

MCD 5010: Introduction to Community Development

Syllabus

Fall 2019

University of Detroit Mercy School of Architecture

Master of Community Development Program

Credits: 2

Location: Warren Loranger School of Architecture Building, Architecture 207, Peter Peirce

Room Day/Time:

Fri., 9/6/19 - 6:30pm–9:30pm

Sat., 9/7/19 - 9:00am–noon (12:15-1:15pm lunch on your own), 1:00pm–5:00pm

Sat., 9/21/19 - 9:00am–noon (11:45am-12:45pm lunch on your own), 1:00pm–5:00pm

Sat., 10/5/19 - 9:00am–noon (12:00–2:00pm Pizza lunch provided with alumni and current students), 2:00pm–5:00pm

Fri. 10/18/19 - 6:30pm–9:30pm

Instructor:

Virginia Stanard: stanarvi@udmercy.edu, 313.442.3520

Office Hours: by appointment via email

Last date to drop for 100% Refund and no "W": 09/06/19

Last day to withdraw: 10/15/19

Prerequisites

Admission to the MCD program or Senior Privilege

Assigned Pre-Readings and Course Readings (See below.)

Team Members

MCD Faculty:

Karen Brown – Fund Development Officer, City of Detroit (Organizational Development)

Christina Heximer – Co-Executive Director, Detroit Collaborative Design Center (Physical Development)

Cheryl Munday, Ph.D. – Professor of Psychology (Human Development)

Virginia Stanard – MCD Director/Assistant Professor of Architecture & Community Development (Physical Development)

Ernie Zachary – President, Zachary and Associates (Economic Development)

Guest Speakers:

Gloria Albrecht, Ph.D. – (Service, Social Justice, and Sustainability)

Sandra Wilson – Research Librarian (Orientation to Library and MCD Research Tools)

Steve Vogel, FAIA – Distinguished Professor of Architecture and Dean Emeritus (Making Detroit)

TBD – Local Community Development Practitioners (Inside View: People in Community Development Panel)

Course Description

MCD 5010 uses an intensive course format with the goal of introducing students to Detroit Mercy, MCD, and Community Development in regional Detroit. The course provides students with an introduction to the MCD values, concentrations and core courses. Course format will feature readings, guest lectures by faculty and community leaders, and exercises to reinforce learning. The course structure includes a service, sustainability, or social justice activity as well as a team project. To familiarize students with the research tools available through Detroit Mercy, a library session is included.

MCD Mission

The Master of Community Development program prepares and empowers students to engage and collaborate with communities striving to improve their quality of life. Through an interdisciplinary approach rooted in service, social justice, and sustainability, the program integrates human, organizational, physical, and economic aspects of community development in the urban context.

MCD Ideological Foundations

The MCD Program is recognized as a hallmark of the University of Detroit Mercy's Mission and Vision and as a premier interdisciplinary community development program. Specifically, the overall objective of the program is the create leaders in building communities characterized by human, economic, physical, and organizational sustainability.

Service, social justice, and sustainability comprise a three-part philosophical and ethical foundation of the MCD program. Each of these concepts is unique, yet all are inter-related. Together they provide the ideological base that fosters the development of leaders in community development who possess a value system that recognizes and promotes the growth of all individuals, are holistic in their approach to community development, and are motivated by a constant need to enhance and achieve communities that are self-sustaining and just.

This course addresses the MCD Mission and values in the following ways:

- Introduces students to the ideological foundations of the program.
- Introduces students to the urban and metropolitan context of the program.
- Introduces students to the complex and interdisciplinary nature of community development (Human, Organizational, Physical, Economic).
- Provides students an opportunity to actualize one of the three ideological foundations through a personal experience.

Learning Outcomes

This course is intended to achieve the following learning outcomes. Students will be able to:

- Demonstrate an understanding of the three ideological frameworks of community development and their interrelationship: Sustainability, Social justice, and Service.
- Demonstrate knowledge of foundational concepts related to Human, Organizational, Physical, and Economic Development as presented by faculty and readings.
- Analyze, orally and in writing, the relevant points in a case study about a community development organization.
- Function as part of a team.
- Write academic papers, using the MLA citation method
- Demonstrate familiarity with Detroit Mercy and MCD missions, and issues of this region.

Readings & Assignments

Readings will be used rather than textbooks. They will be available via online Blackboard, or on the reserve shelf of McNichols library as indicated. *Readings should be read thoughtfully prior to the class for which they are assigned. Take notes. Be prepared to raise points/questions from the readings.* These materials will form the basis for lectures and/or provide more information. Be sure you have access to Blackboard/Knowledge and McNichols Library.

I. Readings for September 6-7.

The following must be completed prior to class on 9/6/19:

1. Understanding Community Development Readings: (Blackboard)

- a. Bhattacharyya, Jnanabrata. "Theorizing Community Development." *Community Development: Journal of the Community Development Society*, Vol. 34, No. 2, 2004, pp. 5-34.
- b. Gruidl, John and Hustedde, Ronald. "Towards a Robust Democracy: The Core Competencies Critical to Community Developers." *Community Development: Journal of the Community Development Society*, Vol. 46, No. 3, 2015, pp 279-293.
- c. Madhavi, Reddy, "Understanding Community Development," University of Detroit Mercy, 2018.
- d. Various sources, "Definitions of Community Development"

Be prepared to identify and discuss what core attributes and values best describe the following:

- a. What is meant by "community?"
- b. What is meant by "development?"
- c. What is meant by "community development?"

Also, is community development a process? A profession or practice? A field? An academic discipline? A set of beliefs and values? An outcome?

2. Social Justice Reading: (Blackboard)

Gornik, M.R., *To Live in Peace*, Eerdmans, 2002, pp. 35-53.

Be prepared to identify and discuss the following:

- a. how the description of Baltimore is like (or not like) Detroit today
- b. what Gornik sees as America's "original sin"
- c. the historical periods and how each contributes to Sandtown's poverty today
- d. the social institutions and agents involved
- e. the values that lead him to see "structural injustice." (While Gornik's values arise from his Christian faith, try to identify them in non-religious terms.)

3. Sustainability Readings: (Blackboard unless noted)

- a. Local Government Commission (LGC), "The Ahwahnee Principles" 1991.
- b. American Institute of Architects (AIA), "10 Principles for Livable Communities," 2007.
- c. Sengupta, Somini, "2018 Is Shaping Up to Be the Fourth-Hottest Year. Yet We're Still Not Prepared for Global Warming," *New York Times*, Aug. 9, 2018.
- d. Ecological Footprint + Overshoot Day: (online)
 - **First**, go to <http://www.overshootday.org/kids-and-teachers-corner/what-is-an-ecological-footprint> Read "What is an Ecological Footprint."
 - **Second**, click on the heading title "Earth Overshoot Day" at the top left. Read about Earth Overshoot Day, and then **scroll down** and click on "Cities - Learn More" to learn the roll of cities in sustainability.
 - **Back click** to Earth Overshoot Day, Scroll to the bottom and read about "Country Overshoot Days." Click on "Calculate your Personal Earth Overshoot Day." Enter your email address, and take the "Footprint Calculator" Quiz (ie: "What is Your Ecological Footprint") (use the detailed responses) and find out how many planets are needed to support your lifestyle and your Earth Overshoot Day. Why? Find out what you can do about it – and what you can't.
 - **Click on** "See Details" and "Explore Solutions" after your quiz results to better understand your results and what you can do about them.

- **Be sure** to calculate your personal footprint and overshoot day with as much detail as possible. Document your findings and come prepared to share and submit in class on 9/7.

II. Readings for September 21

The following must be completed prior to class on 9/21/19:

- 1. Human Development Readings:** (Blackboard)
 - a. Wolff, T. "The Healthy Communities Movement: A Time for Transformation." *National Civic Review*, 92(2), 2003, pp. 95-111.
 - b. Ungar, M. "Community resilience for youth and families: Facilitative physical and social capital in contexts of adversity." *Children and Youth Services Review*, 33, 2011, pp. 1742-1748.
- 2. Organizational Development Readings:** (Blackboard)
 - a. Community Development Advocates of Detroit, "Neighborhood Capacity Building," 2015.
 - b. Simon, Judith Sharken. *The Five Life Stages of Non-Profit Organizations*. St. Paul, MN, Fieldstone Alliance, 2007, pp xi and 1-4.
 - c. Browse the following websites for specific examples of community development organizations and leaders in action:
www.grandmontrosedale.com
<http://www.southwestdetroit.com>
<http://unidetroit.org/>
<http://www.modeldmedia.com/features/CDC-leaders-072715.aspx>
- 3. Physical Development Reading:** (Blackboard)
 - a. Jackson, Richard and Sinclair, Stacy. *Designing Healthy Communities*, Jossey-Bass, 2012, pp.15-45.
- 4. Economic Development Reading:** (Blackboard)
 - a. Nordmoe, Dennis, Summary of *The Divided City: Poverty and Prosperity on Urban America*, 2018.

Assignments and Grading

1. Timely Attendance, Active Participation, and Preparation: 25%

Course and Team Evaluations due on 10/18/19 (submit hard copies in class)

Students are expected to attend and actively participate in each class through *informed discussion* of reading assignments and class lectures. Class participation (such as making informed comments, asking informed questions based on thoughtful reading of assignments), timely submission of assignments, active participation in course activities including course evaluations, and demonstration of professional decorum and support of peers are integral to your professional development and are course requirements. Unavoidable absences should be reported to the instructor and emergencies must be documented in writing. *Because of the form and content of the course, any absence, lateness to class, leaving early or any lateness in turning in assignments will negatively impact attendance & participation points and the final grade.*

2. Calculating your Ecological Footprint + Overshoot Day Class Activity + Discussion: 10%

Be prepared to discuss your Ecological Footprint and personal Overshoot Day in class on 9/7/19 per below.

After doing the Ecological Footprint quiz, calculating your carbon footprint in number of earths and personal Overshoot Day (see instructions above), and considering the Ideological Foundations lecture on 9/7, come prepared to discuss the following in class on 9/7:

- a. Are you an “ecological debtor?”
- b. What you have learned about how you can live sustainably
- c. What implications may result from you personally consuming “X” number of earths in terms of service, social justice, and sustainability

3. SSS Paper: 20%

Paper due 9am on 10/5/19 (submit a hard copy in class and electronically via email)

Each student will participate in a self-selected service, social justice or sustainability activity during the first four weeks of class. *Students should select an activity that is new and challenging, not something you are already doing, or have done before; not a normal parenting, work, religious or neighborhood activity. Students are encouraged to discuss their plans with the instructors.*

- a. Service activities focus on meeting the immediate needs of individuals or groups in the community. Examples of service activities may include volunteer work for an individual, group or organization engaged in meeting food, housing, or other immediate needs. Be sure to remember that the MCD definition of “service” is not the same as “charity.”
- b. Social justice activities are those focused on identifying and challenging the structural issues that create unequal access to necessary resources for some individuals and groups. Social justice activities may include identifying and participating in a social justice advocacy organization, engaging in advocacy work on behalf of marginalized individuals w/government or other institutions, promoting knowledge about specific social inequities, demonstrating against unfair practices and influencing your government representatives.
- c. Sustainability activities, for this project, aim at promoting the health of the earth and limiting the impact of human life on earth’s health. Sustainability activities may include adopting a new plan for controlling your waste, for making recycling, repurposing, reusing a consistent part of family or institutional life, taking steps to reduce your family’s or your employer’s environmental footprint, as well as community advocacy activities related to environmental issues, such as volunteering with a recycling organization, etc.

Following completion of the activity, each student will develop a 4-5 page *academic paper* (double-spaced and excluding title page) identifying the specific activity, the rationale for selecting the activity, and how this activity meets the concept of service, social justice, or sustainability *as used in the MCD program*. The paper should also provide general reflections on the activity and personal meaning derived from the activity as well as how this experience can inform your understanding of community development efforts.

Be prepared to discuss your activity in class on 9/21/19.

4. Case Study Analysis of Community Development Organization: 25%

Presentation and Paper due 6:30pm on 10/18/19 (submit a hard copy of paper in class and both electronically via email)

Working in teams, each team of students will conduct a case study analysis of a current community development organization in the Detroit area. The analysis will include identifying

the degree to which the organization meets MCD's definition of "community development," to what extent it includes the components of the HOPE model and the 3 S's (briefly define HOPE and 3 S's as part of this), and if it qualifies as a "community development organization" based on your analysis. Methods and examples of how these components are a part of the organization must be provided as well as recommendations as to how the organization may address any gaps (i.e., lack of attention to social justice). Because this is a research paper, the paper must explain the purpose of the analysis exercise and identify the manner in which the data was collected (i.e., interviews, group discussions, site visits, data research, etc.), the time frame for data collection, and limitations to data collection and their potential impact on results. Also, *because this is a research paper, students should not choose to analyze an organization with which they are (or have been) in some way affiliated.*

- a. Each team will submit one 8-10 page, double-spaced hard copy academic paper, not counting title page and Works Cited page, and will provide a 20-minute presentation outlining its findings and recommendations. An electronic copy of the paper and presentation should also be submitted. Presentations will be held on Friday, Oct. 18 from 6:30–9:30pm. The instructor will randomly select the order of presentations.
- b. Students will also be expected to do evaluations.* Students will submit two evaluations: (a) an evaluation of other teams' presentations, and (b) an evaluation of one's own team and the participation of members. Evaluation forms for both will be provided. Submission of these evaluations will be included in calculating grades for this assignment. Failure to turn in evaluations will negatively affect final course grades.

* Students are also strongly encouraged to complete the online university course evaluation to inform curricular and teaching improvement. Course evaluations are completed during the week preceding final exams each semester. Information is provided to students through email explaining how to complete the evaluation online.

5. Final Exam: 20%

In class at 9am on 10/5/19

The final exam is composed of two parts: short answer and essay.

Summary of Assignments to be submitted:

- 9/7/19 – Calculation of Ecological Footprint + Overshoot Day due for class discussion
- 10/5/19 – SSS Paper due at beginning of class at 9am (submit a hard copy in class and electronically via email)
- 10/5/19 – Final Exam in class at 9:00am
- 10/18 /19 – Case Study Analysis of Community Development Organization Presentation and Paper due at 6:30pm (submit a hard copy of paper in class and both electronically via email)
- 10/18/19 – Course + Team Evaluations due at end of class (submit hard copies in class)

Grading Scale

95.00 – 100 = A

90.00 – 94.9 = A-

87.00 – 89.9 = B+

83.00 – 86.9 = B

80.00 – 82.9 = B-

75.00 – 79.9 = C+

73.00 – 76.9 = C

70.00 – 72.9 = C-

Academic Papers

At the graduate level, unless otherwise instructed by the professor, papers submitted for grading should be “academic” in content and form.

Content: In general, an academic paper focuses on understanding what *is known* about a topic under study in an academic field. The student must distinguish between what s/he *thinks* or *feels* about some topic and what s/he *has learned* about the topic based on reading and research. Evidence, subject to analysis, takes precedence over personal views or the expression of emotions about a subject. Throughout, the writer attempts to present a logical flow of information and analysis of information that leads to a conclusion or a point of view supported by the evidence presented.

Form: Academic papers are typically in 12 pt. font, double-spaced, and with 1” margins on all sides. Academic papers typically include a title page: title, author, date, Works Cited, and/or Bibliography pages are included as necessary. Academic papers should be free of grammatical and spelling errors. In the MCD program, citations should follow the most recent MLA style. MLA Format:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Policy on Electronic Devices in Classroom

An electronic device policy is enforced in this class in order to minimize distractions and out of respect for your classmates, instructors, and guest speakers. Personal laptops are allowed in class only for active note taking (no surfing internet or social media use). Cell phones are not allowed in class and should be turned off and put away. Breaks are provided in each class for personal cell phone use. Failure to comply with this policy will result in a lower participation grade.

Compliance with Detroit Mercy Student-Related Policies

Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific Detroit Mercy policies; however the list is not intended to be exhaustive. A complete listing of all Detroit Mercy policies can be found in the Detroit Mercy Graduate Catalog and Detroit Mercy Student Handbook. Students are expected to be familiar with all Detroit Mercy student-related policies.

Detroit Mercy Policy on Plagiarism and Academic Integrity

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one’s own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer’s ideas and structure without documentation.

Students are advised always to set off another writer’s exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others’ words and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students that purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University.

Detroit Mercy Policy on Incomplete Work

A petition for a grade of "I," Incomplete, is required and may be approved or disapproved at the discretion of the instructor. This grade is only appropriate at the end of the term when the majority of the course requirements have been completed but for serious reason the student is unable to complete the remaining course requirements. Students may not sit in the class in a future semester to complete the work of the original course. Faculty are required to enter a Last Date of Attendance when an "I" grade is issued at the end of the semester. Failure to remain in the course through the end of the semester may impact your financial aid eligibility for that course.

Graduate regulations require that the work be completed no later than April 1 for fall term courses and December 1 for courses in winter or summer terms. The instructor, the department, or the college may establish earlier dates for the completion of incomplete work. Students should acquaint themselves with the deadlines established by their programs. Students who fail to complete the course by the established deadlines lose the right to complete the course. The grade of I remains the grade of record on the permanent transcript. Some colleges/schools will issue a grade of "F" for failure to complete the "I" grade by the deadline. Students with an excused absence from a final examination must complete the examination within two weeks of the scheduled date, unless the appropriate college administrator permits a further extension of the deadline in writing.

Available Support Services

The University of Detroit Mercy has a wide array of support services available to all students that include the libraries, media centers, tutoring and writing centers. The Detroit Mercy Student Handbook contains information regarding location and hours of operation of the University's support services. Students are encouraged to utilize the support services provided by the University, as needed. Learning and Writing Centers: The Learning Center provides tutoring on the ground floor of the Student Center. Help with reading comprehension and writing skills is available in the Writing Center in Briggs. 225.

Disability Support Services and Accommodations

If you need an accommodation because of a disability, have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact: Emilie Wetherington, M.A. Director of Disability Support Services, McNichols Campus Library, Room 328, gallegem@udmercy.edu, 313.993.1158.

It is very important for students to be proactive with regard to requesting their disability accommodations every semester. Students are encouraged to have open communication with their professors. However, it is never a requirement for students to disclose their disabilities to anyone except the Director of Disability Support Services, and only if they wish to request accommodations. You must be registered with Disability Support Services and your faculty must receive official notification from the DSS office before they can make arrangements for your accommodations.

Title IX

The University of Detroit Mercy is committed to fostering a safe, productive learning environment for all students. Concerns or complaints regarding potential sex and gender-based harassment, sexual exploitation, sexual assault or attempted sexual assault, intimate partner

violence/dating violence, stalking, and retaliation may be conveyed or reported to Marjorie Lang, Title IX Coordinator, by contacting her at langma@udmercy.edu or 313.993.1802. Ms. Lang's office is located on the 5th floor of the Fisher Administration Center on the McNichols campus. You may view the University's Policy Prohibiting Sex and Gender-based Discrimination at <http://www.udmercy.edu/academics/academic-affairs/titleix/>.

MCD 5010 Course Schedule – Fall 2019 (subject to change)

NOTE: Class begins at 6:30pm on Fridays and at 9am on Saturdays. All classes are held in Peter Peirce Room (Loranger 207) on the 2nd level of the School of Architecture unless otherwise noted.

Day	Time	Topic
F 9/6	6:30-7:00	Introductions
	7:00-7:30	Introduction to MCD
	7:30-8:00	Review of MCD 5010 Syllabus
	8:00-8:15	BREAK
	8:15-9:30	Understanding Community Development
S 9/7	9:00-10:30	Introduction to Ideological Foundations: Service, Social Justice, and Sustainability: Gloria Albrecht + Virginia Stanard
	10:30-10:45	BREAK
	10:45-12:15	Ecological Footprint Activity + Discussion
	12:15-1:15	LUNCH (on your own)
	1:15-2:30 @Library	Meet in Library – Orientation to MCD Research Tools: Sandra Wilson
	2:30-2:45	BREAK
	2:45-3:45	Understanding Community Development Continued
	3:45-4:00	BREAK
	4:00-5:00	<ul style="list-style-type: none"> • Discussion of “academic papers” format and collaborative writing • Discussion of SSS Activities Assignment Individual activity to be completed by 9/21 for class discussion. Paper due 9am in class on 10/5. • CDO Case Study Assignment team determination, Team work discussion, and Team Work Plan assignment
	S 9/21	9:00-11:00 @HomeBase
11:00-11:15		BREAK
11:15-11:45 @HomeBase		Visit to Detroit Collaborative Design Center (DCDC)
11:45-12:45		LUNCH (on your own)
12:45-1:45		Understanding the HOPE Model
1:45-2:00		BREAK
2:00-3:30		Making Detroit: History and Context: Steve Vogel
3:30-3:45		BREAK
3:45-5:00		<ul style="list-style-type: none"> • Reports on Service, Social Justice, Sustainability-Inspired Activities Class members report on their SSS activity. Clarification of MCD’s definitions of SSS, as necessary, in preparation for writing paper. • Discussion of Final Exam • Discussion of CDO Case Study Assignment
S 10/5		9:00-10:45
	10:45-11:00	BREAK
	11:00-12:00	<ul style="list-style-type: none"> • CDO Case Study Assignment Working Session Paper outline preparation

	12:00-2:00	LUNCH: Pizza with MCD alumni and students
	2:00-2:15	BREAK
	2:15-3:45	Inside View: People in Community Development Panel
	3:45-4:00	BREAK
	4:00-5:00	<ul style="list-style-type: none"> • Discussion of CDO Case Study Analysis Assignment <ul style="list-style-type: none"> Review of “CDO” definition Discuss CDO paper outlines Doing research and analysis/writing tips Team work: strengths, challenges, tips • Distribute course evaluations • Wrap-up discussion, as needed
F 10/18	6:30-9:30	<ul style="list-style-type: none"> • CDO Case Study Analysis Due/Team Presentations • Team Evaluations completed and submitted • Course Evaluation completed and submitted