Refer to “General Requirements for Class Papers in the School of Social Work” section of your Student Guide.

Late papers will be reduced two points per day. Papers not received at the beginning of class are considered late. If you have any concerns about your paper, you should see me before the paper is due. I will be willing to read drafts and provide comments up to one week before the paper is due. I will need at least 3 days to read it and return comments. I will not read and comment on drafts during the week prior to the date the paper is due, but will be glad to discuss any issues or problems you are encountering.

**Paper 1: Description and Self reflection on Community Development Work.**

This paper will consist of **25%** of your final grade. The purpose of this paper is to provide a description of a community development effort that is ongoing and to provide a critical analysis and self-assessment of your own ability to do this kind of work. You will be asked to select an individual or organization that is active in community development work, conduct an observation of this work, interview individuals, and answer the questions below. Select an area of work that you could see yourself working in post graduation, in your area of interest. If you have any questions about the individual or organization you are interested in writing about, talk to me about it as soon as possible. The paper should include at least three professional or academic references, preferably from our readings or the reading list to identify and exemplify the concepts, skills, strategies, and challenges that arise. The paper should be 5-7 pages. **The paper is due on June 7, 2010.**

Description of Community Development Effort

- Briefly describe the work of the individual or organization.
- How does this individual or organization define community and community development?
What is the purpose of the community development work this individual or organization is doing?

How does the individual or organization take into account community needs? What role does community input have in the development and implementation of the work?

How does the individual or organization build capacity or empower members of the community?

What skills or qualities are required by this individual or organization to be successful?

What techniques or strategies does this individual or organization use to successfully develop community?

How does this individual or organization know that it is successful?

What are some of the pitfalls, challenges, or obstacles that this person or organization has faced? How have these been addressed or overcome?

How does the individual or organization take cultural differences into account? Not only in terms of race/ethnicity, but also gender, class, sexual orientation, ability, religiosity/spirituality, language, age, and other social identities?

Self-reflection and Critical Analysis of Community Development Effort

What is your critical assessment of this individual or organizations effort at community development? Identify positives and critically examine shortcomings and suggest how these might be overcome.

How does the work promote social justice? How can it be improved to further promote social justice?

How do you assess your qualities and skills in doing this kind of community development work? What kinds of skills would you need to acquire? How will can you further develop these skills?

How does your own development of cultural competence and critical consciousness affect your work in this area? In other words, how does recognition of your own identity status, as either a member of a target or agent group, impact your work in this area? How can you utilize both your target and agent group status to your advantage in doing this work? How can you use your commonalities and differences as an asset?

Paper 2: Concept Paper for a Community Development Project

The Concept Paper will consist of 25% of your final grade. A concept paper is a 5 page narrative that is submitted to a funding agency for consideration. Papers more than 5 pages long will not be considered for review. A concept paper, if it states its case well, can lead to a recommendation for the submission of a full proposal by the funding agency. Your concept paper will be for a pilot community development project. By pilot, I mean that you will do a small scale demonstration of your project to test the extent to which it is successful and should be implemented on a larger scale. You will be limited to no more than a budget of $5,000 and should meet a demonstrated need and show efficacy and potential for positive impact for social justice. The concept paper should consist of the following sections:

- Cover letter (one page, not included in page limit)—briefly states your request for the funding agency to consider your concept paper for review. You should state what request for proposal you are replying to, briefly state what you are submitting, and how
your proposal fits within the fits their funding priorities. Try to use an actual call for proposals.

- Abstract (250 words, not included in page limit)—provides an overview and summary of the project and its purpose.
- The purpose of the project and statement of need, including goals and objectives (SMART-to be explained in class), theoretical or empirical evidence in this area that provides justification for your proposed project (references from the professional and academic literature)
- Identification of your target community—define this community and justify its legitimacy and importance
- Community profile/environmental scan—provide some statistics of the community of interest, including both community assets and needs
- Description of your project—what are you proposing to do, who will be involved in the planning and implementation of the project?
- Methods—who are your participants, number of participants, where these participants are coming from, how you will obtain participants, what will participants be doing, when and how long will they be doing it, how they will be doing it? How will you achieve the aims and objectives of the project?
- Impact—how will the community benefit from the project? What are the expected outcomes and what is the extent of the benefits you would expect? What will this pilot project lead to and how will it be sustained?
- Evaluation—how will you know that the objectives have been met, how are you measuring impact and success? What are the strengths and limitations of your project and its ability to evaluate impact and success?
- Logic Model—should include goals, intended outcomes/objectives, activities, evaluation measures, outcomes (immediate, intermediate, and long-term)
- Budget (one page, not included in page limit)—include personnel, materials, supplies, transportation, incentives, telephone and technology needs, etc.

**DEADLINE: June 28, 2010- Please email this to me or use the ctools site to attach.**

Notes about the project—obviously the pilot project must be something you can realistically implement given the relatively small budget. The project should be innovative as funders are not likely to fund a pilot for something that has been done already, unless you can show how your proposal is a new spin or with a new community population. Be creative! They will want to put their stamp on it as their own. If it is less innovative, you will want to make a strong case for why it should be done again and why they should invest in your project.

You should try to respond to an actual request for proposals to an actual Foundation, but its not necessary for you to do so (you can make one up if you are having difficulty finding an appropriate one, but it may be less convincing). You should be able to find these using an internet search, but you can also use the resources in the social work library (foundation resource books, etc.—we can talk about this in class or with me during office hours).

The proposal should address the following areas:
- Capacity building and community empowerment
• Community input and participation
• Understanding of needs, goals, priorities, and roles of the community
• How this is a ground up/grassroot effort (building from within) and if not, why not?
• Sustainability of the project

Assignment #3: Social Action
This social action assignment is worth 25% of your final grade. You are being asked to participate in some form of volunteerism/civic participation activity. The action can be something that you initiate or something that is initiated by members of the community. It can be a one day event or ongoing. However, your grade will be partially based on the extent of your participation (i.e., involvement in planning, implementation, etc.), the documentation you provide, and the paper described below. The main criteria is that it accomplishes the goal of furthering the social, economic, housing, or health development of a particular, identified community. If you have questions about your action, talk to me. I'll alert you to opportunities as they arise through class announcements and email. The US Social Forum being held here in Detroit is one very exciting and important one! http://ussf2010.org/

You are encouraged to work in groups for this assignment.

Upon completion of the action, you will turn in documentation/portfolio of your participation and write a 3 page reaction paper that:

• Describes your action activity and the extent of your participation
• How it promotes community development and how it meets the needs of and benefits the community, and how it promotes social justice.
• How did you personally benefit? What skills did you acquire? What strategies and techniques did you learn? How can you apply these to your future work in community organizing or other areas of social work practice? What would you do differently?
• Be sure to address issues of culture and reflections on how your multiple social identity group membership might have impacted your participation and your effectiveness?

The paper is due on or before July 12, 2010.

Schedule.

Week 1. May 10, 2010
Introductions, Ground Rules, Syllabus
Building a Class Community

Week 2. May 17, 2010
Defining Community Development
Entering a Community and our Social Identities
Readings:

Ledwith Ch. 1 and 2


**Week 3. May 24, 2010**

Developing a Critical Consciousness
Social Justice, Social Change
Community Based Participatory Research

Readings:

Phillips and Pittman Ch. 1 & 2


A community for community organizers and developers!
Comm-Org
http://comm-org.wisc.edu/news.php

**NO CLASSES: May 31, 2010 Memorial Day**

**Week 4. June 7, 2010**

Capacity Building Methods and Strategies
Grant writing

Readings:

Ledwith Ch. 3
Phillips and Pittman Ch. 4 & 5, 20-21


Community Tool Box
http://ctb.ku.edu/en/

**Week 5. June 14, 2010**

Community Assessment Methods and Strategies

Readings:

Ledwith Ch. 4

Phillips & Pittman Ch. 3, 9, 10


Community Toolbox
http://ctb.ku.edu/en/

**Week 6. June 21, 2010**

Community Development Corporations

Field Trip:

Readings:
Ledwith Ch. 5 and 6

Phillips & Pittman Ch. 6, 7, 11, 18

**June 28, 2010- Assignment #2 Due. No class. Plans to be discussed.**

**NO CLASS: JULY 5TH INDEPENDENCE DAY HOLIDAY**

**Week 7. July 12, 2010**

Housing Development
Field Trip-

Readings:

Ledwith Ch. 7

Phillips & Pittman Ch. 17


**Week 8. July 19, 2010**

Business and Economic Development
Field Trip-

Readings:

Ledwith Ch. 8

Phillips & Pittman Ch. 12-15

**Week 9. July 26, 2010**

Community-based Participatory Research and Evaluation
Field Trip

Ledwith Ch. 9

Phillips & Pittman Ch. 18-19, 23


**Week 10. August 2, 2010**

Learning Gallery
Celebration
Reading list (available on C-Tools)


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:S1-27-S1-37, 2004.


**Recommended Reading List:**


Suggested Readings:


