

SYRACUSE UNIVERSITY  
College of Human Services and Health Professions  
SCHOOL OF SOCIAL WORK

**Community Development**  
**SWK 777**

COURSE SYLLABUS

**Fall 2008, Wednesday 9:30 AM-12:15 PM**  
**Slocum Hall 104**  
**Tosca Bruno-van Vijfeijken, Eggers 346J, 443-5073**  
**[tmbruno@maxwell.syr.edu](mailto:tmbruno@maxwell.syr.edu)**  
**Office hours: by appointment**

Catalog Description

Examines the theory and practice of community organizing and development. US domestic, urban and rural, as well as international community development approaches and perspectives are explored within the context of social work values and ethics including race, class, gender and self-determination.

Course overview

This course provides students an advanced understanding of community development practice within a social work framework. The course primarily focuses on community organizing and development in urban and rural areas in the United States, although international community development approaches are also explored. The role of social movements in community development, and of community based organization in civil society will receive attention as well. Social and cultural factors including race, class, and gender are placed at the center of community development approaches, and are woven into the course throughout the semester. Social work values including self-determination, objectivity, advocacy and social justice form the basis upon which various practitioner approaches and methods are developed.

The course provides students the opportunity to discuss and incorporate their fieldwork experience into course related themes and projects. It is operated in a discussion seminar style, and students are expected to participate intensively in discussion of course readings, student presentations and assignments. While it is not required, students are encouraged to read the Syracuse Post-Standard, the New York Times and one or more local/regional/community newspapers.

### Course objectives

Students at the completion of this advanced community, organizations, policy and planning (COPPA) course will be able to:

1. Define community and development in isolation and relation to each other.
2. Demonstrate an understanding of the unique and common features of urban and rural areas as they influence community development practice, both domestically and internationally.
3. Understand and apply a social systems perspective – informed by urban/rural, political science and organizing theory – to the practice of community development.
4. Recognize the explicit and implicit influence of race, class, gender and sexual orientation on community development practice, and demonstrate competence in applying that knowledge to practice.
5. Understand and demonstrate competence in community assessment and research (including stakeholder analysis, use of participatory tools, social capital assessment).
6. Understand the specific community development challenges in Central New York (and in particular Syracuse), as well as recent approaches to tackle these, including the application of university-community partnership approaches towards community development.
7. Understand advanced community organizing and social movement approaches, skills and techniques.
8. Understand and apply social work values including self-determination, objectivity, advocacy and social justice.

### Required reading materials

This class is facilitated through the **Blackboard Learning System**, which is “a course management system that makes the creation and organization of course content on the Web relatively simple”. You are expected to be able to utilize the Blackboard Learning System in this course. Blackboard can be accessed by going to

[https://blackboard.syr.edu/webapps/login/?action=portal\\_direct\\_entry](https://blackboard.syr.edu/webapps/login/?action=portal_direct_entry).

Make sure you login to the Release 8 version of Blackboard to access this Fall 2008 course. Below is the website you may use as students to learn how to access this and other courses through Blackboard:

<http://its.syr.edu/bbhelp/students/index.html>

I expect students to check Blackboard regularly. Required and recommended readings are available on Blackboard, through a link to Course Reserve at Bird Library. Additional reading materials may be distributed during class sessions.

### Evaluation

A brief informal mid-course evaluation will be conducted in class on 10/15. In addition, students will fill out the mandatory University course evaluation forms during the last class. We will also have a more qualitative, verbal, in-class evaluation discussion during that same last class.

### Course requirements and grading policies

#### ***Requirement***

#### ***Percentage of final grade***

- |   |     |
|---|-----|
| 1) Regular class attendance, class participation and participation in Blackboard discussion board | 20% |
| 2) Literature memo's  | 25% |
| 3) Presentation of draft case study research paper  | 20% |
| 4) Final case study research paper  | 35% |

#### ***1) Class attendance, class participation and participation in Blackboard discussion board (20%)***

Class attendance and participation is an integral part of this course. Missed classes cannot be made up. Students are expected to discuss absences in advance with the instructor, and to contact the instructor following unanticipated absence. Unexcused absence or tardiness will be reflected in the class participation grade. Since this is a discussion seminar, I expect students to have completed course readings prior to class and to be prepared to engage in class discussions about these readings as well as student presentations. Each week I will distribute through the Blackboard discussion forum two (2) questions to help orient your reading. (These are not intended to be exhaustive, just to stimulate your own thinking). Through the Blackboard discussion board, I ask you to each week post a one paragraph summary of one of the readings as well as a question for discussion by your classmates. Please do this before the day of class. On the day of class, I will supplement my questions with those of students that strike me as pertinent and/or that obviously are on the minds of more than one of you. These questions, as well as short introductory comments or presentations on my side, will frame the discussion during the first half of the class. During the second half of class, we will engage in applications and structured debates, engage with outside speakers, and use videos to illustrate concepts.

Active class participation means that the use of cell phones, text messaging devices, email, web-browsing and so on is not permitted in class, unless being used publicly to support class discussions.

## 2) *Literature memo's (25%)*

The course is divided into 4 segments. I expect you to write 3-4 pages of thoughtful response to each segment's reading at the end of each segment. If for some reason you have not completed the readings by then, please send me comments on whatever assignments you *have* read. The objective of the memo's is to allow you to reflect on the literature. I am looking for informal commentary that identifies and explores key issues, indicates strengths and weaknesses of the various pieces of literature and raises questions for discussion. I am not looking for descriptive "book reports" nor detailed analysis. Simple, unreasoned rejection of literature is not OK. Commentary without referring to the literature is also not OK.

I will grade these memo's according to this scale: A – shows serious and energetic engagement with the material; B – shows good effort, but could engage the material with more critical analysis; C – the memo's seem mainly to go through the motions. I will give you your memo's back with commentary, so that if you are writing "B" level notes, I can help you think how to raise them to "A" level quality.

I will post a sample literature memo of good quality on Blackboard by way of example.

## 3) *Case study research paper (35%)*

SCENARIO: You are applying to a major foundation in support of a community development project that your organization (imaginary) will carry out. This research paper should be presented as a formal proposal to that foundation. The paper will: 1) analyze a community (development) problem of your choice (chosen in consultation with me); 2) develop a set of goals for a community development project that will ameliorate the problem situation; 3) outline a specific community development approach that flows from your expressed project goals; 4) describe how you will evaluate the impact of your project. The paper should consist of the following elements:

- a) *Cover letter.* Research and select an actual foundation/agency that you think would consider supporting your project. Accompanying your completed proposal should be a cover letter that introduces your organization, briefly outlines the project, and discusses why you have chosen the foundation you selected;
- b) *Comprehensive analysis of the community issue/problem* that your project wishes to address: origins, bases, roots and history of the problem you are addressing; stakeholder analysis (who are the current stakeholders, direct and indirect) involved in the problem, and how have they affected the community issue;
- c) *Project goals:* what aspects of the problem will your project try to address (why focus on this problem and not others); your ultimate project goals (what are you trying to transform);

- d) *Project methods, approaches and expected results* (detailed description of project strategy – schedule of activities, participants, tools and methods, duration, etc.; description of expected results that link back to your goals;
- e) *Evaluation design*: what do you intend to evaluate (indicators, benchmarks); how will you evaluate; who will be involved in evaluating; what barriers might you face as you carry out evaluation, and how will you overcome these?

The paper should be 12-15 pages long. Text beyond the 15 page maximum will not be read. The bibliography and any appendices you may attach are not part of the body or text of the paper. *Bibliographies should be based on at least 10 references, six of which should come from peer-reviewed journals or books.*

Grading will be based on:

- Your ability to integrate significant aspects of the literature we have reviewed in this class into your paper;
- The breadth and depth of your community and problem analysis;
- The creativity of your proposed management strategy and evaluation design;
- Your ability to connect each section of the paper with the previous section; and
- Clarity and writing style.

I plan to post a sample of a good paper on Blackboard by way of example.

#### **4) *Class presentation of draft case study research papers (20%)***

Students will present their outlines of draft research papers, presented as proposals to a foundation, in class on November 14 or 28 – we will draw lots to identify on which day you will present. The presentation will be a maximum of 15-20 minutes – use of Powerpoint or other audio and visual tools is encouraged. We will discuss the content of presentations later in the semester. I will post some guidelines for good PowerPoint presentations on Blackboard.

*Please note: To receive full credit for completed work, hard copies of all assignments should be given to the instructor, on or before the beginning of the class that they are due. Under special circumstances and with the approval of the instructor, electronic copies will be accepted as meeting this requirement.*

#### Schedule of assignments

09/03	Case study research paper: propose community development issue you wish to make the center of your research paper proposal, and get approval from instructor
09/10	literature memo 1

09/24	1 page discussion of topic for research paper topic plus 1 page list of relevant bibliography
10/08	literature memo 2
10/15	3-5 page review of literature for research paper
10/22	literature memo 3
11/05	literature memo 4
11/12	in-class presentation of draft paper outlines (group 1)
11/19	in-class presentation of draft paper outlines (group 2)
12/03	final paper due during class

### Grading policies

- A. Written assignments: all written assignments must be submitted *using the APA (American Psychological Association) guidelines for citation of references*. All papers must be double spaced and use a 12-point Times New Roman or comparable font. Margins should be no greater than 1.25 inches and no less than one inch. All papers must include a cover page with your name and the assignment title. Papers that exceed the maximum length by more than half a page may lose 5-10 points from the paper's grade. Students' writing should be clear, concise and well organized. Your papers will not exceed the page length of the assignment.
- B. Grade scale:
- |    |   |
|----|---|
| A  | superior performance  |
| A- | excellent performance   |
| B+ | better than satisfactory performance  |
| B  | satisfactory performance  |
| C+ | less than satisfactory performance  |
| C  | performance well below the standard expected of graduate students                 |
| F  | clearly unsatisfactory performance, cannot be used to satisfy degree requirements |

### Extension policy

Students are expected to plan their semester accordingly to complete assignments within the timeframe allotted. Please note the expected turn in time for papers in this syllabus: at least four-letter grade will be deduced for assignments that are not submitted on time (for

example: A- to C+, or B+ to C). I recognize that occasionally extraordinary circumstances (e.g. family emergencies, major illness) may prohibit a student from completing an assignment on time. Under such circumstances, it is the student's responsibility to request an extension at least 24 hours in advance of the assignment's due date. Extension requests will be reviewed on a case by case basis. *If students do not, in writing, request an extension in advance of the assignment's due date, I will consider those assignments as being late. Please note that there will be, WITH NO EXCEPTION, no late assignments excused because of computer or printer problems.*

### Special needs

In compliance with Section 504 and the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that "no otherwise qualified individual with a disability...shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity..."

If you feel you are a student who may need academic accommodations due to a disability, you should register with the Office of Disability Services (ODS) at 804 University Ave., Room 309, phone 443-4498, or 443-1371 (TDD only). ODS is the Syracuse University office that authorizes accommodations for students with disabilities. If you believe that you may need an accommodation for this course, please come to see me so that appropriate arrangements can be made. If you have not yet registered with the Office of Disability Services, you should visit that office first to obtain the paperwork necessary to start the accommodation process.

### Academic dishonesty

Students must conduct themselves with the highest level of scholastic honesty and integrity. Detailed information regarding academic integrity can be found in Academic Rules and Regulations (1.0.1 ACADEMIC INTEGRITY EXPECTATIONS) (<http://www.syr.edu/publications/gradcat/>). SU has also recently introduced software to help instructors detect examples of plagiarism. The instructor adheres to SU policy regarding plagiarism and academic integrity. *Plagiarism or cheating on an assignment will result in a grade of "F" for the course and will result in reporting to the Director of the School of Social Work and the Associate Dean of the HSHP College.*

## Course schedule

### SEGMENT 1

#### 1. 08/27 **Introduction/orientation to Community Development Course**

- getting to know each other;
- review of syllabus;
- mutual expectations;
- preparation for assignments.

- READ:
1. Reisch, M. & Andrews, J. (2001). *The road not taken; a history of radical social work in the United States* (chapters 1 and 10). Philadelphia: Brunner-Routledge.
  2. Squires, G. and O'Connor, S. (2001). *Color and Money: Politics and Prospects for Community Reinvestment in Urban America* (chapters 1 and 10). Albany: SUNY Press.
  3. Gaventa, J. (2006). *The Power Cube: Power in Spaces and Places of Participation*, in *Making Change Happen: Citizen Engagement and Global Economic Power*, Just Associates/Institute of Development Studies/ActionAid International.

#### 2. 09/03 **Community Development in an American context (1)**

- READ:
1. Sherraden, M. and W. Ninacs. (1998). Introduction: Community Economic Development and Social Work. In Sherraden, M. and W. Ninacs (Eds.), *Community Economic Development and Social Work*. (1<sup>st</sup> ed., pp. 1-9). New York: Haworth Press
  2. Kelly, E.D. & B. Becker (2000). Planning for change in established neighborhoods. In E.D Kelly and B. Becker (Eds), *Community Planning: an introduction to the comprehensive plan*. (pp.339-364). Washington DC: Island Press.
  3. Williamson, T. et.al (2002). Community Development Corporations and Community Development Financial Institutions. In T. Williamson (Ed.), *Making a place for community*. (pp. 213-234). New York: Routledge-Taylor & Francis Group.
  4. Williamson, T. et.al (2002). Community land trusts and community agriculture. In T. Williamson (Ed.), *Making a place for community*. (pp. 249-262). New York: Routledge-Taylor & Francis Group.

Documentary: *Homes and hands: Community land trusts in action*

DUE: Proposed community development issue you wish to address in case study research paper (verbal agreement).

3. 09/10 **CD in an American context (2)**

- READ:
1. Weir, M. (2003). Power, money and politics in community development. In Ferguson, R. & Dickens, W. (Eds.), *Urban problems and community development*. (pp. 130-178). Washington DC: Brookings Institution Press.
  2. Jargowsky, P.A. (2002). Sprawl, concentration of poverty and urban inequality. In G. Squires (Ed.), *Urban sprawl: Causes, consequences and policy responses*. (pp. 39-71). Washington DC: The Urban Institute Press.
  3. Leo, C. (1998). Regional growth management regime: the case of Portland, Oregon. *Journal of Urban Affairs*, 20(4), 363-394.

Guest speaker: Monique Fletcher, Director, Westside Schools Partnership, Syracuse

DUE: literature review memo 1 (review and discussion of literature in Segment 1)

09/17 **NO CLASS** [use this time to prepare for significant readings and assignments of subsequent weeks]

SEGMENT 2

4. 09/24 **Rural Community Development**

- READ:
1. Fitch, J., Residential Mobility Among the Rural Poor, *Rural Sociology*, 59 (3), 1994, 416-436.
  2. Fitch, J., Spatial Redistribution of Poverty through Migration of Poor People to Depressed Rural Communities, *Rural Sociology*, 60(2), 1995, 181-201.
  3. Mosley, J., and Miller, K., *Spatial Variations in Factors Affecting Poverty*, Rural Poverty Research Center, Research Brief 2004-1, March 2004.
  4. Aigner, S., Butler Flora, C., Noor Tirmizi, S., and C. Wilcox, Dynamics to Sustain Community Development in Persistently Poor Rural Areas, *Community Development Journal*, 34(1), 1999, 13-27.
  5. Bradshaw, T., *Theories of Poverty and Anti-Poverty Programs in Community Development*, Rural Poverty Research Center, Working Paper 06-05, 2006.

Suggested reading/scanning of following websites:

- Rural Assistance Center (RAC): [www.raconline.org](http://www.raconline.org)
- Rural Poverty Research Centre (RPRC): [www.rprconline.org/index.htm](http://www.rprconline.org/index.htm)

Documentary:            *The democratic promise: Saul Alinsky and his legacy*

DUE:                    discussion of topic for research paper (1 page) plus list of relevant bibliography (1 page)

5.        10/01    **Community Development in the context of Upstate NY: the case of Syracuse**

- READ:
1.        Vey, J. (2007). *Restoring prosperity: the state role in revitalizing America's older industrial cities*. Washington DC: The Brookings Institution Press. [focus on Executive summary (pp. 4-7); Ch. IV: Seizing the moment (pp. 34-43); Ch. V A state agenda for revitalizing America's older industrial cities. (pp.44-63]].
  2.        Vey, J. (2007). State profile: New York. In *Restoring prosperity: the state role in revitalizing America's older industrial cities*. Washington DC: The Brookings Institution Press.
  3.        Katz, B. (2005). *Confronting the realities of core cities in weak markets: the case of Syracuse*. Presentation held at Rebuilding Upstate NY: What works II Symposium, Syracuse, May 2, 2005.
  4.        Vey, J. (2005). *Higher education in Pennsylvania: A competitive asset for communities*. (pp1-20). Washington DC: The Brookings Institution Press.

Video:                    short segments of public presentations by Richard Florida, Professor Business and Creativity at the University of Toronto and nationally known 'thought leader' on regional development and the concept of the 'creative class'; discussion to follow

6.10/08                    **University-community connections and partnerships; the role of Community Based Organizations (CBOs) in public participation and civil society**

- READ:
1.        Fisher, R., Fabricant, M. & Simmons, L. (2004). Understanding contemporary university-community connections: context, practice and challenges. In Soska, T. & Butterfield, A. (Eds.), *University-community partnerships: Universities in civic engagement*. (pp. 13-33). New York: Haworth Press.

2. Bourdeaux Arbuckle, M. & Hoogland Dehoog, R. (2004). Connecting a university to a distant neighborhood: three stages of learning and adaptation. In Soska, T. & Butterfield, A. (Eds.), *University-community partnerships: Universities in civic engagement*. (pp. 52-70). New York: Haworth Press.
3. Hubbell, K. & Burman, M. (2006), Factors related to successful collaboration in community-campus relationships. *Journal of Nursing Education*, 45 (12), 519-522.
4. Fogel, S & Cook, J. (2006). Considerations on the scholarship of engagement as an area of specialization for faculty. *Journal of Social Work Education*, 42 (3), 595-606.
5. Gilderbloom, J. & Mullins, R. (2005). Urban revitalization partnerships: perceptions of the university's role. *Promise and betrayal: universities and the battle for sustainable urban neighborhoods*. (pp. 107-120). Albany: State University of New York Press.
6. Rich, M. Giles, M. & Stern, E. (2001). Collaborating to reduce poverty: views from city halls and community based organizations. *Urban Affairs Review*, 37 (2), 184-204.

Guest speaker: Marilyn Higgins, VP for Community Engagement and Economic Impact, SU

DUE: literature review memo 2 (review and discussion of literature in Segment 2)

### SEGMENT 3

#### 6. 10/15 **Tools of CD: Community organizing and social movement perspectives**

- READ:
1. Beckwitz, D. & Lopez, C. (1997). *Community organizing: people power from the grassroots*. Retrieved from <http://comm-org.utoledo.edu/papers97/beckwith.htm>
  2. McAdam, D. (1982). Indigenous organizational strength. In McAdam, D., *Political process and the development of black insurgency, 1930-1970*. (pp. 43-48). Chicago.
  3. Alinsky, S. (1971). Tactics. In *Rules for Radicals: a practical primer for realistic radicals*. (pp. 127-151). New York: Random House.
  4. Shaw, R. (1996). The media. In *The activist's handbook: a primer for the 1990s and beyond*. (pp. 150-184). Berkeley: University of California Press.
  5. Just Associates, The Challenge of Power, in *Making Change Happen: Power – Concepts for Revisioning*

*Power for Justice, Equality and Peace*, Just Associates, 2006, 4-13.

*Recommended reading:* Tarrow, S. (1998). Political opportunities and constraints. In Tarrow, S., *Power in Movement: Social Movements and Contentious Politics*. (pp. 71-90). Cambridge: Cambridge University Press.

Guest speaker: Jessica Maxwell, Director, Syracuse Peace Council

Informal mid-course evaluation

DUE: review of literature for research paper (3-5 pages)

7.10/22 **CD in an international/transnational context: the case of World Bank sponsored community driven development; the role of CBOs in international civil society**

READ:

1. World Bank Operations Evaluation Department. (2005). *The effectiveness of World Bank support for community-based and –driven development*. Washington, DC: World Bank (focus on Executive Summary, chapter 2, 3, 6, 7, Annexes A, B, C).
2. Mansuri, Gh., Rao, V. (2004). Community-based and –driven development: a critical review. In *The World Bank Observer*, vol. 19 (1), 1-39.
3. Narayan, D. (2000). Community based organizations. *Voices of the poor: can anyone hear us?*, 129-171, Oxford: Oxford University Press for the World Bank.
4. Devine, J. (2006). Community-based organizations: new fad or old hat? *Community Development Journal*, 41 (4), 521-527.
5. Botes, L. and van Rensburg, D. (2000). Community participation in development: nine plagues and twelve commandments. *Community Development Journal*, 35 (1), 41-58.

Documentary: *Credit where credit is due* (the potential of micro-credit approaches in rural poverty reduction and social empowerment, as implemented by the Bangladesh Rural Advancement Committee, BRAC – currently the largest membership based NGO in the world)

8.10/29 **Social capital: understanding the concept in various contexts**

READ:

1. Williamson, Th., Imbroscio, D. Alperovitz, G. (2002). Introduction: the case for community economic stability: *Economics and Political Economics*. In

- Williamson, Th., Imbroscio, D. Alperovitz, G. (Eds),  
*Making a place for community: Local democracy in a global era.* New York: Routledge.
2. Bockmeyer, J.L. (2000). A culture of distrust: the impact of local political culture on participation in the Detroit EZ. *Urban Studies*, 37 (13), 2417-2440.
  3. Ostrom, E. (2000). Social capital: a fad or a fundamental concept? In Dasgupta, P., Serageldin, I. (Eds.), *Social capital: a multifaceted perspective.* (pp. 172-214). Washington, DC: World Bank Press.
  4. Interview with Robert Putnam, Professor of Public Policy, Harvard University on the concept of social capital, OECD Observer No. 242, 2004.

*Recommended reading:* Scan the enormously rich Harvard University website on social capital measurement, run by a project involving among others Robert Putnam:

<http://www.hks.harvard.edu/saguaro/measurement.htm>

Guest speaker: (tentative) Lynn Curtis, Director of International Programs, Proliteracy Worldwide, Syracuse (large adult literacy NGO): literacy as integral part of community development

DUE: literature review memo 3 (review and discussion of literature in Segment 3)

#### SEGMENT 4

#### 9. 11/5 **Tools of CD: a) Stakeholder analysis and participatory approaches and b): Individual agency and leadership in community action**

- READ:
1. Rietbergen-McCracken, J. & Narayan, D. (1998). Stakeholder Analysis. In *Participation and social assessment: tools and techniques.* (pp.65-98). Washington DC: The Worldbank Press.
  2. Rietbergen-McCracken, J. & Narayan, D. (1998). Participatory monitoring and evaluation. In *Participation and social assessment: tools and techniques.* (pp. 191-216). Washington DC: The Worldbank Press.
  3. Ganz, M. (2000). Resources and resourcefulness: Strategic capacity in the unionization of California agriculture, 1959-1966. *American Journal of Sociology*, 105(4), 1003-1062.

Exercise: Application of stakeholder analysis and design of participatory monitoring and evaluation system to Gifford Foundation funded initiative on human service agency capacity building in Syracuse

DUE: literature review memo 4 (review and discussion of literature in Segment 4)

10. 11/12 **In class presentations of draft paper outlines** (group 1); instructor and peer review

DUE: draft paper presentation (group 1)

12. 11/19 **In class presentations of draft paper outlines** (group 2); instructor and peer review

DUE: draft paper presentation (group 2)

11/26 NO CLASS – Thanksgiving

13. 12/03 **Final week: Wrap up and discussion on remaining topics of interest to students; course evaluation**

DUE: Final papers are due at beginning of class.