

Community Development

(formerly "Social Planning")



Dudley Street Neighborhood Initiative youth members participating in a neighborhood clean-up of abandoned lots (www.boston.com).

Instructor:

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Office Hours:

Mondays, 11:00am – 1:00pm with Instructor or by appointment

Class Information:

3 units
Mondays, 4:00 – 6:30pm
ARCH (Building 145), Classroom #1119
Course website on ELMS (www.elms.umd.edu)
No prerequisites required

Fulfills the "social planning" requirement in URSP

Course Description

Communities are groups of people who are connected by common interests and identities. They may or may not share territory. Community development is the process of strengthening connections among community members and increasing their capacity to serve their common interests. The course examines the meanings of community and development and considers what planners can do to assist community development. In general, community development involves a combination of increasing community members' ties and individual and collective skills (sometimes called community-building), increasing the resources available to them, and improving their shared living conditions. The substantive focus of a community's development interests can include housing, employment, transportation, education, health, historic preservation, social welfare, recreation, business development, and many other issue areas. Planners can contribute to community development by working with communities to strengthen their collective abilities and increase their shared resources.

The course gives particular attention to low-income communities who often have the fewest resources and the greatest needs. With assistance, these communities can accomplish a great deal on their own. This said, it is important to recognize that many important decisions affecting community well-being lie beyond the control of community members or even local governments. Promoting community development also depends on making changes in state and national policies and systems, such as the labor market, housing market, school systems, medical institutions, social welfare system, and criminal justice system. Thus planners may take any number of roles in supporting community development from working directly with local communities to advocating for policy changes at the regional, state, or national level.

Community development depends on community organizing and planning. Organizing helps individuals see themselves as having common interests and a shared identity (as a community) and to strategize to promote their interests. Planning depends on organizing and also helps people to organize by providing information and analysis that enable them to see what they have in common, set goals, and develop programs and strategies. In doing these things, planners may work for community-based institutions, public agencies, nonprofit organizations, or private consulting or development firms. This course raises questions, examines issues, presents ways of thinking, and offers practical methods useful for promoting community development in all these roles.

Course Objectives

By the end of the semester, students should:

- (1) be familiar with concepts of community development that are useful in guiding work with communities;
- (2) be able to analyze factors that influence community well-being;
- (3) understand the relationship between organizing and planning in community development;
- (4) be able to formulate approaches to community development based on the concept of asset-based

- community development;
(5) be able to assess when and what types of partnerships are useful for community development;
(6) be able to evaluate the work of organizations in contributing to community development;
(7) be familiar with a range of issue areas and professional community development roles in which planners can play a significant role;
(8) hone their professional presentation and writing skills;
(9) see community development organizations in action; and
(10) be familiar with the work of local community development organizations.

Assignments & Grading

Grade Scale:

LTR	Q.P.	PCT.	CRITERIA
A+	4.0	97-100%	Denotes excellent mastery of the subject and outstanding scholarship.
A	4.0	94-97%	Denotes excellent mastery of the subject and outstanding scholarship.
A-	3.7	90-93%	Denotes excellent mastery of the subject and outstanding scholarship.
B+	3.3	87-89%	Denotes good mastery of the subject and good scholarship.
B	3.0	84-86%	Denotes good mastery of the subject and good scholarship. (<i>Minimum GPA for graduates in major</i>)
B-	2.7	80-83%	Denotes good mastery of the subject and good scholarship. (<i>Minimum grade for graduate credit</i>)
C+	2.3	77-79%	Denotes acceptable mastery of the subject.
C	2.0	73-76%	Denotes acceptable mastery of the subject. (<i>Minimum GPA for undergraduates in major</i>).
C-	1.7	70-72%	Denotes acceptable mastery of the subject. (<i>Minimum grade for undergraduate credit</i>).
D+	1.3	67-69%	Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.
D	1.0	63-66%	
D-	0.7	60-62%	
F	0.0	Below 60%	Denotes failure to understand the subject and unsatisfactory performance.
I	INC		Incomplete -- Due to illness or a family emergency. Incomplete contract is to be signed by student and instructor.

Assignment Descriptions and Grading Rubrics:

Participation: 20%

Reading analysis and questions: 20%
Community development organization analysis presentation: 15%
Community development organization analysis paper: 20%
Dudley Street Neighborhood Initiative analysis: 25%

Please check ELMS under each assignment for addition point breakdowns and grading rubrics.

Participation: Because this is largely a discussion course, one of the students' primary responsibility is active participation. Readings should be completed by the date they are listed on the syllabus. Students should come to class with copies of the readings and be prepared to make comments, ask questions, actively listen, and respectfully engage with others about the readings in an appropriate and productive manner. Please be on time. Absences or coming late to class will result in lowered participation grades. Mid-term and final participation grades will be assessed based on class attendance and the students' contribution to critical, inclusive, and productive course discussions.

Reading analysis and questions: For each class period, students should post one question regarding the readings or film on the ELMS discussion board. The question should demonstrate that you have read or watched the materials, understood their main points or arguments, and are able to critically engage or analyze them. Good questions are those that try to punch holes in the main ideas, methods, or conclusion, make connections among various readings or themes of the course, or extend the author's main concepts or points into the real world (relating to your or others' experiences). These questions will be used to direct class discussion. Questions should be posted on the ELMS discussion board by Sunday at midnight on the day before class. If there is no reading or film for a class, no questions need to be posted. Please note that unlike other assignments, these will only be graded on a five-point scale, wherein 95% for an A; 85% for a B; 75% for a C; 65% for a D; and 55% for an F.

Community development organization analysis: The purpose of this assignment is to think about community development in relation to the work of real organizations. The task is to analyze an organization that engages in community development in a specific community. Beginning on the sixth week of class, one to three students will present an analyses of an organization during each class period as a lead in to and point of reference for our discussion. Signups sheets will be available during the first class. When signing up, you must specify the organization that you will be analyzing.

You may select a public sector organization (e.g., a department of planning, a department of community development, an anti-poverty agency), a nonprofit organization (e.g., a community organization, a community development corporation, a foundation), or a private organization (e.g., a planning consultant or development firm). A list of organizations is included in the course calendar for each week. This list is suggestive and not exhaustive. You may choose an organization from the list provided or choose one on your own. The two main criteria for selecting an organizations are that it is involved in some aspect of community planning as a means of community development and that you can collect sufficient information about it to assess its work.

In studying the organization, you should try to answer four questions:

- (1) **What does the organization do?** What are its stated and informal goals? Whom does the organization aim to benefit and in what ways? What explicit or tacit assumptions about what a good community is and what community development means influence the organization's operations? What programs and activities does the organization carry out? In what ways is the organization connected to community members? Do community members influence what the organization does?
- (2) **What community/ies does the organization serve?** Does the organization serve a well-defined community or communities or is the organization's "community" vaguely defined? Do several distinct communities (e.g., people of different ethnicities, neighborhoods, social classes) occupy the territory that the organization works within? If so, do the communities have similar or different values, visions, and plans for the area, and how do the communities get along? Does the organization relate better to one community than to others?
- (3) **How well does the organization serve its community/ies and achieve its goals?** What is realistic to expect the organization to accomplish, and by what criteria should it be evaluated? What evidence and information would be most useful for evaluating how well the organization is doing? How have community members benefited from the organization's actions? What are some of the organization's key successes and failures, and what explains these? What are some of the organization's strengths and limitations? What might help the organization to better meet its goals?
- (4) **What lessons do you draw from your study of the organization for community development in low-income communities?** Given what you have learned about community development planning up until this point, what are the big picture lessons that this organization provides about how to do community development well (or not)? What can planners offer to this organization, or ones like it? Do any of the readings help you make sense of your organization and its work? How does your analysis of the organization inform the readings, particularly the readings covered during the week of your presentation?

The key to answering these questions is to focus not just on what people in the organization says it does, but what it actually does. Your research should including: **Reading** information about the organization and the community in organizational publications and records, grant proposals, newspaper articles, funder evaluations, census data, or Internet material; **Interviewing** organizational staff, board members, community members, and other knowledgeable persons; and if possible, **observing** meetings (staff meetings, board meetings, community meetings, meetings with funders), events (health fairs, block parties), or other everyday life activities. It is important to interview and observe in order to supplement and test the accuracy of formal documents. Observing the organization in action and talking with community members are important ways of filling in a picture of what and how well the organization is doing. You will not have time to do these things as thoroughly as you would like, and some of these activities will be more informative than others. You should make a list of big questions you want to answer and develop a plan to focus on activities that will be most useful to you. Feel free to talk with me about questions about ways to organize your work.

You will present your analysis to the class on your designated week. Your presentation to the class should be about **no longer than 10 minutes**. In your presentation, please answer the four questions listed above

and explain the methods that you used to research the organization.

In addition to the presentation, you should also write a paper which answers the four main questions and explains your methods. Your paper should be **no more than 12 double-spaced pages**. All papers should be **submitted to ELMS by 4:00pm on Monday, March 28th**. Please refer to the "Paper and Presentation Formatting & Tips" below for paper guidelines.

Dudley Street Neighborhood Initiative (DSNI) Analysis: The purpose of this assignment is to think about big planning questions and issues encountered in community development practice. The task is to analyze the Dudley Street Neighborhood Initiative as an example of a community organizing, planning, and development effort.

The paper should analyze and reflect on the DSNI case and address the following questions:

1. *How do you define community development?* According to your definition, in what ways is the work of DSNI a community development project?
2. *What defines a successful community development initiative?* In the case of Dudley Street, what would community members be doing, and what would the area look like? How would the community operate, be governed, or plan for its future?
3. *What part and how much of this vision of successful community development is it reasonable to expect a community-based organization, like DSNI, to accomplish?* What aspects of community development is it realistic to expect DSNI to accomplish on its own, and what aspects are outside its control? What other actors and actions are necessary to accomplish community development in the Dudley Street neighborhood?
3. *How can planners contribute to community development efforts?* In the case of Dudley Street, what activities, roles, skills, and/or ways of thinking helped Dudley Street residents develop their community? How were planning and planners helpful in reaching their goals? How might they be helpful in further community development efforts?
4. *How would you evaluate the Dudley Street Neighborhood Initiative?* Can you measure the success of the organization or their initiatives? How would you justify what you consider to be the successes and failures of DSNI? What were the most important factors contributing to its success? What were the most significant shortcomings, mistakes, gaps, or failures limiting its success?
5. *What are the most important lessons that you think the DSNI case offers to other low-income communities about community development today?*

You are encouraged to refer to class or outside material besides the readings when discussing these questions. The paper should be **no more than 10 double-spaced pages**. Assume that the reader is familiar with the case, so that you do not have to summarize or provide background information. Just highlight and discuss incidents and conditions that you consider important in addressing the questions above. The paper should be **submitted via ELMS by 4:00pm on Monday, May 16th**. Please refer to the "Paper and Presentation Formatting & Tips" below for paper guidelines.

Course Policies, Procedures, and Expectations

Paper and Presentation Formatting & Tips: All papers turned in for grading should be written in 12-point, Time New Roman font. Papers should be double-spaced with at least a 1" margin on all sides. Citations should use Chicago Manual style. Presentations should generally be done in Power Point, through other formats such as Prezi may also be used (please consult me if you are considering another format). Some good rules of thumb when putting together professional presentations include: 1) Use legible type (no less than 24 pt.); 2) be concise (key points, not sentences); 3) use images to help you (a picture says a thousand words); 4) limited number (a good rule is one slide per minute); 5) use special effects sparingly (if at all); 6) keep it simple (flashy backgrounds and fonts often go badly—focus on readability and clarity); 7) still cite appropriate (even images); and the most importantly---PRACTICE, PRACTICE, PRACTICE!

Group Work: In working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing up work makes sense at some points, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product and goals.

Class Correspondence: Throughout the semester, I will send course-related content via e-mail which may include any announcements regarding class cancellations, university-wide emergencies, room changes, assignments, or other time-sensitive material. Students are responsible for checking their e-mails and course website on a regular basis, and for any content that I send out. Course notifications will be sent through ELMS, so please make sure that your information is up-to-date and your notification preferences are set accordingly. I will be sending around a student information sheet on the first day of class. If the contact information you put on here changes, please notify me as soon as possible.

I invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course. I will generally be available to address any student questions, problems, or concerns immediately before or after class. You may visit me during office hours or contact me for an appointment. Otherwise, email is the best way to reach me. I will generally respond to your emails within 48 hours during the week, but not on the weekend. I have a mailbox in the main office of the Architecture Building (ask at the front desk), where you can leave me written materials, but please email me to also let me know that you have left materials for me there.

Late Assignments and Make-up Work: If you have to miss an assignment deadline due to extenuating circumstances, please contact me directly to arrange make-up work. Unless students have received an extension, assignments not received on the date and time specified in the assignment will be considered late. Assignments received within 24 hours after the deadline will be considered one day late, those received within the next 24 hours will be two days late, and so on. For every day late, work will be assessed a one letter grade penalty (10%) off the grade the work earns before any penalty is assessed. Late work will not be accepted more than 10 days after the due date.

Absences: Although extenuating circumstances do occasionally preclude students from attending class, students are expected to make a reasonable effort to come to class. If you plan to miss a class, please

confirm your absence prior to class time in an email to me. Regardless, you will still be responsible for ensuring that all assignments are completed and for any material that we cover in class, unless other arrangements have been made with me. It is the student's responsibility to provide appropriate documentation for excused absences. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Students who fail to notify the instructor of these circumstances and/or fail to provide appropriate documentation will not be eligible for an excused absence. Students who experience a prolonged absence(s), or an illness on days when presentations are scheduled or assignments are due, are required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. Further information on the University's policies on medically necessitated absences can be found online at: <http://www.president.umd.edu/policies/v100gnew.html>

Concerns about Grades: Student questions or concerns regarding grades should be submitted to the instructor in writing.

Fieldwork, Travel, and Safety: For this class, you will be required to travel for off-campus site visits. You are strongly encouraged to conduct any and all visits in groups and think about personal safety while traveling for this course. It is important for students to exercise caution while walking crossing streets—crossing only at marked crosswalks with the signal, and not stopping in the street to take pictures. Avoid taking pictures of people. Pay close attention to your surroundings and leave the area immediately if you feel unsafe.

Students with Disabilities: If you need disability-related accommodations or other special arrangements or considerations, please let me know as soon as possible. Information on Disability Support Services can be found online at: <http://www.counseling.umd.edu/DSS/>.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials and taking notes. If you are surfing the web or doing another non-course related activity, it is not only distracting to you, but others around you. If this becomes a problem, I reserve the right to restrict the use of computers in the classroom. All other electronic gadgets should be shut off or on silent during class time.

Academic Integrity: UMD takes academic integrity seriously. Information on the University's policies on academic honesty can be found online at the Office of Judicial Programs and Student Ethical Development, <http://www.jpo.umd.edu/> or the Student Honor Council, <http://www.shc.umd.edu/>. All projects and assignments submitted by students enrolled in this course must be entirely the product of the individual student. Unless approved by the instructor, students may not receive any assistance from fellow students, students outside of this course, spouses, significant others, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty.

Honor Code: The University has a nationally recognized Honor Code, administered by the Student Honor Council. Unless you are specifically advised to the contrary, the Pledge statement should be *handwritten* and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Ownership of Work: University regulations require faculty to retain all examinations for a period not less than one academic year. I reserve the right to retain certain projects for use in publicity, display, or other official uses. In addition, projects may be retained for archival reasons or in cases of grade disputes.

Religious Observances: The University's policy on religious observance states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Further information on this policy can be found online at: <http://www.president.umd.edu/policies/iii510anew.html>

Campus Safety / Inclement Weather / School Closure Policy: This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: http://www.umd.edu/emergencypreparedness/weather_emer/. UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: <http://alert.umd.edu/>.

Sexual Harassment: The University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. Accordingly, the Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety, and injury. Sexual harassment threatens the legitimate expectation of all members of the Campus community that academic or employment progress is determined by the publicly stated requirements of job and classroom performance, and that the Campus environment will not unreasonably impede work or study. Please familiarize yourself with the policies and procedures found at: <http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI120.html/>.

Course Evaluations: Course evaluations are an important component of higher education. I take course evaluations very seriously utilizing the information to assist me in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every semester. Information on course evaluation policy can be found at:

<http://www.courseevalum.umd.edu/>. In addition the University-wide course evaluations, I generally ask students to fill out an instructor-generated midterm and final evaluation.

Copyright Notice: Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without my written permission.

Course Materials

Required Readings: The following is the one required textbook for this course. It is available for purchase at the UMD bookstore and is also available on reserve at McKeldin Library.

Medoff, Peter and Holly Sklar, *Streets of Hope: The Fall and Rise of an Urban Neighborhood*, Boston: South End Press, 1994.

All other course readings will be posted on ELMS at least a week before they are due. All students should have read assigned readings for that week before arriving to class. If students have additional readings that they would like to suggest, please let me know and I will consider distributing them to the class as alternative or supplemental readings.

Required films: Unless otherwise indicated in the course calendar, all required films will be put on reserve for viewing at Hornbake Library's Nonprint Media Services Desk and on ELMS for streaming under the "Modules" tab approximately one week before they are due.

Course Calendar

Please Note: As I try to adjust the course throughout the year to meet objectives and respond to student feedback, course materials or calendar may be subject to change. All readings and assignments listed below should be completed before the session for which they are assigned.

I. Introduction to Community Development

Monday, January 25th: Course Introduction

Class canceled due to inclement weather.

Monday, February 1st: History and Concepts

O'Connor, Alice. "Swimming against the Tide: A Brief History of Federal Policy in Poor Communities." In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert. New York: Routledge, 2008. 9-27.

Kingsley, G. Thomas, Joseph B. McNeely, and James O. Gibson. *Community Building: Coming of*

Age. Baltimore and Washington: The Development Training Institute and the Urban Institute, 1997. Chapters 1 (Context and Convergence) and 2 (Themes of the New Community Building), 15-45.

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Introduction and Chapter 1 (Remembering), 1-36.

Lemann, Nicholas. "The Myth of Community Development." *The New York Times*. January 9, 1994. <http://www.nytimes.com/1994/01/09/magazine/the-myth-of-community-development.html>.

Monday, February 8th: The Role of CBOs, Community Capacity, and Social Capital

Rubin, Herbert J. *Renewing Hope within Neighborhoods of Despair: The Community Development Field*. Albany: SUNY Press, 2000. Chapter 1 (Working in the Niche: The Community-Based Development Model), 1-20.

Chaskin, Robert J. "Building Community Capacity: A Definitional Framework and Case Studies from a Comprehensive Community Initiative." *Urban Affairs Review* 36, no. 3 (2001): 291-323.

Warren, Mark R., J. Phillip Thompson, and Susan Saegert. "The Role of Social Capital in Combating Poverty." In *Social Capital and Poor Communities*, edited by Susan Saegert, J. Phillip Thompson, and Mark R. Warren. New York: Russell Sage Foundation, 2001. 1-28.

DeFilippis, James. "The Myth of Social Capital in Community Development." *Housing Policy Debate* 12, no. 4 (2001): 781-806.

II. Community Development in Action: Approaches, Strategies, and Methods

Monday, February 15: Fieldtrip

Tour of Southwest Baltimore led by Southwest Baltimore Partnership

Meet at Hollins Market, 26 South Arlington Avenue, Baltimore, MD 21223, **Arlington Street Entrance** (East) at 4:00pm. Tour will end by 6:00pm.

Monday, February 22nd: Finding and Building upon a Community's Assets

Kubisch, et al. "Strengthening the Capacities and Connections of Community Residents" and "Strengthening the Capacities and Connections of Community Institutions." In *Voices From the Field II: Reflections on Comprehensive Community Change*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, Robert Chaskin, Karen Fullbright-Anderson, and Ralph Hamilton.

Washington D.C.: Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families, 2002. 34-60.

McKnight, John L. and John P. Kretzmann. "Mapping Community Capacity." In *Community Organizing and Community Building for Health*, second edition, edited by Meredith Minkler. New Brunswick: Rutgers University Press, 2012. 171-186.

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 2 (Creating the Dudley Street Neighborhood Initiative), 37-66.

Check out the Asset-Based Community Development Institute Toolkit @ www.abcdinstitute.org

Monday, February 29th: Community Organizing and Empowerment

Rubin, Herbert J. and Irene S. Rubin. *Community Organizing and Development*, fourth edition. 2007. Chapter 10 (Activists, Organizers, and Social Change Professionals) 171-191.

Briggs, Xavier de Souza. "Organizing Stakeholders, Building Movement, Setting the Agenda." Strategy Tool #4, Community Problem Solving, 2003.

Bobo, Kim, Jackie Kendall, and Steve Max. *Organizing for Social Change*, third edition. Washington: Seven Locks Press, 2001. Chapter 11 (Developing Leadership), 118-127.

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 3 (Don't Dump on Us: Organizing the Neighborhood), 67-88.

Suggested Community Case Studies: CASA de Maryland; Eastside CDC (Baltimore); Greater Homewood Community Corporation (Baltimore); Gateway CDC (North Brentwood); Hyattsville CDC; Organizing Neighborhood Equity (ONE, DC); Empower DC

Monday, March 7th: Community Participation and Planning

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 4 (Planning an Urban Village), 89-114.

Briggs, Xavier de Souza. "Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course." Strategy Tool #2, Community Problem Solving, 2003.

Quick, Kathryn S. and Martha S. Feldman. "Distinguishing Participation and Inclusion," *Journal of Planning Education and Research*, 31, no. 3 (2011): 272-290.

Video: *Brooklyn Matters*, New Day Films, 82:00, 2007.

Suggested Community Case Studies: Neighborhood Design Center (DC and Baltimore); District of Columbia Department of Housing and Community Development; Prince George's County Department of Housing and Community Development; Montgomery County Department of Housing and Community Affairs; Maryland Department of Housing and Community Development; College Park Department of Planning, Community & Economic Development;

Monday, March 14th: Spring Break

No class. Have a wonderful break!

Monday, March 21st: Making Strategic Partnerships and Leveraging Outside Resources

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 5 (Controlling the Land through Eminent Domain), 115-144.

Briggs, Xavier de Souza. "Perfect Fit or Shotgun Marriage?: Understanding The Power and Pitfalls in Partnerships." Strategy Tool #1, Community Problem Solving, 2003.

Kubisch, et al. "Strengthening the System of Supports" and "Strengthening the Connections between Communities and External Resources" In *Voices From the Field II: Reflections on Comprehensive Community Change*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, Robert Chaskin, Karen Fullbright-Anderson, and Ralph Hamilton. Washington D.C.: Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families, 2002. 61-99.

Dewar, Tom. "Aligning with Outside Resources and Power and Responses" In *Voices From the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, and Tom Dewar. Washington D.C.: Aspen Institute Roundtable on Community Change, 2010. 77-94.

Suggested Community Case Studies: Local Initiative Support Coalition (DC office); Baltimore Neighborhood Collaborative; United Way of the National Capitol Area; United Way of Central Maryland (Baltimore); Annie E. Casey Foundation (Baltimore); Baltimore Community Foundation; National Community Reinvestment Coalition (DC); Enterprise Community Partners (MidAtlantic Office); City First Foundation (DC); Abell Foundation (Baltimore); Greater Washington Urban League; National Coalition for Asian Pacific American Community Development

Monday, March 28th: Assessing the Impact of Community Development Work

Rossi, Peter H. "Evaluating Community Development Programs: Problems and Prospects." In *Urban Problems and Community Development*. Edited by Ronald F. Ferguson and William T. Dickens. Washington D.C.: Brookings Institution Press, 2011. 521-559.

Connell, James P. and Anne C. Kubisch. "Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives: Progress, Prospects, and Problems." In *New Approaches to Evaluating Community Initiatives: Volume 2: Theory, Measurement and Analysis*, edited by Karen Fulbright-Anderson, Anne C. Kubisch, and James P. Connell. Washington: Aspen Institute, 1998. 15-44.

Coombe, Chris. "Participatory Evaluation: Building Community While Assessing Change." In *Community Organizing and Community Building for Health*. Edited by Meredith Minkler. New Brunswick: Rutgers University Press, 2005. 368-385.

Baum, Howell S. "How Should We Evaluate Community Initiatives?" *Journal of the American Planning Association*, 67, no. 2 (2001): 147-158.

Suggested Community Case Studies: Marshall Heights CDC (DC); Druid Heights CDC (Baltimore); Southeast CDC (Baltimore); Coppin Heights CDC (Baltimore); East of the River CDC (DC); Center for Community Change (DC); North Capital Neighborhood Development (DC); Wheeler Creek CDC (DC)

Guest Speaker: Bill Potapchuk, President, Community Building Institute (Arlington, VA)

Assignment Due: Community Organizational Analysis paper. Uploaded to ELMS by 4:00pm.

III. Leveraging and Building Different Forms of Community Capital

Monday, April 4th: Quality and Affordable Housing and Neighborhoods

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 6 (Land and Housing Development: The Triangle and Beyond), 145-168.

Macedo, Joceli. "Housing and Community Planning." In *An Introduction to Community Development*, edited by Rhonda Phillips and Robert H. Pittman. New York, NY: Routledge, 2009. 249-265.

LaPrade, Melvin and Patricia Auspos. "Improving a Neighborhood's Residential Environment: Pathways to Physical and Social Change." In *Community change: Theories, practice, and evidence*, edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 141 – 194.

Julian, Elizabeth K. "Fair Housing and Community Development: Time to Come Together." *Ind. L. Rev.* 41 (2008): 555-574.

Suggested Community Case Studies: Montgomery Housing Partnership, Vacants to Value Program, (Baltimore); One House at a Time, Inc. (Baltimore); Housing Initiative Partnership (Hyattsville); Victory Housing (Rockville); Mi Casa, Inc (DC); Baltimore Housing; Neighbors Consejo (DC); Coalition for Nonprofit Housing & Economic Development (DC); Innovative Housing Institute (Baltimore); Community Preservation and Development Corporation (DC); DC Habitat for Humanity; Manna Community Development Corporation (DC); Maryland Affordable Housing Coalition; Community Preservation and Development Corporation (DMV);

Guest speaker: Patrick Maier, Innovative Housing Institute

Monday, April 11th: Economic and Workforce Development

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 7 (Holistic Development: Human, Economic, Environmental), pp. 169-202.

Blakely, Edward J., and Nancey G. Leigh. "The Local Economic Development Planning Process." *Planning Local Economic Development: Theory and Practice*. Fifth edition. Newbury Park: Sage Publications, 2013.

Cordero-Guzmán, Hector and Patricia Auspos. "Community Economic Development and Community Change." In *Community change: Theories, practice, and evidence*, edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 195 – 268.

Suggested Community Case Studies: Latino Economic Development Corporation, DC; East Baltimore Development, Inc.; Opportunity Collaborative (Baltimore); DC Employment Justice Center; Washington Area Community Investment Fund, Inc. (DC); Banking on Our Future Baltimore; Hope Inside, Washington, DC; Anacostia Economic Development Corporation (DC); H Street Community Development Corporation (DC); Women's Exchange (Baltimore); Baltimoreans United in Leadership Development; Baltimore Integration Partnership;

Monday, April 18th: Education, Youth, and Faith-Based Institutions

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 8 (The Power of Youth), 203-244.

Jehl, Jeanne, Martin J. Blank, and Barbara McCloud. "Education and Community Building: Connecting Two Worlds." Institute for Educational Leadership, 2001.

Gambone, Michelle A. "Community Action and Youth Development: What Can Be Done and How Can We Measure Progress?" In *Community change: Theories, practice, and evidence*, edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 269 – 322.

Vidal, Avis. "Faith-based Organizations in Community Development." Washington D.C.: Urban Institute Press, 2001.

Check out the following website: Harlem Children's Zone (www.hcz.org). Browse the web site to learn about HCZ programs and the approach to community-building.

Suggested Community Case Studies: Impact Silver Spring; Higher Achievement (DC); Promise Heights Neighborhood (Baltimore); Living Classrooms (Baltimore); Greenwood CDC (Baltimore); Jewish Federation of Greater Washington; The Jewish Federation of Baltimore; Catholic Charities of Baltimore; Catholic Charities of the Archdiocese of Washington; St. Camillus (Silver Spring); Central American Resource Center of Washington, DC; Fair Chance (DC); LIFT (DC); DC Promise Neighborhood Initiative; DC Youth Link

Monday, April 25th: Sustainability, Environmental Justice, and Health

Wheeler, Stephen, "Sustainability in Community Development" In *An Introduction to Community Development*, edited by Rhonda Phillips and Robert H. Pittman. New York, NY: Routledge, 2009. 339-351.

Green, Gary Paul and Anna Haines. *Asset Building & Community Development*. 4th edition. Thousand Oaks: Sage Publications, 2015. Chapters 14 and 15.

Film: Kennedy, Scott H. "The Garden." 2008. Watch it on the ELMS modules.

Film: Carter, Majora "Greening the Ghetto," *TED video*, 18:36, February, 2006. View the talk at http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal?language=en

Suggested Community Case Studies: Baltimore Real Food Farm; Power in Dirt (Baltimore); DC Central Kitchen, Martha's Table (DC); Green DMV Foundation (DC); Common Good City Farm (DC); DC Greenworks; Washington Parks & People (DC); Arcadia Center for Sustainable Food & Agriculture (VA); Earth Conservation Corp (DC); So that Others May Eat (DC); Healthy Neighborhoods (Baltimore)

Monday, May 2nd: Creating Safe and Accessible Communities

Grengs, Joe. "Community-Based Planning as a Source of Political Change: The Transit Equity Movement of Los Angeles' Bus Riders Union." *Journal of the American Planning Association* 68, no. 2 (2002): 165-78.

Schuck, Amie M. and Dennis P. Rosenbaum. "Promoting Safe and Healthy Neighborhoods: What Research Tells Us about Intervention." In *Community change: Theories, practice, and evidence*, edited by Karen Fulbright-Anderson and Patricia Auspos. Washington D.C.: Aspen Institute Roundtable on Community Change, 2006. 61 – 140.

Pollack, Stephanie, Barry Bluestone, and Chase Billingham. "Maintaining Diversity in America's Transit-rich Neighborhoods: Tools for Equitable Neighborhood Change." Dukakis Center for

Urban and Regional Policy, 2010.

Suggested Community Case Studies: Citizen Planning and Housing Association (Baltimore); Red Line Community Compact; Purple Line Corridor Coalition; Development Corporation of Columbia Heights (DC); No Boundaries Coalition of Central West Baltimore

Monday, May 9th: Community Development in Planning: Prospect and Retrospect

Medoff, Peter and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994. Chapter 9 (Pathfinders), 245-288.

Kubisch, Anne C. "Lessons to Improve the Design and Implementation of Community Change Efforts." In *Voices From the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*, edited by Anne C. Kubish, Patricia Auspos, Prudence Brown, and Tom Dewar. Washington D.C.: Aspen Institute Roundtable on Community Change, 2010. 120-137.

Video: *Gaining Ground: Building Community on Dudley Street*, New Day Digital, 58:00, 2012. Watch it on the ELMS modules

Monday, May 16th: Final Due

Assignment due: Dudley Street Neighborhood Initiative Analysis uploaded to ELMS by 4:00pm. Class will not meet on this day.

Teaching Philosophy

I view teaching as an extension of my work as a social and environmental justice activist and community planner and designer. I want to develop students' skills, creativity, and courage them to act as socially and environmentally responsible community citizens, stewards, and leaders to build more equitable and enjoyable cities and urban places. I aim to challenge your assumptions, critically engage your values and beliefs, and foster compassionate listeners, who are empathetic, aware, and open to difference.

I believe that we have to work together to solve big problems. Global climate change, rising income inequality, urban sprawl, racism, entrenched poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we learn to work with others respectfully and responsibility. This means that sometimes we will have to take charge to get things done, and other times sit back and listen; sometimes we will do more than our own "fair share," and at other times we will do less. Working together is never easy, but it teaches us how to act as a community and as common citizens on the planet. We must learn to honor what each person brings to the table.

I believe that our best learning happens when we have an open mind and a respectful disposition. We all have prejudices, stereotypes, and ideas about the way things should be. Sometimes we are aware of them and sometimes not. We must be honest with ourselves about the baggage (good and bad) that we carry into the classroom. Our ideas, meanings, experiences, and goals matter, but are not universally held. When we tackle hard questions, others' often challenge our most deeply held values and beliefs, but offer

opportunities for deep learning. While you may not always agree, with a little empathy, a positive attitude, and an open mind, you can always learn something new.

I believe in student-centered learning. I don't like to lecture at you, but rather think with you. I think you learn best when given an opportunity to play with new ideas, talk about them, see them through the lens of your own experience and that of others, reflect on them, and apply them in different contexts. Learning new ideas involves a process of meaning-making that is different for each person. It is hard, and sometimes painful, work.

I believe that every class is different. Everyone comes with different needs, expectations, and goals, so what works for one, might not work for another. I like to get feedback early and often, and use many different mediums to speak to students' different learning styles and aspirations.

I do not believe in the separation of the classroom from the "real world." You are already in the real world, need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with people and communities outside the university will test your personal and professional skills and beliefs in new ways. It will help you hone your "soft skills"—communicating with, listening to, and building trust and rapport with people different than yourself—that will likely prove just as important to your career as the "hard skills" stressed in most of your course work.

I believe that I am training the next generation of change agents. Tackling the big problems requires courage, conviction, and compassion for one another (and all others living beings on the planet). To create a more socially and environmentally just and sustainable future, we have to dream big, work hard, keep our goals in mind, our head on our shoulders, and let our hearts lead the way.

About Me

I am an Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program. My scholarship focuses on link between social inequality and the built form of cities, urban policy, and planning and design practice. My approach focuses on collaborative and engaged methods that can address the challenges faced by socially disadvantaged groups and communities. My recent research has including projects on immigration and the changing landscape and politics of suburbia, the suburbanization of poverty and suburban redevelopment, equitable transit-oriented development, neighborhood opportunity, and gentrification. I am currently finishing up a book about Asian immigration and the politics of landscape in Silicon Valley and starting another on the suburban of poverty and politics of redevelopment in the Washington, DC suburbs. I have worked professionally on master-planning projects in low-income communities, and with non-profits, public agencies, and private firms on issues of public housing and community development.

At the University of Maryland, I teach graduate and undergraduate courses on issues of urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty in the Consortium on Race, Gender, and Ethnicity, Department of American Studies, and Asian American Studies Program, and the National Center for Smart Growth Research and Education as well as a Faculty Associate at the Maryland Population Research Center.

I hold a Ph.D in Landscape Architecture and Environmental Planning from the University of California, Berkeley, an M.C.P in Urban Studies and Planning from the University of Maryland, College Park, and a B.S. in Comparative Studies in Race and Ethnicity from Stanford University.

In my "off time," I'm a proud and busy mother of two active boys (11 and 5), an avid gardener, and lover of fiction, long walks in Rock Creek Park, and yoga. Washington, DC is the first city that I ever fell in love with and a place that I am proud call home.