EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF GEOGRAPHY AND GEOLOGY
URBAN AND REGIONAL PLANNING PROGRAM

COMMUNITY DEVELOPMENT:
CONCEPTS, PRACTICES, AND ENGAGEMENT
URP 479/URP 592

Winter 201X
XXX Strong Hall
Meeting Times

Instructor: Dr. Heather L. Khan, Strong Hall 225
Office Hours: XXXXXXX and by appointment
hkhan3@emich.edu ~ Office Phone Number: 734-487-8021

Course Description

In the current economic and political climate, some of the most pressing questions that community activists (social scientists?) must address are *how can communities organize for social change? How can community assets be identified and utilized to best serve the needs of a community? In a crisis-driven society, how can community organizing, development, and capacity-building be sustained in the long term?* This course is intended to introduce students to the history, theories, processes, context, and practice of community development in the United States.

This course presents students with an opportunity to investigate, develop, and apply an interdisciplinary set of theoretical concepts for understanding and acting within both the academic and professional realms of community development. This course combines classroom-based learning with action-oriented field work, culminating with an applied exercise (insert project here). A central focus of the course will be exploring and applying various tools and techniques that emphasize asset-based community development in (insert neighborhood/community here).

Academic Service Learning Integrated Course

This is an integrated service learning course. Students are expected to complete at least 30 hours of community service as a component of this course. Academic service learning is predicated on the notion of the 'scholarship of engagement'. Academic service learning offers the connection between the often-sought, but frequently elusive bridge between theory and practice present in much of social science research and education. A cornerstone of academic service learning is the concept of reciprocity. Through this course, service learning will provide students with an experiential opportunity to work *with* a distressed community. Students are likely to gain a deeper understanding of the themes of the course and the complexity within which concepts and methods taught in the classroom operate in the community. Your experience in this course is unlikely to be transparent. Ultimately, *your* reflection is required to provide context and meaning. Through this course, students will be actively engaged in community

service thereby meeting the General Education requirement for Learning Beyond the Classroom (LBC), under the category of 'Community Service, Citizenship and Leadership'.

Course Objectives

1. To understand the history, processes, contexts, and practices of community development in the United States.
2. To become familiar with a comprehensive range of financing techniques for community development.
3. To become acquainted with the vernacular, practice, and experience of community development practitioners.
4. To become more familiar with the role of government and public-private partnerships in facilitating community organizing and capacity-building
5. To understand the challenges and debates concerning community development in the United States.

Service Learning Outcomes

1. To illustrate reflection and critical thinking on and about the service-learning partnership.
2. To critically reflect on the ethical dimensions and dilemmas of community development.
3. To use flexible writing strategies and different writing genres in the field of community development to communicate in a cogent and clear way to appropriate audiences.
4. To demonstrate the an awareness to expand choice and opportunity for all people, recognizing a special responsibility to plan for the needs of disadvantaged groups and persons and to advocate for the alteration of policies, institutions, and decisions which oppose such needs.
6. To gain skill in the following: organizing at the grassroots level, resource
7. mapping/inventorying assets of the community, developing working relationships with community leaders (local government, local businesses, nonprofits), fundraising, grant writing, using GIS mapping skills to both understand and assist the community.**

Course Requirements

The course will primarily be conducted as a combination of classroom-based learning and supervised action-oriented field research that emphasizes an asset-based approach to community organizing and development. Each in-class session will be associated with a set of required readings. **Students are expected to complete these readings and come to class prepared to discuss them.**

Required Texts:

The required texts are available at the EMU Bookstore at the Student Center.

1. Robinson, Jr., Jerry W. and Gary Paul Green. 2011. *Introduction to Community Development: Theory, Practice, and Service Learning*. Sage Publications.

2. Kretzmann, John P. and John L. McKnight. 1993. *Building Communities from the Inside Out: a Path Toward Finding and Mobilizing a Community's Assets*. ACTA Publications.

3. Additional required reading assignments will be available through EMU-Online.

Course Assignments and Grading

Course assignments will be weighted as follows:

Midterm Exam:	15%
Preparation and Participation Assessment (in-class and in the field):	15%
Critical Reflection Journal Entries:	30%
Academic Service Learning Project:	40%

Final grades will be based on the following scale:

A   94 or higher
A-   90-93
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   63-66
D-   60-62
F   less than 60

Midterm Exam: One in-class exam (February X) will be part of your course grade. The exam will be based on the assigned readings, lectures, and group activities. The exam represents a primary opportunity to illustrate your comprehension of the material covered in the course to date and will consist of a combination of short answer and essay questions.

Preparation and Participation Assessment: Students are expected to complete the required readings and come to class prepared to discuss them. A series of in-class group activities and simulations will take place during the course of the semester. These activities may be based on that day's readings and/or our service learning project.

No matter what profession you enter into, you will at some point, and to varying degrees, be called upon to give your *professional opinion* whether it is to your boss, your client, your colleagues, or the public. Our course provides a springboard and a safe place for you to begin to formulate and communicate your ideas, thoughts and opinions. ***Thoughtful, meaningful,*** and ***respectful*** articulation of your ideas and opinions is an essential skill that will serve you beyond this forum and well into your professional life.

It is my full expectation you attend each class willing and prepared to engage in open and respectful discourse with your colleagues and instructor about our readings and interactions and experiences with the community.

Critical Reflection Journal Entries: Students are required to write at least 6 critical reflection journal entries over the course of the semester. Journal entries will be based on specific prompts I provide which are based on required readings, in-class discussions, and action-oriented field work within the community. Specific information regarding the expectations and content of the reflection paper will be provided by the instructor.

Academic Service Learning Project: The largest percentage of your course grade is based on the Academic Service Learning (AS-L) Project. Students will work with a local community to assist them in identifying

community-based assets and subsequently design and implement a project based on those assets. Your grade for this project is based on 1) demonstration of committed fieldwork as personal growth, 2) illustration of responsibility to the local community and your colleagues, and 3) effective communication through written and oral mediums to make your work valuable and constructive to specific audiences.

The AS-L Project contains several components:

1) **Community Experience Portfolio (20%)**: Your community experience portfolio is a synthesis and examination of your critical reflection journal entries written over the course of the semester. It serves largely as your concluding reflection of the final project and your role in it.
2) **Hours Log (10%)**: "One always has time enough, if one will apply it well." – Johann Wolfgang von Goethe. You are accountable for your time dedicated to this community and to this project. As such, your judicious tracking and submission of your hours spent working with the community *throughout the semester* is imperative. At the end of the term, the last thing you want to be asking yourself is "How did it get so late so soon?" – Dr. Seuss.
3) **Presentation (20%)**: Students will present their final work in a public forum. I will provide specific information regarding the expectations, content, and location of the presentation within the first few weeks of class. The purpose of the presentation is four-fold: 1) To learn to work as part of team in the dissemination and presentation of community planning-related knowledge; 2) To cultivate and practice public speaking skills; 3) To develop and practice professional etiquette; 4) To acquire the ability to distill knowledge of your project and illustrate your knowledge of that project in a cogent and constructive manner to, and for, your community, local government officials, the public, and your colleagues.
4) **Final Product (50%)**: The final 'deliverable' product will be the manifestation of a community identified need and project specific.

Extensions for assignments or an incomplete grade in the course will only be granted for severe hardship. Students who contact the instructor at least 24 hours before or after an exam with a legitimate excuse will be permitted to make up the exam. Students must provide the instructor with documentation that explains their absence (doctor's note, etc.). Students who miss any exam should make it up one week after returning to class. Failure to do so will result in a zero grade. Please note that it is your responsibility to contact the instructor about any missed exam. Make-up exams will be given at a time mutually agreed upon between the instructor and the student. Make-up exams may be more difficult in nature to mitigate possible illegitimate exam absences.

Students with Disabilities

Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Disability Resource Center, and (2) bring DRC certification to the instructor indicating the nature of accommodations required. This should be done within the first week of class, or as soon as possible after a new disability condition arises. For more information about services available at the DRC, please contact the office at 734-487-1849 or http://www.emich.edu/drc/index.html.

Communication

Students are strongly encouraged to contact me at hkhan3@emich.edu, at 734-487-8021, or during my office hours if they have any questions, comments, or concerns pertaining to readings, assignments, classroom dynamics, or anything else related to the course.

Schedule of Classes and Assignments

Students are expected to complete these readings and come to class prepared to discuss them.

Date   **Topic**

Week 1   **Introduction to Community Development**
Robinson and Green, Chapter 1
Furco, Andrew. 1996. "Service Learning: A Balanced Approach to Experiential Education."1-10.*
Cherwitz, Richard A. 2005. "A New Social Compact Demands Real Social Change: Connecting the University to the Community". 48-49.*
Vidal, Avis C. and W. Dennis Keating. 2004. "Community Development: Current Issues and Emerging Challenges". *Journal of Urban Affairs*, 26:2, 125-137.*

Week 2   **Community Development: Conceptual Foundations**
Robinson and Green, Chapters 2 and 3
hooks, bell. 1994. "Theory as Liberatory Practice". Chapter 5 in *Teaching to Transgress*. New York: Routledge.*
O'Connor, Alice. 1999. "Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities". Chapter 3 in *Urban Problems and Community Development.**
Critical Reflection Journal Entry 1 Due

Week 3   **Approaches to Community Development**
Robinson and Green, Chapters 5, 6, 7
Kretzmann and McKnight, Introduction

Week 4   **Social Capital**
Robinson and Green, Chapter 10
Kretzmann and McKnight, Chapters 1 and 2
Putnam, Robert D. "What Makes Democracy Work?" *National Civic Review*: 101-107.*
Lamore, Rex L., Link, T. and Twyla Blackmond. 2006. "Renewing People and Places: Institutional Investment Policies that Enhance Social Capital and Improve the Built Environment of Distressed Communities." *Journal of Urban Affairs,* 28:5, 429-442.*

Week 5   **Community Organizing**
Robinson and Green, Chapter 12
Kretzmann and McKnight, Chapter 3
Ainger, et al. 2002. "Whole Community Organizing". *Journal of the Community Development Society*. 33:1, 86-105.*
Capraro, James. 2004. "Community Organizing + Community Development = Community Transformation." *Journal of Urban Affairs*, 26:2 151-161.*
Santow, Mark. 2007. "Running in Place: Saul Alinsky, Race and Community Organizing" in Marian Orr, ed. *Transforming the City: Community Organizing and the Challenge of Political Change*. Lawrence: Kansas University Press.*

Critical Reflection Journal Entry 2 Due

Week 6 **Race, Poverty, Power and Achieving Social Justice**
Stone, Rebecca and Benjamin Butler. 2000. *Exploring Issues of Power and Race: Core Issues in Comprehensive Community Building Initiatives*. Introduction and Chapter 3.*
Rudd, Tom, Annette Johnson, Cheryl McLaughlin, John A. Powell, and Andrew Grant-Thomas. 2008. *Talking About Race: Towards a Transformative Agenda.* Resource Notebook. Kirwan Institute. Ohio State University, Columbus, OH.*

Week 7 **Community Visioning, Empowerment and Participation**
Kretzmann and McKnight, Chapter 5
Pigg, Kenneth. 2002. "The Three Faces of Empowerment". *Journal of the Community Development Society*. 33:1, 107-123.*
Critical Reflection Journal Entry 3 Due

Week 8 **Methodologies for Strengthening 'Community'**
Robinson and Green, Chapter 8
Chazdon, Scott A. and Stephanie Lott. 2010. "Ready for Engagement: Using Key Informant Interviews to measure community Social Capacity". *Journal of the Community Development Society*. 41:2, 156-175.*
Goetz, Edward G. 2008. "Words Matter: The Importance of Issue Framing and the Case of Affordable Housing". *Journal of the American Planning Association*, 74:2, 222-229.*
Al-Kodmany, Kheir. 2002. "Visualization Tools and Methods in Community Planning: From Freehand Sketches to Virtual Reality". *Journal of Planning Literature*. 17, 189-211.*
Critical Reflection Journal Entry 4 Due

Week 9 **Community Development Corporations**
Frisch, Michael and Lisa J. Servon. 2006. "CDCs and the Changing Context for Urban Community Development". *Journal of the Community Development Society*, 37:4, 88-108. *
Stoecker. Randy. 1997. "The CDC Model of Urban Redevelopment: A Critique and an Alternative.*" Journal of Urban Affairs* 19(1): 1-22.*
Reingold, David A. and Craig L. Johnson. 2003. "The Rise and Fall of Eastside Community Investments, Inc.: The Life of an Extraordinary CDC." *Journal of Urban Affairs* 25: 527-549.*
Guest Speaker: Linda Smith, U-SNAP BAC

Week 10 **The Critical Component of Leadership in Community**
Robinson and Green, Chapter 9
Kretzmann and McKnight, Chapter 4
Turner, Robyne S. 1999. "Entrepreneurial Neighborhood Initiatives: Political Capital in Community Development". *Economic Development Quarterly*, 13, 15-22.*
Apaliyah, Godwin T. Kenneth T. Martin, Stephen P. Gastyer, Karl Keating, and Kenneth Pigg. 2012. "Community Leadership Development Education: Promoting Civic Engagement Through Human and Social Capital". *Journal of the Community Development Society*. 43:1, 31-48.*
Critical Reflection Journal Entry 5 Due

Week 11   **Youth Enterprise in Community Development**
Robinson and Green, Chapter 13
Viewing of the documentary Holding Ground: The Rebirth of Dudley Street.
Critical Reflection Journal Entry 6 Due

Week 12   **Financing Community Development**
Kretzmann and McKnight, Chapter 6
Lowe, Jeffrey S. 2004. "Community Foundations: What Do They Offer Community Development?" *Journal of Urban Affairs*, 26:2, 221-240.*
Community Development Financial Institutions: Current Issues and Future Prospects". *Journal of Urban Affairs*, 26:2, 177-195.*

Week 13   **Measuring, Evaluating, and Monitoring Community Development Efforts**
Dorius, Noah. 2009. "Understanding Change in Poor Communities: What is it and How will we Know When It Happens?". *Journal of Urban Affairs*, 31:1, 97-109.*

Week 14   **Directions in Community Development**
Robinson and Green, Chapters 16, 17, 18

Week 15   **Student Presentations and Synthesis**

* Articles available via EMU-Online
** The cultivation of these skills may vary and will be dependent upon the needs voiced by the community and thus relevant to the project.

NOTE: This is the intended reading and assignment list for the semester. The instructor reserves the right to make adjustments to the course content, direction and readings as deemed necessary depending on the class needs, interests, and progress.