



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

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Canvas Course URL: <https://canvas.wisc.edu/courses/116544>

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

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 two take-home exams, four class exercises, and a class project. Each of the exams will cover readings, lectures, films, and class discussion and will count for 30% of your final grade. You will have a week to complete the exams and you need to upload the completed exam to Canvas. The mid-term exam is due **October 16** and the final is due **December 18**. There are several (4) class exercises all students are expected to complete. Collectively, these exercises will count for 20% (5% each) of the final grade.

For the class project, students will conduct a survey of residents in the City of Madison's Bay Creek neighborhood. In addition they will conduct focus groups and face-to-face interviews with South Madison businesses and nonprofits. Students will analyze the data collected and write a final report at the end of the semester, which will be presented to the neighborhood. Students will be evaluated based on their participation and contribution to the community-based research project. You will be asked to write a self-assessment (approximately 3-5 pages) on the skills developed through this project (Due December 11). Your grade (20% of the final grade) will be based on your assessment and my evaluation of your participation in this research. This project may involve travel to the neighborhood, as well as possibly attending neighborhood meetings.

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. Expectations for graduate students will be higher and they will provide leadership roles in the class project.

Class participation 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.

Required Texts:

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

Mobilizing Communities: Asset Building as a Community Development Strategy, Gary Paul Green and Ann Goetting (eds.). Philadelphia, PA: Temple University Press (2013). (ISBN 1439900871)

Both books are available at the University Bookstore and can be purchased online. 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.

Electronic Devices: I am concerned that laptops and phones are more of a distraction than a resource for students in the classroom. I would prefer that you not use a computer in class. There will be a few times where I will ask you to bring laptops into the classroom to complete class activities. If you have a legitimate reason for needing an electronic device in the class, please let me know.

COURSE OUTLINE

Week 1. Conceptual Map of Community Development

Film (To be viewed prior to class on Tuesday): <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*.
DeFilippis, J., Fisher, R. and Shragge, E. (2006). Neither romance nor regulation: Re-evaluating community. *International Journal of Urban and Regional Research* 30: 673-89.

Week 3. The Process of Community Development

Community visioning in-class exercise
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 Puntteney, Neighborhood approaches to asset mapping in *Mobilizing Communities*

Week 4. The Role of Community-Based Organizations

Asset mapping in-class 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.
Case Study: Harvey and Beaulieu, Implementing community development in the Mississippi Delta in *Mobilizing Communities*.
American Community Survey:
<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
Social Explorer <http://www.socialexplorer.com>

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 Due October 16

Week 6. Human Capital

Exercise #1: Analyzing local labor market for Foxconn (due 10/23)

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.

Equality of Opportunity Project: <http://www.equality-of-opportunity.org/>

Week 7. Social Capital

Exercise #2--Analyzing your social networks (due 10/30)

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.

Case Study: Blejwas, Asset-Based Development in Alabama's Black Belt in *Mobilizing Communities*.

Week 8. Physical Capital

Exercise #3: Analyzing housing market in Bay Creek Neighborhood (due 11/6)

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

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

Film (To be viewed prior to class on Thursday): *The Pruitt-Igoe Myth*

(<https://www.kanopystreaming.com/product/pruitt-igoe-myth-0>)

Data sources on residential segregation, see: <http://www.s4.brown.edu/us2010/Data/data.htm>

Week 9. Financial Capital

Exercise #4: Analyzing credit market in Madison (due 11/13)

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*

Data source on environmental justice: Scorecard (<http://scorecard.goodguide.com>)

Week 11. Political Capital

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

Green and Haines, Chapter 12 in *Asset building and community development*.

Case Study: Phillips and Shockley, Linking cultural capital conceptions to asset-based community development in *Mobilizing Communities*.

Papachristos et al. 2011. More coffee, less crime. *City and Community* 10: 215-240.

Film (To be viewed prior to class on Thursday): *My Brooklyn*

(<https://www.kanopystreaming.com/product/my-brooklyn-demystifying-gentrification>)

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*

Imbroscio, D. (2012). "Beyond mobility: the limits of liberal urban policy." *Journal of Urban Affairs* 34: 1-20.

EXAM #2 Due December 18