

SWRK 736 2021C Building Community Capacity
University of Pennsylvania - School of Social Policy & Practice
Fall 2021, Thursdays 7:00pm – 9:30pm

Classroom: Williams Hall 6
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Office Hours: By appointment

Course Description - Macro Practice Elective

This course: 1) provides an introduction to community capacity building through two main models: community organizing and community development. 2) explores the history, theories, strategies and techniques for the creation and strengthening of community organizations and coalitions to address problems via institutional or policy changes, and/or reallocation of resources and agency to marginalized communities and 3) examines the main sub-categories of community and emphasizes examples of organizing and development with historically disenfranchised groups.

Course Objectives

The main objective of this course is to provide students with an introduction to and basic knowledge of the history of, theoretical frameworks behind, and strategies used for, organizing people and developing communities to address social problems. The course aims to enhance students' critical thinking skills and to help them incorporate community organizing principles into social work practice. By the end of the course, students will be expected to:

- Be familiar with the history of community organizing (social action) and community development (social production) from the early 1900s to the present and be familiar with key figures and movements during this period
- Articulate the main approaches to community organizing/development that have evolved over the years.
- Be familiar with how issue, population, goals, and external factors shape which style of organizing or development is appropriate and understand the unique issues involved when organizing with especially vulnerable populations.
- Articulate the main theories and methodologies of community organizing and development, how they can be incorporated into larger social work practice, and how they are complementary or contradictory with each other and with social work practice.
- Be familiar with some key community assessment strategies, e.g. participatory action research, use of existing data, and qualitative methodology.
- Understand the appropriate role of "professional outsider" engaged in community practice with communities they do not belong to.
- Be familiar with the concept of power in community organizing and development.
- Gain a familiarity with the basics of how technology, social media and globalization impact strategies of community development and organizing.

Course Requirements and Expectations

- Obtain the following texts (required) and bring to class when being discussed (can be purchased at the University of Pennsylvania Bookstore – 3601 Walnut Street, Phila, PA 19104 or online):
 - Rubin, H. J., & Rubin, I. (2008). *Community Organizing & Development*, 4th Boston: Allyn & Bacon.
 - Brown, Adrienne Maree (2017). *Emergent Strategies*, Chico, CA: AK Press ISBN: 978-1-84935-260-4
- Read and be prepared to discuss each required reading assignment. All Required Readings (other than from Rubin & Rubin & Brown) will be available via Canvas. Students are expected to come to class prepared to ask questions about and give their critique of the readings. Students will occasionally be required to do impromptu, in-class reflective writing exercise on that week's readings. These will form the basis of small group and whole-class discussions. These will not be graded but they will occasionally be handed in.
- Attend class sessions & participate substantively. Students are expected to be punctual and stay for the entire time unless there are unusual circumstances beyond their control. Attendance is considered part of the participation grade (see below).
- If you know in advance you will not be able to attend a class for extenuating circumstances, please notify me with as much prior notice as possible. Each missed class impacts the Attendance portion of final grade, regardless of circumstances.
- Respect the space of the class by turning off cell phones and limiting laptop use to viewing class readings that are on-line during the discussion of those readings, or when needed for an in-class exercise.
- Students should demonstrate professional social work behavior in class and in all communication related to the course. Be mindful of the NASW Code of Ethics in communication (written and oral) and respectful to others' experiences and viewpoints.
- Assignments are to be handed in via Canvas, as Word documents. Extensions might be granted, under extenuating circumstances, but will still be subject to lateness penalties.
- All written work must be in Word documents, double-spaced, Times New Roman, 12 pt. font, 1" margins on all sides.
- Please pay close attention not only to command of your topic but to command of language, clarity of thoughts, spelling, grammar, style, etc.
- Written assignments should use the American Psychological Association (APA) style.
- Statement on Academic Integrity: Students are expected to conduct themselves consistent with the [University of Pennsylvania's Code of Academic Integrity](#)[Links to an external site.](#), which presents standards regarding plagiarism, multiple submissions and other actions. It is students' responsibility to consult the instructor if they are unsure about whether something constitutes a violation of the Code of Academic Integrity.
[\(Links to an external site.\)](#)

Description of Course Assignments

1. **Community Organizing/Community Development Participant Observation Write-ups (2).** Six pages each (max), double-spaced; Due 10/1 and 11/19 – 15% of total grade each. You will make two observations of community organizing or community development practice, or conduct two formal interviews with key staffpersons or leaders from community organizing or development groups from the provided list or with a group approved by the instructor. These organizations or events must meet the course definition of/criteria for community organizing (social action) or community

development (social production). Ideally these observations/interviews should be conducted outside your field placement. Examples of types of events to observe/participate in include:

- A “public action” conducted by a community organizing group (demonstration/protest, participation in public hearings) aimed at exercising power and influencing decision-makers or the general public.
- An internal meeting of a community organizing/development group (a planning or strategy session prior to a public action or demonstration, or evaluation session after the action or event).
- A ground breaking or celebration for new affordable housing (or other tangible project) conducted by a community development corporation (CDC).
- A neighborhood planning meeting, community forum or skills-building session conducted by a community-run organization.

You can also:

- Arrange for a walking tour of neighborhood improvements that a community development corporation (CDC) has achieved in a specific neighborhood and/or
- Schedule an interview with a key staffperson/leader from a community organizing group or community development corporation.

For each observation or interview, you will write a 6-page double spaced paper following this outline:

- A brief description of the event/interview (the who, what, where, when, and why), including the organizational context (1/2 page-1 page),
- An analysis of your observation/experience using what you have learned from course readings and discussions by answering as many of these questions as possible/appropriate (1-2 pages):
- What community is this group organizing or developing? To what end? (1/2 page)
- What role did clients/community members play and what was the nature of the relationship between them and professional staff? (1/2 page)
- Does this organization/event meet the criteria for community organizing or community development (why or why not)? (1/2 page-1 page)
- Which change theories or organizing models from course readings were on display, including a description of how did the organization/event conceptualized power (if at all)? (1 page)
- What could be improved and how (to make the organization/event more in line with community organizing/development theory and practice)? (1/2 page-1 page)

The paper must have at least two citations from course readings. While the paper is to be written in the first person and records your observations/impressions, it should be treated as an academic piece of writing, not an informal journal entry.

2. Semester Paper (14 pages max - due in two parts, see below) – 50% of grade

Option A: An Original Community Organizing/Development Plan OR

Option B: An Historical Analysis of a Community Organizing or Development Initiative

OPTION A: COMMUNITY ORGANIZING PLAN OR COMMUNITY DEVELOPMENT - Choose a specific community and problem affecting that community (or goal that community is trying to achieve) and develop an original community organizing or development plan to address it. This option is particularly

appropriate for students who know (or want to know) particular community in depth and have determined that a critical problem is not now being addressed, but could be, via community organizing or community development. The Plan could stem from one or both of your Participant Observations. Choosing this option would require both secondary research and primary research (talking to community members) to make a case for the need for action, the potential for local leadership to become engaged, and the most appropriate way to initiate a change process. In most cases this Plan will be “hypothetical,” that is, it will describe a potential future project that you might propose to a group.

Outline

PART ONE: Sections A through D: (due October 29th). 7 pages max. Must include 3 citations of class readings. Please organize your paper with these headings:

1. The Community of Focus and its Context (approx. 2 pages): answer the following:
 - What is your community of focus and what type is it (identity, geographic, issue/interest, workplace, etc.)?
 - What are some key data that describe this community?
 - What are some of the main external or internal forces that would foster (driving forces) or hinder (restraining forces) capacity-building efforts?
 - Draw from class readings/lectures/discussions, participant observation, interviews, and other secondary research.

2. Assessment of self (approx. 1 page)

What is (or would be) your relationship to this community? Are you a professional community organizer, an agency social worker, a private citizen volunteering for a group or association, a member? If you do not consider yourself to be indigenous to this community, how will you negotiate an appropriate role for yourself? Briefly describe your values-base, and your strengths and weaknesses, that you bring to this relationship and potential action plan.

3. The Problem (approx. 2 pages)
 - Identify and describe a particular problem or challenge that your community is currently experiencing (or goal they are trying to achieve). Discuss the probable etiology of the problem, drawing on the literature to back up your claims.
 - Who determined that this is a problem and how? (Community members themselves or outside observer/entity? Through what means?)
 - What are the characteristics of this community that make it particularly vulnerable to this problem and that may that impede solving this problem?
 - What are the unique strengths or assets of this community that can be used to overcome the problem?
4. Assess the political landscape (approx.1 page)
 - How aware of the issue are community members and how do they conceive their own power to address it?

- Identify 2 specific, local (indigenous) organizations and/or individuals that do or could play a role in addressing this problem and describe their power/capacity. What is the relationship between these key local actors and the broader/general community?
- Identify 1-2 specific outside institutions and discuss how they contribute to or inhibit the community's ability to address the problem?

PART TWO: Section E should be 7 pages max. with 3 additional citations from the class readings. It is due Dec. 12th via Canvas. Please organize your paper with these headings:

Description of the community change plan (organizing/action or development/production) using one or more of the frameworks discussed in the readings, to address the problem

1. Goal & Objectives and Outcomes (approx. 2 pages)

- What is central goal and objectives of the planned effort and what theory or process guided your identification of these goals?
- What specific organizing or development approach or model or set of principles will guide your strategies? For example: self-help/mutual aid or direct action, individual skills-building or political power building, etc. (see Rubin and Rubin page 37-43)
- How will you ensure that community residents play lead roles in setting goals and objectives?
- What would be the specific, measurable outcomes of the effort?

2. Logistics and Activities (approx. 3 pages)

- What are the key steps and tasks that the community would take to carry out identified strategies?
- How will community members take ownership of and carry out specific tasks?
- How will you engage your allies and neutralize opponents (if any)?
- Who are your targets (those who have power to help or hinder your goals), and how will you get what you want from them?
- What resources are needed for this effort and how will you mobilize them?
- What is your estimated timeline and schedule for these activities?
- Attach a one-page Logic Model, Strategy Chart or similar one-page chart/diagram (e.g. [Midwest Academy Chart download](#) or Force Field Analysis (from [Chapter 3 of Empowering Working & Clients for Organizational Change](#)) for a community organizing plan or draw from the [Kellogg Foundation guide to logic models](#) for a community development plan). This attachment is not included in the page limits.

3. Reflections (approx. 2 pages) – answer as many as appropriate.

- How will you measure success?
- Discuss any other factors that would help/hinder this plan.
- What are some long-term effects or implications (positive or negative) should the plan/campaign be successful (or not successful)?
- What might be a next step to begin implementing this plan?
- What would excite or scare you if were to help lead implementation of this plan?

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OPTION B: HISTORICAL ANALYSIS OF AN ORGANIZING CAMPAIGN OR A COMMUNITY DEVELOPMENT INITIATIVE

Choose a recent or historical community organizing (CO) campaign or a community development (CD) initiative and analyze it using the following outline and sets of questions. If a recent effort, you should make an attempt to use primary sources of research (e.g. interview with a leader).

PART ONE: Context of the campaign or effort (sections A through C) 7 pages max. – due 10/29 – must have at least 3 citations from class readings. Please organize your paper with these headings:

1. Description of the Community (2-2.5 pages)
 - Identify and describe (with quantitative and qualitative data) the community that this CO or CD initiative aimed to benefit? What type of community was it (identity, geographic, issue/interest, workplace, etc.)?
 - Give historical context: what were the main developments or circumstances preceding the CO/CD initiative?
 - How did power seem to be operating within the community prior to the change campaign (who had it, who didn't). See Gaventa Chapter 1.
2. The Problem (2-2.5 pages)
 - Identify the nature and scope of the problem(s) the CO/CD effort addressed.
 - How was this problem(s) identified/defined and how were community residents involved in selecting the problem(s) to be addressed?
 - Any particular or unique factors or event that seemed to have sparked the CO or CD initiative to address this problem?
3. Agents of Change (2-2.5 pages)
 - Identify the leaders and the initial organizational base of those who envisioned the need for change and brought others into the effort.
 - Describe the theoretical or political framework, or values-base, of the key initiators/leaders.

PART TWO: Analysis of the campaign or effort, due on Dec. 12th, via Canvas. Must have an additional 3 citations from the class readings. 7 pages max. Please organize your paper with these headings, and in this order, addressing as many of these points as are relevant:

1. What were the specific goals of the effort? How were they determined?
2. Describe the capacity of the organization/group/leaders that initiated the effort (assets and weaknesses: financial, internal and external support, technological capacity, etc.) and any changes that occurred over time.
3. What type of relationships did the initiating organization establish with outside resources or allies (gov't, businesses, potential investors, unions, etc.)? How did they develop those relationships?
4. To what degree was there indigenous leadership present in this initiative? Did community members (clients) participate in campaign/project design and implementation? Discuss the nature of the relationship between the paid or public leaders of this effort, if any, and the broader participants or

beneficiaries. Of the leadership models we've explored (Baker, Mason, Alinsky, a.m. brown, etc.) which approach did these leaders most align with?

5. Describe opponents and targets (secondary and primary). How were they engaged, overcome, neutralized? Did any opponents/targets change their position during the course of the campaign?
6. Tactics/activities – Discussed key specific tactics/activities that were employed over the course of the effort/campaign? Which ones seem to have been the most effective? Any that did not work? Attach a one-page logic model that outlines the main components of the effort (e.g. use [Midwest Academy Chart](#) download or Force Field Analysis (from [Chapter 3 of download Empowering Working & Clients for Organizational Change](#)) for a community organizing plan or draw from the [Kellogg Foundation guide to logic models](#) for a community development plan). This attachment is not included in the page limits.
7. To what degree was the campaign or effort a success? Any implications for practitioners today?

Examples of strong papers from past students can be found here under Files, in folder titled "Examples of Strong Papers"

Description of Class Presentation - Dec. 2nd or Dec. 9th (not a separate grade, part of class participation). You will make a short presentation (approx. 15-20 mins) to the class or to a small group on the essential components of your community action plan or historical analysis, what you learned and what further study or planning would you do if you had additional time and resources. You will be expected to give and receive feedback from your peers.

Assignment Schedule & Grading

Assignment	Due Date	% of Total Grade
CO/CD Participant Observation Write-Up #1	Friday, Oct. 1	15
Semester Paper Part 1	Friday, Oct. 29 th	25
CO/CD Participant Observation Write-Up #2	Friday, Nov. 19 th	15
Presentation	Thursday Dec. 2nd or Thursday Dec. 9th	-
Semester Paper Part 2	Sunday, Dec. 12 th	25
Total Participation (attendance, participation in class, end-of-semester presentation)	-	20

Course Schedule and Readings

Session 1, September 2nd - Course Overview

- Course Expectations, Goals & Assignments
- Syllabus overview
- Why are you taking this course?
- Introduction to Content: What is Community? What is Organizing? What is Development?

Required Reading:

- [Chapter 1. Our Model for Community Change and Improvement | Section 8. Some Lessons Learned on Community Organization and Change | Main Section | Community Tool Box \(ku.edu\) \(Links to an external site.\)](#)
- [Fisher, R. \(2005\) History, context, and emerging issues for community practice. M. Weil \(Ed.\), The handbook of community practice \(pp. 34-58\). Thousand Oaks: Sage. download](#)
- [Social Work Code of Ethics \(Links to an external site.\)](#)

Session 2, Sept. 9th - Definitions of Community, Community Organizing/Development History and Theory

Required Reading:

- Rubin & Rubin, Ch. 1, p. 1-18, (Organizing and development for progressive social change)
- Rubin & Rubin, Chapter 3, p. 33-58, (Models for progressive social change).
- Chapter 1: "[Approaches to Community Organizing and Their Relationship to Consensus Organizing](#)" - pages 5-16. By: Mary L. Ohmer & Karen DeMasi. In: *Consensus Organizing: A Community Development Workbook: A Comprehensive Guide to Designing, Implementing, and Evaluating Community Change Initiatives*. SAGE Publications, Inc. (2009)

Recommended Reading:

- [Chaskin, R. J., Brown, P., Venkatesh, S., & Vidal, A. \(2001\). Building community capacity. New York: Aldine de Gruyter. Chap. 1 "Community capacity and capacity building: A definitional framework" \(pg. 7-26\).](#)

Session 3, Sept. 16th - Community Organizing/Development Theory & History Part 2

Required Readings:

- Rubin & Rubin Ch. 5, 75-90, "Building community to create capacity for change"
- [L., Alvarez, A. R., Nemon, H. & Lewis, E. A. \(1996\). Multicultural community organizing: A strategy for change. Social Work, 41, 501-08.](#)
- [Knight, L. W. \(2006\). Garbage and democracy: The Chicago community organizing campaign of the 1890s. Journal of Community Practice, 14\(3\), 7-27.](#)
- [Pray, K. L. M. \(1947, 2003\). When is community organization social work practice? Journal of Community Practice, 11\(3\), 91-101.](#)

Recommended Reading:

- [community_organizing.pdf \(cuny.edu\) \(Links to an external site.\)](#) - "Community Organizing Principles and Practice Guidelines – revised" Social Worker's Desk Reference 3rd Edition (2014).
- [Gaventa, Power and Powerlessness, Chapter 1: pgs. 3-25](#)
- [Chapter 5 "Social Capital and Social Networks" from Empowering Working & Clients for Organizational Change. Pg. 77-94. by Cohen & Hyde. Lyceum Books \(2014\).](#)

Session 4, Sept. 23rd - Models of Community Organizing; Organizing with Vulnerable Populations

Required Reading

- [Susan Glisson. \(2001\). "Neither bedecked nor bebosomed: Lucy Mason, Ella Baker and women's leadership and organizing strategies in the struggle for freedom" \(p. 1-19\)](#)
- Emergent Strategy, pages 1-39 "Introduction" by adrienne maree brown

Recommended Readings:

- [Stall, S. & Stoecker, R. \(1998\). Community organizing or organizing community? Gender and the crafts of empowerment." Gender and Society 12, 729-56.](#)
- [Chapter 7 "Social Movements within Organizations" from Empowering Working & Clients for Organizational Change](#)
- [Chapter 10 "A Transforming Grassroots Organizing tale" from Empowering Working & Clients for Organizational Change](#)
- ["Community Organizing with Women of Color: A Feminist Approach" – Gutierrez and Lewis. Journal of Community Practice Vol 1\(2\) 1994. Pg. 23-42.](#)
- [Emergent Strategy, pg. 51-66 "Fractals" - by adrienne maree brown](#)

Session 5, September 30th - Action Research

Required Readings:

- [Brydon-Miller, M. \(1993\). Breaking down barriers: Accessibility self-advocacy in the disabled community. In P. Park, M. Brydon-Miller, B. Hall, T. Jackson \(Eds.\), Voices of change: Participatory research in the United States and Canada, Wesport, CT: Bergin & Garvey, pp. 125-43.](#)
- [Action Research, Stringer, Chapter 2 –pg. 36-71](#)

Recommended Reading:

- ["Participatory Action Research for Environmental Health" - Gonzalez](#)
- [Pushed Out: Youth Voices on the Dropout Crisis in Philadelphia" \(2011\). Youth United for Change \(Links to an external site.\)](#)
- Rubin & Rubin Ch. 9, 145-167, (Learning about personal, community, and social needs through action research).
- [Research for Change versus Research as Change: Lessons from a Mujerista Participatory Research Team, by Andrea Dyrness](#)

Video: Alinsky and the Democratic Promise – contrast this with [Emergent Strategies](#) by Adrienne maree brown

**** 1st Community Event Write-up due****

Session 6, Oct. 7th - Leadership Development, Mobilization & Issue Campaigns

Required Readings:

- Emergent Strategy, pages 83-102, "Interdependence and Decentralization" by adrienne maree brown.
- Rubin & Rubin, Ch. 14 (pg. 251-269) "An Overview to Social Mobilization Campaigns"
- Rubin & Rubin, Ch. 15 (pg. 270-290) (Mobilizing individuals and groups)

Recommended Reading:

- Rubin & Rubin, Ch. 4, 61-74 (Empowering individuals).
- [Chaskin, R. J., Brown, P., Venkatesh, S., & Vidal, A. \(2001\). Building community capacity. New York: Aldine de Gruyter. Chapter 2: Leadership development, 27-57.](#)
- [Foster-Fishman, P. G., Fitzgerald, K., Brandell, C., Nowell, B., Chavis, D., & Van Egeren, L. A. \(2006\). Mobilizing residents for action: The role of small wins and strategic supports. American Journal of Community Psychology, 38, 143-152](#)

Oct.14th – No Class – FALL BREAK

Session 7, Oct. 21st – Community Development Part 1

Required Readings:

- Rubin & Rubin, Ch. 20, 385-408 (Intro. to community economic and social production).
- ["Community Economic Development: Three Approaches" Boothroyd & Davis, pages 230-240](#)
- ["The Impact of Community Development Corporations on Urban Neighborhoods \(Links to an external site.\)" pages 1-14, by Galster et al, The Urban Institute \(2005\).](#)

Recommended Readings

- [Community development and the politics for social welfare, pg. 42-59, by Emejulu & Scanlon, in Community Development Journal, Vol. 51, No. 1 \(2016\).](#)

Session 8, Oct. 24th – Data, Technology & Social Media in Community Organizing.

Required Readings:

- ["Using Social Media as a Tool to Complement Advocacy Efforts" by J. Taylor Scott, J'Vonnah Maryman, pg. 2-22 from Global Journal of Community Psychology Practice, 7 Issue 1 Mar 15, 2016](#)
- [Utilizing Digital Advocacy in Community Organizing, pg. 255-273. By Shane R. Brady, Jimmy A. Young & David A. McLeod. Journal of Community Practice, May 2015.](#)
- [Speer, Paul W., et al. 2003. The intentional exercise of power: Community organizing in Camden, New Jersey. Journal of Community and Applied Psychology, 13, 399-408.](#)

Recommended Reading:

- [Closing the Gap, Culhane & Hillier, Univ of Penn Cartographic Modeling Lab](#)
- <http://powerinterfaith.org/racial-bias-in-pennsylvanias-funding-of-public-schools>. (Links to an external site.)
- <http://powerinterfaith.org/wp-content/uploads/2016/08/PA-Racial-School-Funding-Bias-July-2016-1-1.pdf>. (Links to an external site.) 1-11.

**** Part #1 of Community Action Plan OR of Historical Analysis due Friday Oct. 29th****

Session 9, Nov 4th – Coordination and Social Mobilization

- Rubin & Rubin, Ch. 17 (pg. 317-347) (Compelling change through power tactics)
- Rubin & Rubin, Ch.19, 367-384, (Social action: Magnifying power through coalitions)
- [Bobo, K. et al \(2009\). "Strategy Chart" from Organizing for social change!](#)
- [Kellogg Foundation Logic Model Document, Chapter 2, pg. 15-25. \(Links to an external site.\)](#)

Recommended Reading:

- ["Tactics" from Rules for Radicals by Saul Alinsky](#)- contrast this with *Emergent Strategies*
- ["Collaborations, Partnerships & Organizational Networks" Chapter 5 in Building Community Capacity, Chaskin et al.](#)
- [Kleidman, R. 2004. Community organizing and regionalism. City and Community, 3, 403-421.](#)
- [Chapter 3 "Organizational Assessment for Change" only pages 38-47 from Empowering Working & Clients for Organizational Change \(2014\)](#)

In-class Video: Holding Ground – The Rebirth of Dudley Street

Session 10, Nov.11th - Community Development - Part 2

Required Readings:

- [A Sociological Approach to Black Community Development \(Horton\), pgs. 1-19](#) Emergent Strategy, pages 214-270 "Tools for Emergent Strategy Facilitation" by adrienne maree brown.

Recommended:

- [A Conversation on Community Organizing: Alumnus Greg Rosenberg Discusses His Work in Community Land Trusts | School of Social Work \(bu.edu\)](#)
- Podcast: [Darnell Moore, Self-Reflection and Social Evolution – interview with Krista Tippet from "On Being" podcast.](#)

Session 11, Nov. 18th - Community Development: Part 3

Required Readings:

- [The Making of an Interdisciplinary Partnership: the case of the Chicago food system collaborative", Suarez-Balcazar et al, American Journal of Community Psychology \(2006\) 38: 113-123.](#)

- ["Community Organizing + Community Development = Community Transformation"](#) by James Carparo, in *Journal of Urban Affairs*, Vo. 26, No. 2, pg. 151-161
- ["Understanding the development-organizing-action dialectic"](#), pg. 493-512 by Stoecker. *Journal of Urban Affairs*, Vol. 25, No. 4, (2003).
- ["Rowing the boat with Two Oars"](#) by Callahan et al. 1999. Pg. 1-7. Paper presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. <http://comm-org.wisc.edu/papers.htm>, originally published in NFG Reports, 1998.
- [Black Churches, Black Community Development \(Roberts\) pages 1-7](#)

Recommended Readings:

- ["Place Attachment & Community Development"](#) by Plunkett et al

***Community Event Write-up #2 Due Friday Nov. 19th**

Session 12, Nov. 23rd - Community Development: Part 4

(NOTE: CLASS MEETS ON A TUESDAY DUE TO THANKSGIVING)

Required Readings:

- [Williamson, T., Imbroscio, D., & Alperovitz, G. \(2003\). Making a place for community: Local democracy in a global era. New York: Routledge. \(pg. 237-262\)](#) Ch. 10: Other place-based ownership models & Ch. 11: Community land trusts and community agriculture
- [Building empowerment in market-based redevelopment: changing paradigms for affordable housing and community development in Washington, DC, by Howell, pg. 573-590. In *Community Development Journal*. Vo. 52, No. 4 \(2017\).](#)

Recommended Readings:

- ["Authenticity and Community Process"](#) by Elias

Session 13, Dec. 2nd - Community Organizing and Development in a Global Community

Required Readings:

- [What community development and citizen participation should contribute to the new global framework, by Howard & Wheeler, pg. 552-570. *Community Development Journal*, 50, No. 4 \(2015\).](#)
- [Reisch, M. \(2005\). Community practice challenges in the global community. In M. Weil \(Ed.\), *The handbook of community practice* \(pp. 529-547\). Thousand Oaks: Sage.](#)

Session 14, Dec. 5th – Student Presentations & Conclusion

Required Readings:

- [Community Organizers Share Experiences - Part 2 - YouTube \(Links to an external site.\)](#)
- Rubin & Rubin, Epilogue: Working toward a progressive society. P. 433-443

- [“Building belonging and connection for children with disability and their families” by Robinson and Notara, pg. 724-751. In *Community Development Journal*, 50, No. 4 \(2015\).](#)

Student Presentations – TBD

Community Action Plan (Semester Paper) Part 2 due – Sunday Dec. 12th via Canvas**

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Grading Scale: (from [Policies and Procedures for Student Performance - School of Social Policy & Practice \(upenn.edu\)](#))

97-100: A+

94-96: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

60-69: D (In MSW required classes, a D converts to an F)

Below 60: F