COURSE SYLLABUS
SW 650, COMMUNITY DEVELOPMENT
FALL 2001

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COURSE DESCRIPTION:
Welcome: this course examines methods by which underserved community residents develop their own resources and services at the local level. It features ways in which residents take the initiative and help themselves through community-based business and economic development, health and human services, popular education, housing and neighborhood revitalization projects, with or without assistance from outside agencies. It draws on 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 and/or people with disabilities.

The course encompasses three components: 1) the reading material as the framework, 2) the instructor’s role as the guide and 3) the students’ participation and contributions. The course content also had two dimensions: 1) the theoretical framework and 2) its application to social issues related to community development. The format and schedule of the course is designed to allow review or study to the application of theory to actual community or social issues.

The course design offers a developmental progression of techniques used in effective community development. This modular format includes four phases: theory, action, tools and revision. Each focuses on specific areas independent from one another; but as a whole, each is a significant element in the overall learning process. The fourth and last phase serves to evaluate and review the materials covered during the semester. A number of guest speakers and video presentations add dimension to the reading and experiential materials.

Students are expected to develop an understanding of the definition, make-up and functions of a community, the processes and tasks related to community development, the social issues related to the conditions in a given community, and the roots or origins of said conditions in a broader social and political context.
This course will examine the roles and responsibilities of social workers in community development practice at the 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. Also, efforts to assist people to develop programs that realize their dreams will be reviewed. The course will also 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.

Ethical and values 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.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES:

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

2. 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.

3. 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.

4. Behavioral and Social Science Research: This course will draw upon social science and research literature.

REQUIRED TEXT:
Community Organizing and Community Building for Health, edited by Meredith Minkler and published in 1997 by Rutgers University Press.

ASSIGNMENTS:
1. Reviews of current community development literature (2): The review papers — no more than two pages — should be submitted on the date indicated on the course outline. These should consist of a synthesized analysis of the material covered in class, with a focus on the student’s interest in community development.

   First review due week 5 October 4th; Second review due week 7 Oct. 18th

2. Personal Assessment: Submit a 2-3 page paper reflecting the student’s personal experience of gaining entry into a group different from one’s own. Focus should be the feelings, reactions, perceptions, etc. as you attempt to integrate into the group. This assignment is due any time before week 12 Nov. 22nd.

3. Class Presentation: Identify a national issue you would like address. Using census information, other data sources, key informant interviews, etc., develop a profile for a specific community. Include general demographic information, implications, and recommendations for program planning pertaining to the issue. The presentation to the class should be 2-3 minutes. Submit a 2-3 written summary.

   This assignment is due week 10 Nov. 8th. In-class time will be dedicated to this project.
4. Final Project: As a group, students will write a collectively-written Community Development Proposal. This is a conceptual proposal for the class project that is the basis for the final group presentation. 

*This paper is due week 13 November 29\textsuperscript{th}.*

5. Final presentation A group exercise in which students present a skill-enhancing workshop to the class on a specific component of the Community Development process. 

*This project is due week 13\textsuperscript{th} or 14\textsuperscript{th}, November 29\textsuperscript{th} or December 6\textsuperscript{th}*

Class participation: Participation will be credited by materials contribution and participation in class, group discussions, or E-mail.

All papers should be typed, double spaced and written in APA style. The papers and group presentations must reflect materials covered during the semester.

**Reading**

Community Organizing & Community Building for Health by Meredith Minkler, editor

- **Part I: Chapters 1, 2 and Part II Chapter 3 due September 29\textsuperscript{th}.
- **Part II: Chapters 4, 5 due October 4\textsuperscript{th}.
- **Part III: Chapters 6, 7, 8 due October 18\textsuperscript{th}.
- **Part IV: Chapters 9, 10 due November 1\textsuperscript{st}.
- **Part VI: Chapters 13, 14, 15 due November 15\textsuperscript{th}.
- **Part VII: Chapters 16, 17 due November 29\textsuperscript{th}.
- **Part VIII: Chapters 18, 19 due December 6\textsuperscript{th}.

**GRADING**

A 100 point system, broken down in the following manner will be used for this class:

- 2 Reviews of current community development literature: These reviews are worth 10 points each for a total of 20 points max.
- Personal Assessment: This exercise is worth 10 points max.
- Class Presentation This project is worth 15 points max. — 5 for the presentation and 10 for the written summary.
- Final Project: This final paper is worth 25 points max.
- Final Presentation This presentation is worth 25 points max.
- Class Participation: This is worth a max. of 5 points.
SW 650 Community Development
Course Outline

Theory
Week 1: Sept 6 introduction/overview of the course
Week 2: Sept 13 overview of principles; concepts; definition of community
Week 3: Sept 20 SSW 80 Years of Leadership Symposium
Week 4: Sept 27 guest lecture; power structure
Week 5: Oct 4 needs/resources assessment

Action
Week 6: Oct 11 strategy; planning
Week 7: Oct 18 organizing
Week 8: Oct 25 evaluation

Tools
Week 9: Nov 1 communications;
Week 10: Nov 8 empowerment; leadership development
Week 11: Nov 15 networking

Model/Evaluation
Week 12: Nov 22 Thanksgiving Break
Week 13: Nov 29 review; intervention final presentations
Week 14: Dec 6 final presentations
Week 15: Dec 13