

Wayne State University
Department of Urban Studies & Planning

UP 6340: Community Development

Instructor	Patrick Cooper-McCann (cooper@wayne.edu)
Course info	Fall 2020, CRN: 13695, 3 credits
Class sessions	5:30 to 8 pm on Wednesdays, Online (Synchronous)
Format	Lecture/Seminar

Office hours

Want to chat about Detroit or a career in community development? Have a question about the class? Send me an email to arrange a time to talk. I'm available most afternoons.

Course description

This course prepares students to lead community-based initiatives to improve quality of life and advance racial and social justice within neighborhoods. In the first half, students learn about community organizing and capacity building, with a focus on environmental justice, community benefits, and safe and secure housing. The second half of the course focuses on the workings of the community development industry. Students learn how government agencies, community development financial institutions, and community-based nonprofits partner to help low-income families increase their financial resources, access affordable housing, and secure high-quality education and jobs. The course also provides a basic overview of grant writing, theories of change, and program evaluation.

Learning objectives

Students who successfully complete this course will be able to:

- Compare different approaches to community organizing and development
- Explain the evolution and functioning of the community development industry, including the roles played by nonprofit and governmental organizations
- Advise community-based organizations on how they can organize and build capacity to secure community benefits, mitigate displacement, increase financial wellbeing, build affordable housing, and promote economic development
- Write and present a grant proposal that recommends an appropriate program or policy that will contribute to the development of a particular community
- Find resources on and contribute to community development efforts in Detroit

Required readings

All readings will be posted on Canvas and are listed in order of priority. Readings must be completed *prior* to each week's class. There are no required books to purchase.

Technology requirements

This class meets weekly using Zoom. To participate, you will need a computer with reliable internet access and a camera, microphone, and speakers. For assistance with technology issues, contact the C&IT Helpdesk at 313-577-4357 or helpdesk@wayne.edu. Students who lack adequate hardware or reliable internet access should email the Dean of Students at doso@wayne.edu or call 313-577-1010 for assistance.

Assessment and due dates

This course has six graded requirements: class participation, a meeting report, a midterm exam, a grant proposal, a presentation of the proposal to the class, and a final exam.

1. Participation = 10%

Full participation requires completing assigned readings and activities prior to class; attending class on Zoom; taking notes on readings, lectures, and class discussions; engaging in class by posing thoughtful questions and comments and participating in group activities. Students may have one absence without explanation.

2. Meeting report = 5%

Every student will be required to attend one community meeting or webinar during the semester and report back to the class through written notes and a 5-minute presentation. Students can sign up to present at the start of any class from September 9 to December 2.

3. Midterm exam = 25%

The midterm will be a written, take-home exam. The questions will be shared after class on October 7. The exam must be returned by midnight on October 13.

4. Grant proposal (letter of intent, first draft, and final draft) = 25%

Students will be required to write and present a grant proposal. Students may work individually or in pairs. The assignment offers students an opportunity to research a program or policy of personal interest and then develop a proposal to implement that idea in the community of their choice. An initial "letter of intent," worth 5%, will be due on October 6. A first draft of the proposal, worth 10%, will be due October 30. The final draft of the proposal, worth 10%, will be due December 2.

5. Proposal presentation = 10%

Students will present their proposals to the class on December 9. All students must attend all presentations. The presentations will be brief, but depending on the size of the class, this session may be longer than the normal class period. Please plan accordingly.

6. Final exam = 25%

The final will be a written, take-home exam. The questions will be shared after class on December 9. The exam must be returned by midnight on December 16. The exam is not cumulative; it will test all readings and lectures covered *after* the midterm.

The grading scale is as follows: A: 94-100, A-: 90-94, B+: 87-90, B: 83-87, B-: 80-83, C+: 77-80, C: 73-77, C-: 70-73, D: 60-70, F: 0-60.

The grade of any assignment submitted late, including interim products, will be reduced by one marking grade (e.g. from a B+ to a B), unless the student requests and receives an extension from the professor in advance. All assignments must be completed to receive a course grade. A course grade of “Incomplete” will be granted only in exceptional circumstances and must be arranged, in writing, before the last class session.

Assistance with writing

The Wayne State Writing Center offers free virtual tutoring sessions Monday-Thursday, 10 to 5. Sign up here: <http://www.clas.wayne.edu/writing/>. You can schedule a session to receive help with any written assignment. The tutor will help you edit your own writing.

Student Disability Services statement

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to talk with you privately to arrange your accommodations. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu. To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symplcity.com/public_accommodation/

Statement on academic misbehavior

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (<http://doso.wayne.edu/codeofconduct.pdf>). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam; (d) unauthorized access to a test from a previous semester also constitutes cheating.

Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons. (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Course drop/withdrawal information

In weeks one and two of the full term, students can drop this class and receive 100% tuition and course fee cancellation. Beginning with the third week of the term students who wish to drop the class must initiate a withdrawal request. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the 10th week; students enrolled in the 10th week and beyond will receive a grade. More information on this can be found at: <https://reg.wayne.edu/students/information#dropping>.

Course Schedule

Part I. Organizing for Community Development

1. September 2 – Course Overview

1. Ronald F. Ferguson and William T. Dickens, "Introduction," in Ferguson and Dickens, eds., *Urban Problems and Community Development* (Washington, D.C.: The Brookings Institution, 1999), 1-13.
2. Kristen S. Seefeldt, "From Social Isolation to Social Abandonment," in *Abandoned Families* (New York, Russell Sage Foundation, 2016), 1-14.
3. Sign up for email updates from Next City and CDAD:
 - Next City: <https://nextcity.org/> (top right corner)
 - CDAD: <https://cdad-online.org/> (lower right corner)

2. September 9 – What Is Community Development?

1. Robert Sampson, "What 'Community' Supplies," in Ronald F. Ferguson and William T. Dickens, eds., *Urban Problems and Community Development* (Washington, D.C.: Brookings Institution Press, 1999), 241-265 and 269-279.

2. Alan Mallach, *Managing Neighborhood Change: A Framework for Sustainable and Equitable Revitalization* (Montclair, NJ: National Housing Institute, 2008), pages 1-6.

3. Ronald F. Ferguson and Sara E. Stoutland, "Reconceiving the Community Development Field," in Ronald F. Ferguson and William T. Dickens, eds., *Urban Problems and Community Development* (Washington, D.C.: Brookings Institution Press, 1999), 33-42 only; the rest of the chapter is optional.

3. September 16 – Community Organizing and Capacity Building

1. Mary L. Ohmer and Fred Brooks III, "The Practice of Community Organizing: Comparing and Contrasting Conflict and Consensus Approaches," in Marie Weil, ed., *The Handbook of Community Practice*, 2nd ed. (Los Angeles: SAGE Publications, 2013), 233-248.

2. Rob Chaskin, Prudence Brown, Avis Vidal and Sudhir Venkatesh, "Community Capacity and Capacity Building: A Definitional Framework," in *Building Community Capacity* (New York: Aldine de Gruyter, 2001), 7-26.

3. "Asset Mapping," in "Appendix A: Data Collection Methods," *Performing a Community-Based Assessment: Curriculum Appendices* (Los Angeles: UCLA Center for Health Policy Research), A2-A11.

4. September 23 – Organizing for Environmental Justice

1. Linda Villarosa, "Pollution Is Killing Black Americans. This Community Fought Back," *New York Times Magazine*, July 28, 2020.

2. "Principles," Philly Thrive, <http://www.phillythrive.org/principles>, accessed September 2, 2020.

3. Motor City Freedom Riders, "Running Strategic Campaigns," January 27, 2018.

4. "Executive Summary," *Public Health Action Plan: Improving Air Quality & Health in Detroit* (Detroit: Community Action to Promote Healthy Environments, 2017).

5. September 30 – Organizing for Community Benefits

1. Lisa Bornstein, "Mega-Projects, City-Building, and Community Benefits," *City, Culture and Society* 1 (2010): 199-206.

2. Julian Gross, Greg LeRoy, and Madeline Janis-Aparicio, *Community Benefits Agreements: Making Development Projects Accountable* (Washington, D.C.: Good Jobs First, 2005), 3-28 (to the end of chapter two; the rest is optional).

3. Kimberly Hayes Taylor, “Why Detroit’s Tool to Force Developers to Invest in Community is Coming Up Short,” *Curbed Detroit*, January 21, 2020.

6. October 7 – Organizing for Secure Housing

1. Jennifer Erb-Downward and Safiya Merchant, “Losing Home: Housing Instability and Availability in Detroit,” University of Michigan Poverty Solutions, May 2020.

2. Patrick Cooney and Amanda Nothaft, “Stopping the Eviction Machine in Detroit,” University of Michigan Poverty Solutions, October 2019.

3. Lan Deng, Eric Seymour, Margaret Dewar, and June Manning Thomas, “Saving Strong Neighborhoods From the Destruction of Mortgage Foreclosures: The Impact of Community-Based Efforts in Detroit, Michigan,” *Housing Policy Debate* (2017), doi: 10.1080/10511482.2017.1331366.

4. Optional: Dewar, Margaret, Eric Seymour, and Oana Druță, “Disinvesting in the City: The Role of Tax Foreclosure in Detroit,” *Urban Affairs Review* 51, no. 5 (2015): 587-615, doi: 10.1177/1078087414551717.

7. October 14 – Introduction to Grant Writing

No required readings. The take-home midterm is due by midnight on October 13.

Part II. The Community Development Industry

8. October 21 – The Market-Based Approach to Community Development

1. Jordan S. Yin, “The Community Development Industry System: A Case Study of Politics and Institutions in Cleveland, 1967-1997,” *Journal of Urban Affairs* 20, no. 2 (1998): 137-157.

2. Mark McDermott, “The Evolution of the Community Development Industry: A Practitioner’s Perspective,” in Norman Krumholz and Kathryn Wertheim Hexter, eds., *Advancing Equity Planning Now: Seeking a More Just City*, (Ithaca, NY: Cornell University Press, 2018), 44-59.

3. Steve Pomeroy, *Rethinking Neighbourhood Renewal: Review of the US Experience and Possible Lessons for Canada* (Ottawa, ON: Caledon Institute of Social Policy, 2006).

9. October 28 – Increasing Access to Financial Resources

1. Peter Dreier, “The Future of Community Reinvestment: Challenges and Opportunities in a Changing Environment,” *Journal of the American Planning Association* 69, no. 4 (Autumn 2003): 341-353.
2. Gregory D. Squires, “Inequality and Access to Financial Services,” unpublished paper, 2007.
3. Lehn Benjamin, Julia Sass Rubin, and Sean Zielenbach, “Community Development Financial Institutions: Current Issues and Future Prospects,” *Journal of Urban Affairs* 26, no. 2 (2004): 177-195.

10. November 4 – Providing Affordable Housing

1. Avis C. Vidal, “Housing and Community Development,” in Lester M. Salamon, ed., *The State of the Nonprofit Sector*, 2nd ed. (Washington, D.C.: Brookings Institution Press, 2012), 266-293.
2. Alex F. Schwartz, “The Low-Income Housing Tax Credit,” *Housing Policy in the United States*, 3rd ed. (New York: Routledge, 2015), 135-162.
3. Candace Williams, “Detroit Officials Brace for Affordable Housing Losses,” *Detroit News*, December 10, 2018.

11. November 11 – Community Development Systems

1. Avis Vidal and Langley Keyes, *Beyond Housing: Growing Community Development Systems* (Washington, D.C.: The Urban Institute, 2005). Read 7-10 only.
2. Y. Thomas Liou and Robert C. Stroh, “Community Development Intermediary Systems in the United States: Origins, Evolution and Functions,” in *Housing Policy Debate* 9, no. 3 (1998): 575-594.
3. Neil Mayer and Langley Keyes, *City Government’s Role in the Community Development System* (Washington, D.C.: The Urban Institute, 2005).

12. November 18 – Planning and Evaluating Comprehensive Change

1. Anne C. Kubisch, “Structures, Strategies, Actions, and Results of Community Change Efforts,” in Anne C. Kubisch, Patricia Auspos, Prudence Brown, and Tom Dewar. *Voices from the Field III* (Aspen Institute, Roundtable on Community Change, 2010), 15-50.

2. Anne C. Kubisch, “Lessons to Improve the Design and Implementation of Community Change Efforts,” in Anne C. Kubisch, Patricia Auspos, Prudence Brown, and Tom Dewar. *Voices from the Field III* (Aspen Institute, Roundtable on Community Change, 2010), 120-137.

13. December 2 – Community Development Amidst COVID-19

1. Allan Mallach, *Hope for the Best, Plan for the Worst: Addressing the Aftermath of the COVID-19 Pandemic in America’s Struggling Neighborhoods* (Flint, MI: Center for Community Progress, 2020).

2. Nicholas Slayton, “What’s Next for Those Staying in Hotels During the Pandemic?,” *Shelterforce*, September 11, 2020.

3. Olivia Lewis, “Hungry: Pandemic Highlights Detroiters’ Challenges to Access Food,” *Bridge Detroit*, September 14, 2020.

4. Nina Ignaczak, “Detroiters are Fighting for the Right to Water,” *Belt Magazine*, September 18, 2020.

These readings may be revised leading up to December as the COVID-19 crisis evolves.

14. December 9 – Student Proposal Presentations

Final Exam due December 16