

**COMMUNITY DEVELOPMENT  
C&ES/SOC/URPL 617  
FALL SEMESTER 2016**

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**Required Texts**

*Asset Building and Community Development, 4th Edition*, Gary Paul Green and Anna Haines.  
Newbury, CA: Sage Publications (2015). (ISBN 1483344037)

All the additional required readings are available on the class website through Learn@UW.

**Learning Objectives.** Upon completion of this course, I expect students to be able to:

- use different models and approaches to community and neighborhood development;
- apply various strategies to enhance different forms of community assets (physical, human, social, financial, political, cultural, and environmental);
- employ appropriate methods to promote participation in organizations and institutions;
- evaluate the impacts and outcomes of community development programs.

**Course Overview.** Community development is essentially a multi-disciplinary field, so we will be drawing from the literature in sociology, geography, political science, economics, planning, and social work throughout the course. At its core, community development builds assets that enhance the capacity of residents to improve their quality of life. Assets include different forms of community capital: physical, human, social, financial, political, cultural, and environmental. We explore efforts to promote collective actions and to build new institutions that control and enrich these assets to benefit residents. Much of the course is devoted to the principles of community development in advanced societies, but many of the concepts and theories apply to developing countries as well. Similarly, much of the focus is on the practice of community development in the U.S., but the discussion is relevant in a variety of other settings.

**Course Requirements.** Grades will be based on two exams (a mid-term and a final), four reading reflections, and a term paper. Final grades will be based on the following scale: A =93 +; AB=88-92; B=83-87; BC=78-82; C=70-77; D=60-69; F=<60. The exams will be take-home (four-day) essay exams and together will account for one half of your final grade. Late exams will be penalized by a letter grade.

In your reading reflections, you must: a) demonstrate that you are engaged with the assigned readings by discussing the main arguments or conclusions, b) critically assess the argument, and c) relate the readings to the lectures, films or class discussion. In most cases, reflection papers need to be only 2-3 double-spaced pages long (3 pages max). Each reading reflection will be worth 25 points, for a total of 100 for the semester (one-fourth of the final grade). Late papers will be penalized by a letter grade.

For the term paper, undergraduates have a choice of studying: 1) a nonprofit organization or neighborhood association in Madison or 2) conducting an analysis of a labor, housing, or financial market in a specific community. The papers should be 8-10 pages (double-spaced, including tables and references) in length. Some issues that might be addressed in the community-based organizations paper are: efforts to promote public participation, evaluation methods, relationships with other organizations or local government, leadership, etc. In the market study, you can use secondary sources of data to assess the demand, supply, and institutional forces in that specific market. We will discuss how to conduct these analyses in class. The paper is due **December 15**. Late papers will be penalized by a letter grade.

Graduate students will write a term paper on a topic related to community organizing and development. The topic will need to be approved in advance by the instructor. Some examples of topics might be community-based approaches to youth development, healthcare, or poverty alleviation. The term paper should be approximately 15-20 pages in length. The paper is due **December 15**. Late papers will be penalized by a letter grade. Graduate students also will be required to meet with me every three weeks to discuss additional readings and their papers.

**Lecture Notes.** Lecture notes will be posted on Learn@UW before class. These notes are intended to provide you with a broad outline of the discussion, not specific details. It would help if you print out the notes in advance and bring them to class.

**Laptops.** I am concerned that laptops are more of a distraction than a resource for students in the classroom. I would prefer that you not use a computer in class. If you choose to take notes on a laptop, please do not check your email or surf the internet during the class.

## COURSE OUTLINE

### **Week 1. Conceptual Map of Community Development**

Film (To be viewed prior to class on Thursday): <http://vimeo.com/5977553> (Building Hope)  
Green and Haines, Chapter 1 in *Asset building and community development*.  
Dreier, P. (2015). Philanthropy's misguided ideas for fixing ghetto poverty: the limits of free markets and place-based initiatives. *Nonprofit Quarterly*, March 19.

### **Week 2. The Promise and Limits of Community Development**

Film (in-class): *Ours to Decide*  
Green and Haines, Chapter 2 in *Asset building and community development*.  
Imbroscio, D. (2012). Beyond mobility: the limits of liberal urban policy. *Journal of Urban Affairs* 34: 1-20.

### **Week 3. The Process of Community Development**

Film (To be viewed prior to class on Thursday):  
<http://www.youtube.com/watch?v=wYw14uCGbkw>  
Community visioning/asset mapping exercises  
Green and Haines, Chapter 4 in *Asset building and community development*.  
Macleod, M.A. and Emejulu, A. (2014). Neoliberalism with a community face? Critical analysis of asset-based development in Scotland. *Journal of Community Practice* 22: 430-450.

### **Reflection Paper #1 Due**

### **Week 4. The Role of Community-Based Organizations**

Green and Haines, Chapter 5 in *Asset building and community development*.  
Case Study: Kretzmann and Puntenney, Neighborhood approaches to asset mapping in *Mobilizing Communities*  
Stall, S. and Stoecker, R. (1998). Community organizing or organizing community? Gender and the crafts of empowerment. *Gender and Society* 12: 729-756.

### **Week 5. Community Development & Sustainability**

Film (in class): *The Greening of Southie*  
Green and Haines, Chapter 3 in *Asset building and community development*.  
Stoecker, R. (1997). The CDC model of urban redevelopment: A critique and an alternative. *Journal of Urban Affairs*, 19: 1-22.  
Case Study: Harvey and Beaulieu, Implementing community development in the Mississippi Delta in *Mobilizing Communities*

## **Week 6. Human Capital**

Exercise: Analyzing local labor markets/Living wage exercise

Green and Haines, Chapter 6 in *Asset building and community development*.

Mitnik, P. and M. Zeidenberg (2007). From bad to good jobs? An analysis of the prospects for career ladders in the service industries. Madison, WI: Center on Wisconsin Strategies.

## **Reflection Paper #2 Due**

## **Week 7. Social Capital**

Exercise: Analyzing your social networks

Green and Haines, Chapter 7 in *Asset building and community development*.

Putnam, R. (2007). E Pluribus Unum: Diversity and Community in the Twenty-first Century. *Scandinavian Political Studies* 30: 137-174.

## **MID-TERM EXAM--Due October 25**

## **Week 8. Physical Capital**

Exercise: Analyzing housing markets

Film (view prior to class on Thursday): *My Brooklyn*

<https://www.kanopystreaming.com/product/my-brooklyn>

Green and Haines, Chapter 8 in *Asset building and community development*

Rothstein, R. (2014). *The Making of Ferguson*. Economic Policy Institute.

## **Week 9. Financial Capital**

Exercise: CRA exercise

Green and Haines, Chapter 9 in *Asset building and community development*

Case Study: Dewees and Sarkazy-Banoczy, Investing in the double-bottom line In *Mobilizing Communities*

## **Week 10. Environmental Capital**

Green and Haines, Chapter 10 in *Asset building and community development*.

Case Study: Green, Natural amenities and asset-based development in rural communities in *Mobilizing Communities*

## **Reflection Paper #3 Due**

## **Week 11. Political Capital**

Exercise: New Urbanism

Green and Haines, Chapter 11 in *Asset building and community development*.

Fung, A. (2003). Associations and democracy. *Annual Review of Sociology* 29: 515-539.

### **Week 12. Cultural Capital**

Video (viewed in class): *Downside up: how art can change the spirit of a place.*  
Green and Haines, Chapter 12 in *Asset building and community development.*  
Frank, T. (2012). Dead end on shakin' street. *The Baffler* 20.

### **Week 13. Local Food & Energy Systems**

Green and Haines, Chapters 13 in *Asset building and community development*  
Freudenberg, N., M. Silver, L. Hirsch, and N. Cohen (2015). The good food jobs nexus: A strategy for promoting health, employment, and economic development. *Journal of Agriculture, Food Systems, and Community Development* 6: 283-301.

### **Week 14. Climate Change & Community Development**

Video (To be viewed prior to class on Thursday):  
[http://www.ted.com/talks/majora\\_carter\\_s\\_tale\\_of\\_urban\\_renewal.html](http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal.html) (Majora Carter)  
Green and Haines, Chapter 14 in *Asset building and community development.*  
Apollo Alliance & Green for All. (2008). *Green-collar jobs in America's cities: building pathways out of poverty and careers in the clean energy economy.*

### **Reflection Paper #4 Due**

### **Week 15. Evaluation & the Future of Community Development**

Exercise: Developing a logic model  
Green and Haines, Chapter 15 in *Asset building and community development*  
McLaughlin, J.A., and G.B. Jordan (1998). Logic models: a tool for telling your program's performance story. *Evaluation and Program Planning* 22: 65-72.

**TERM PAPER--Due December 15**

**FINAL EXAM--Due December 20**