



**COMMUNITY DEVELOPMENT
C&ES/SOC/URPL 617
SPRING SEMESTER 2018**

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Canvas Course URL: <https://canvas.wisc.edu/courses/87360>

Credits: 3 credits; For each hour (50 minutes) of classroom instruction, students are expected to spend a minimum of two hours of out of class work per week.

Course Designation: Advanced; Social Science

Meeting Time and Location: 2:30-3:45 Tuesdays/Thursdays Room 10 Agricultural Hall

Instructional Mode: All face-to-face

Course Description: Social, cultural and personality factors influencing community development, with reference to developing countries as well as contemporary rural communities; consideration of theoretical and operational issues.

Requisites: Completion of introductory Sociology course (C&E SOC/SOC 140, SOC 181, C&E SOC/SOC 210, or C&E SOC/SOC 211)

Learning Objectives (Undergraduates): 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;
- *employ appropriate methods to promote participation in organizations/ institutions;
- *evaluate the impacts and outcomes of community development programs.

Learning Objectives (Graduate Students): Upon completion of this course, I expect students to be able to:

- *identify key issues in the community development literature;
- *analyze the effectiveness of programs in a community-based organization;
- *evaluate the impacts of policies on community development programs.

Grading: Grades will be based on three take-home exams and a short paper—each will be weighted equally. Each of the exams will cover readings, lectures, films, and class discussion. The final is not comprehensive, but just covers the material the last third of the semester. The take-home exam will be posted on the course website on the dates below:

Exam #1 (posted Feb. 22; due Feb. 27)

Exam #2 (posted April 5; due April 10)

Exam #3 (posted May 3; due May 8)

For undergraduates, the paper will examine a neighborhood association or community-based organization in Madison or elsewhere. The project will address the following questions: What is the basic mission of the organization? How does it promote public participation? How does the organization finance its activities? What type of relationship does the organization have with local governments? Is the board representative of the larger community? Because this project can be a bit overwhelming for local organizations, we ask that you coordinate your project with us so we do not have more than one person contacting an organization in Madison. The paper should be approximately 8-10 pages long (double-spaced).

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 12-15 pages in length. Term papers are due **May 10**. Late papers will be penalized by a letter grade.

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. Final grades will NOT be curved. Graduate students also will be required to meet with me every three weeks to discuss additional readings and their papers.

Class attendance is not graded, but it is extremely important for this course. Coming to class prepared and participating in the discussion will enhance your ability to learn the material presented in class. An official note is required if students miss more than three classes, otherwise your final grade will be reduced by a letter grade. If you are absent, it is your responsibility to obtain notes from classmates and any other information missed during class. All students will be expected to give a short presentation of their term paper at the end of the semester.

Required Texts:

Asset Building and Community Development, 4th Edition, Gary Paul Green and Anna Haines. Newbury, CA: Sage Publications (2016). (ISBN 1483344037)

All the additional required readings are available on the class website.

Academic Integrity: By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for Students with Disabilities: McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

Diversity & Inclusion: Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Student Rights & Responsibilities: Every member of the University of Wisconsin-Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students have the responsibilities to conduct themselves in a manner compatible with membership in the university and local communities.

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.

Alperovitz, G. and T. Howard (2017). How philanthropy can help community development survive Trump. *Chronicle of Philanthropy*: <https://thenextsystem.org/learn/stories/how-philanthropy-can-help-community-development-survive-trump>

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*.

Garkovich, L.E. (2011). A historical view of community development. In J. Robinson and G.P. Green (Eds.), *Introduction to Community Development* (pp. 11-34). Thousand Oaks, CA: Sage.

Week 3. The Process of Community Development

Community visioning exercise

Green, Gary Paul, Anna Haines, and Steve Halebsky. 2000. *Building Our Future: A Guide to Community Visioning*. Madison, Wisconsin: University of Wisconsin-Extension.

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.

Case Study: Kretzmann and Puntenney, Neighborhood approaches to asset mapping in *Mobilizing Communities*

Week 4. The Role of Community-Based Organizations

Asset mapping exercise

Green and Haines, Chapter 5 in *Asset building and community development*.

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

Green and Haines, Chapter 3 in *Asset building and community development*.

Roseland, M. and Fontaine, D. (2018). Sustainable community development and the green economy: Ensuring a strong sustainability approach. In S. Kenny, B. McGrath, and R. Phillips (Eds.), *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (pp. 131-143). New York: Routledge.

EXAM #1 (2/22; Due 2/27)

Week 6. Human Capital

Exercise: Analyzing local labor markets

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

Melendez, E. (2004). Communities and workforce development in the era of devolution. In E. Melendez (Ed.), *Communities and Workforce Development* (pp. 1-36). Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.

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.

Week 8. Physical Capital

Exercise: Analyzing housing markets

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

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

Guest Speaker (Garrett Grainger): Homelessness in Milwaukee (3/15)

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*

EXAM #2 (4/5; Due 4/10)

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*.

Week 13. Local Food & Energy Systems

Green and Haines, Chapters 13 & 14 in *Asset building and community development*

Green, G.P., and M. Dougherty (2008). Localizing linkages for food tourism: culinary tourism as a community development strategy. *Community Development* 39: 148-158.

Week 14. 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.

EXAM #3 (5/3; Due 5/8)

Guidelines for Community-Based Organization Project

The purpose of this project is to become acquainted with a community-based organization (CBO) and gain an understanding of how this organization deals with many of the issues and dilemmas that we are studying in class. The staff for most community-based organizations is usually quite busy and you may have a difficult time setting up an appointment to talk with them. I suggest that you contact them by email and try to set up an appointment, either in-person or by phone. Usually you can complete the interview in less than 30 minutes. It will help if you do most of your background work before the interview. Try to locate any information on the organization through websites or other information sources.

Below are some questions that you might want to address in your project. You do have some flexibility in how you approach the project, so treat these as a suggested outline. We would be happy to talk with you if you decide to take a different direction in the project. All of these questions may not apply to the organization you are studying, so you need to carefully evaluate the appropriateness for your case.

1. What does the organization do? Who does it serve? Why does it exist? How long has it been in operation?
2. How does the organization solicit public participation in its activities? How effective have these strategies been?
3. Does the organization have a board of directors? How are these individuals chosen? Is the board chosen from community members? If so, how?
4. What is the approximate budget for the organization? What are the major sources of financing?
5. How does the organization monitor the effects of its activities? Does it have any formal evaluation process? If so, how does this work?
6. Does the CBO rely on technical assistance from other organizations, institutions or consultants? If so, how does this work?
7. What are the major challenges the organization is facing right now? What are some strategies they are using to address these issues?
8. Does the CBO interact with the local government in any way? How effective is this relationship?