Syllabus: 762:307 Community Development
Fall 2017, Tillett Hall, Room 116 Mondays, 1:40pm - 4:40pm

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Phone: (215) 292-7239

Office hours: Mondays, 10:45am - 12:45pm & by appointment; 33 Livingston Ave, Civic Square Building, Room 551

I. Course Overview

“neighborhoods and communities are complex organisms that will be resilient only if they are healthy along a number of interrelated dimensions, much as a human body cannot be healthy without adequate air, water, rest, and food.” Ben Bernanke, Economist, Brookings Institution

As noted in the quote above from Ben Bernanke, the Federal Reserve Chairman under Presidents Bush and Obama, communities and neighborhoods are puzzles comprised of many component parts. The purpose of this course is to assess how all of the puzzle pieces of community fit together in America today. We will seek to answer five key questions, each of which will comprise a module of this class:

1. What is meant by the term “community” and what is the general history and theory of community development?
2. Why do people live where they do and does place matter?
3. Which types of organizations and institutions play a role in community development?
4. How do communities approach each component of the puzzle? Should these components be addressed separately or comprehensively?
5. How can community members be engaged and empowered?

As is necessarily true with any complex social system, there are no right or wrong answers to many of these community development questions. Rather, what matters is a critical, honest assessment and discussion of where we stand today and what can be done to support and grow our communities. The varied needs of communities nationwide can foster a wide range of approaches and solutions. Therefore, this course will function as an interactive workshop blending lecture and discussion. We’ll begin each class with a relatively brief lecture on the key concepts for that week. However, the majority of our class time will be spent on group discussion of the assigned readings, videos and related issues or concepts.

There will be two required textbooks for this course: (1) *The Community Development Reader (second edition)*, Routledge, 2013 by James DeFilippis and Susan Saegert; and (2) Ronald F. Ferguson and William T. Dickens, eds. *Urban Problems And Community Development*. Brookings Institution Press, 2011. You can purchase these textbooks at the Rutgers Bookstore or buy or rent from online retailers. Readings from the first textbook will be labeled as CDR and readings from the second labeled as UPC in the syllabus below. Additional readings or links to videos will be posted on Sakai. Please bring your copy of the assigned reading material to class each week so that you can refer to it throughout the discussion. In advance of the class each week, I will post my Powerpoint slides on the Sakai site. Students may choose to download and bring the slides to class with them as a format for taking notes.

II. Course Goals & Learning Objectives

The purpose of this course is to acquaint students with the history and current status of community development in the United States. Together, we will focus on a combination of both theory and applied, real
world practice. My goal is to inform and excite you about the field of community development and the critical questions it raises about how and where we live in America today. The learning objectives are to:

• Describe the evolving meaning and importance of “community”;
• Highlight the evolution of community development theory over the past century;
• Describe the community development structure and system in the United States, including the roles of and funding from nonprofit and public actors in this system;
• Share a basic understanding of core community development issues and their inter-relationship, especially as it relates to low and moderate income households; and
• Have engaging, lively discussions which demonstrate the challenges and opportunities inherent in community development.

### III. Course Outline

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>9/11</td>
<td>Introduction</td>
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<td><strong>Module I: What is meant “community” and what is the general history and theory of community development?</strong></td>
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<tr>
<td>2</td>
<td>9/18</td>
<td>What is a community?</td>
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<td></td>
<td></td>
<td>• Community profile selection due</td>
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<td>3</td>
<td>9/25</td>
<td>Theories &amp; structure of community development</td>
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<td><strong>Module II: Why do people live where they do and does place matter?</strong></td>
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<td>4</td>
<td>10/2</td>
<td>Income, segregation, and inequality</td>
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<td><strong>Module III: Which types of organizations and institutions play a role in community development?</strong></td>
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<td>5</td>
<td>10/9</td>
<td>Federal and local government community development agencies</td>
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<td>• Community profile stage 1 due</td>
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<td>• Community profile presentations group 1</td>
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<td>6</td>
<td>10/16</td>
<td>Community development corporations (CDCs), faith-based organizations, foundations &amp; other nonprofits</td>
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<td>7</td>
<td>10/23</td>
<td>Funding community development</td>
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<td><strong>Module IV: How do communities approach each component of the puzzle?</strong></td>
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<td>8</td>
<td>10/30</td>
<td>Economic development</td>
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<td>• Community profile stage 2 due</td>
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<td>• Community presentations group 2</td>
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<td>9</td>
<td>11/6</td>
<td>Housing</td>
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<td>10</td>
<td>11/13</td>
<td>Schools and education</td>
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<td>11</td>
<td>11/20</td>
<td>Crime prevention and social services</td>
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<td>12</td>
<td>11/27</td>
<td>Food security, health, the environment, &amp; infrastructure</td>
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<td>• Community presentations group 3</td>
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<td>• Community profile stage 3 due 11/29 <em>(Note: due date is Wednesday 11/29 to allow a few days after the Thanksgiving break)</em></td>
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<td><strong>Module V: How can community members be engaged and empowered?</strong></td>
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<tr>
<td>13</td>
<td>12/4</td>
<td>Social capital and community capacity building</td>
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<td>14</td>
<td>12/11</td>
<td>Community organizing and participation</td>
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<td>• Community presentations group 4</td>
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<td>12/13</td>
<td>Community profile stage 4 due</td>
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<td>12/15 or Week of 12/18 (TBD by university)</td>
<td>Final exam</td>
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Final exam
IV. Course Requirements

There will be no quizzes or midterm. What is primarily important is your active engagement with the concepts, materials and course discussion. Therefore, the course requirements and grading will be rigorous regarding your participation and writing assignments.

Grading Summary

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<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Reading discussion questions blogs (13 classes)</td>
<td>Each Monday at 10:00am</td>
<td>13%</td>
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<tr>
<td>Class attendance &amp; participation</td>
<td>On-going</td>
<td>13%</td>
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<td>Community profile – Select community</td>
<td>9/18/17 at 10:00am</td>
<td>N/A</td>
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<td>Community profile – Community description</td>
<td>10/9/17 at 10:00am</td>
<td>10%</td>
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<td>Community profile – Organizational landscape</td>
<td>10/30/17 at 10:00am</td>
<td>10%</td>
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<td>Community profile – CD needs and activities</td>
<td>11/29/17 at 10:00am</td>
<td>10%</td>
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<td>Community profile – Community engagement &amp; the future</td>
<td>12/13/17 at 10:00am</td>
<td>14%</td>
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<td>Community profile – Community presentation</td>
<td>As scheduled by student</td>
<td>10%</td>
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<tr>
<td>Final exam</td>
<td>During finals week, as scheduled by university</td>
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<td>Total</td>
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1. Reading discussion questions blog (13%, calculated as 1% for each week of the course after week 1) – The weekly readings and/or videos create the structure and foundation for this course. As noted above, we will spend a significant amount of time in each class engaging the readings as a group, so please come prepared with your insights and opinions. To prepare for this participation, you must submit a questions blog of approximately 75 to 100 words each week. Although you are welcome to debate the readings or videos with your classmates, the weekly blog must be written by you and should not be submitted jointly.

In each weekly blog entry, you should write a total of two discussion questions drawn from that week’s readings or videos. We will engage some of these questions in class. Your questions should relate to either: (a) a point made by the authors/speakers that you feel is interesting or important and worthy of class discussion; or (b) something you did not understand or where you felt the authors/speakers were unclear or incorrect. Important note: just because these are published authors or videos does not necessarily mean they are above critique. Your well-founded opinions and experiences are welcomed.

Blogs are due on Sakai by 10am EST on the Monday when we will discuss those readings or videos in class. Each weekly questions blog is worth 1% of your total grade. Please see the grading rubric for additional guidance on the questions blogs.

2. Attendance and participation (13%) – Attendance and active engagement in class is required of all students. You are expected to attend every class on-time, with the exception of conflicts with religious holidays. Please let me know at the beginning of the semester if you will need to miss a class because of a religious holiday. In addition, I will allow one unexcused absence during the semester without negative consequence to your grade (although your blog and any applicable assignments are still due for that week). Every other unexcused absence will significantly affect your attendance and participation grade. I will provide you an assessment of your attendance and participation halfway through the semester. Please see the grading rubric for additional guidance on the grading for attendance and participation.

3. Community profile (54% in total) – Your major assignment in this course is a community profile, in which you will: (1) select a single community that you will use throughout this assignment; (2) describe aspects of that community related to the modules of this course; (3) summarize your assessment of and suggestions...
for the future of the development of this community; and (4) make a brief class presentation on one aspect of your chosen community.

You may select any place-identified American community as the subject of your profile. It can be your hometown, a specific neighborhood within a city, a place you have visited, or a community that you want to know more about. However, before settling on a specific community, do some basic initial research to ensure that there are readily available resources for your profile. It is acceptable to choose a major metropolitan city such as New York, Chicago, or Los Angeles, but for some components of the assignment, you will need to focus on one specific community within that city. On Sakai, please submit a very short (less than 100 word) statement noting the community you have selected and explaining why you chose that community. Due: September 18 by 10:00 am on Sakai.

The writing components of this assignment will be submitted in four stages, each of which will be separately graded. Your writing must be complete, logically organized, and grammatically correct. Your text should be 12-point font, double spaced, one inch margins. You must cite the sources of all data, text, and information that you reference using APA or MLA style. If you created a graph yourself, you need to cite the source of the data. If you reproduced a graph from somewhere else, you must cite that source. If you have questions about how/where to find information or want an informal review of a draft of any stage of your community profile, please come to my office hours or email to arrange a time to discuss. Please see the grading rubric for additional guidance on the grading for the community profile.

**Stage 1: Community description and place-based issues (10%)** – This stage is intended to provide the background for your profile and describe the place-based issues faced by this community. You will write a description of the community, drawing on a combination of publicly available demographic data sets, news coverage, and academic articles or case studies (if available). For this phase, answer the following types of questions: What are the major neighborhoods or areas within the community (if applicable)? Who lives there? What are the historical community development issues faced by this community? How has the community changed in recent decades? What challenges does the community face today? Your community description should be approximately four pages long (excluding references or citations) and should include at least two graphs, tables or charts. Due: on Sakai by 10:00 am on Monday October 9.

**Stage 2: Organizational and financial landscape (10%)** – The purpose of this phase is to describe the major public and nonprofit organizations working in the community and the relevant community development policies and investments enacted by local agencies. What roles do each of these actors play in the community? What do you see as the strengths and weaknesses of the local community development organizational landscape? What types of funds have they invested in development for this community? Select one specific organization that is involved in development for your community and describe the types of work that organization is doing, how large the organization is, how they are funded, and how they fit within larger community development industry system. Your organizational and financial landscape summary should be approximately four pages long (excluding references or citations). Due: Monday October 30 by 10:00 am on Sakai.

**Stage 3: Community development needs and activities (10%)** – The purpose of this phase is to describe the specific community development needs of your chosen community and the major types of programs that have been implemented to address these needs, particularly for persons who are low and moderate income. What are the needs of community residents for economic development, housing, education, crime prevention and social services, infrastructure, or food security/health? What types of services do public and nonprofit organizations provide in your selected community? Given what you have learned about the community, how do these local services align with the community’s needs? What appear to be the gaps and unmet needs? Your summary of community development needs and activities should be approximately four pages long (excluding references or citations). Due: Wednesday November 29 by 10:00 am on Sakai.
Stage 4: Community engagement and the future (14%) – The purpose of this phase is to describe efforts that have been made to organize, engage, and empower residents of this community, and your recommendations for future community development actions. Describe any past or current efforts to organize this community and build a political power base. Do the public and nonprofit organizations working in this community engage residents in decision making? If yes, how? Given all that you have learned about this community, make specific and succinct recommendations for how you would approach development in this community in the future. Assuming relatively limited available funding, what priority issues should be addressed? What types of funds or programs are needed? What types of organizations should be partners? How should community residents be engaged in this process? This forward-looking section of your profile should be your learned opinion, backed-up by the research and reading you have done throughout this course. There is no one “right” solution to the needs of your selected community and rather, you will be graded based on the logic and clarity of your proposed solutions and their tie to the course readings throughout the semester. Your summary of community engagement and recommended approaches should be approximately six pages long (excluding references or citations). Due: Wednesday December 13 by 10:00 am on Sakai.

Community profile presentation (10%) - At each week when one of the community profile papers is due, a subset of students will present a brief summary of their paper for that week. For example, during the 8th week of class, two to four volunteers will present a five to ten-minute summary of their findings on the organizational and financial landscape of their profile community. During the second week of class, students can sign up for the week in which they wish to present and each student will only need to make one presentation during the semester. Presentation slides welcomed but are not necessary.

4. Final exam (20%) – The final exam will be held during the Rutgers exam week. The exam will be formatted as a series of short/mid-length essay questions and will focus on both the class readings/videos and our class discussions.

V. Grading Scale

This course will not be graded on a curve nor is there a pre-determined number of As, Bs or Cs that will be awarded. If everyone attends and actively participates in class, is timely and complete in their assignments, and is thorough, thoughtful, and accurate in their papers, blogs, and final exam, everyone will do well. The grading scale is as follows:

90-100: A; 86-89: B+; 80-85: B; 76-79: C+; 70-75: C; 66-69: D+; 60-65: D; 59 or below: F

Numeric grades will not be rounded up or down. No extra credit will be available but if you believe that I misunderstood a component of your submission and that your grade for a specific assignment is in error, please come see me during office hours or make an appointment. Be sure to compare your work to the grading rubric before our meeting. I do not promise that I will raise your grade but am always open to hearing your argument.

VI. Late Assignments

Fair warning: unless approved by me via email before the due date/time and due to a legitimate family, medical or other emergency, late assignments will not be graded and will be counted as a 0 in your final grade. The Sakai system will not accept submissions after the established date and time so please be sure to access the system well in advance of the posted due date/time. If you have access issues with Sakai, you can email the assignment to me so long as the sent email is time stamped before the due date/time.

Please note that for all writing assignments, it is your responsibility to ensure that they are submitted in a format that can readily be opened. You may use either PDF or Word. If you do not have access to either of these software, please let me know.
VII. **Respect in the Classroom**

All voices and perspectives in our class will be heard and respected. Disagreements among us as a class are encouraged; the issues we are covering can be contentious, and the discussions may be as well. However, such disagreements must be respectful and cordial. If at any point you feel that you are uncomfortable with something that happened in class, please talk to me about it.

VIII. **Electronics in the Classroom**

In the classroom, cell phones, the internet and social media platforms represent a significant source of distraction—for you, for the students around you, and for me. So, with that in mind, I ask the following of you, and will hold myself similarly accountable:

1) **Phones**: Please turn your phone off or to silent. Please do not text or engage in social media during class.

2) **Laptops/tablets**: You may use laptops or tablets to refer to readings and to notes you have typed. However, I encourage you not to use them to type notes during class. Email and web surfing are likewise an impediment to all of our learning and are not allowed during class.

We will take a 15-minute break approximately half way through each class and you can email, text, etc. during this time. Repeated violations of these norms will significantly affect your attendance and participation grade.

IX. **Academic Integrity**

Rutgers and I take plagiarism, cheating, and other violations of academic integrity extremely seriously and they will not be tolerated. If you have any questions, please review the Rutgers Academic Integrity Policy at http://academicintegrity.rutgers.edu/academic-integrity-policy/. Please be aware that I will be using the Turnitin feature on Sakai to assist in flagging potential violations.

X. **Disability Accommodations**

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability should contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

XI. **Detailed Course Schedule**

Note that for many of the works below, I am only asking that you read a single chapter or subset of pages. Please pay attention to the syllabus when doing each week’s reading. There will be approximately 50 to 75 pages of reading per week, with some weeks also including videos. All materials except those in *The Community Development Reader* or *Urban Problems And Community Development* are available at the Resources tab of the Sakai site. The video links are also provided on Sakai and in this syllabus. You can either watch the video or read the transcript.

**September 11 -- Week 1**

*Welcome, introductions, syllabus review, why communities matter*

MODULE I: MEANING AND THEORY OF COMMUNITY

September 18 -- Week 2

What is a community? What is a neighborhood?

- Park, R. E. (1926). “The Urban Community As A Spacial Pattern And A Moral Order”. In E. W. Burgess (Ed.), The Urban Community (pp. 3–18). Chicago, IL: University of Chicago Press.
- Due by 10:00am: Community selection statement. Submit on Sakai.

September 25 -- Week 3

History and theories of community development, the structure of the community development system

- Von Hoffmann, Alexander, "The Past, Present, And Future Of Community Development In The United States." Monograph, What Works for America’s Communities, 2012

MODULE II: DOES PLACE MATTER?

October 2 -- Week 4

Why do people live where they do? Income, segregation, and inequality


• (Read the article & then use the interactive map for your chosen city/community. If that city is not mapped, review your hometown or another American city you know), Camila Domonoske, “Interactive Redlining Map Zooms In On America’s History Of Discrimination”, National Public Radio, October 19, 2016 3:22 PM ET, http://www.npr.org/sections/thetwo-way/2016/10/19/498536077/interactive-redlining-map-zooms-in-americas-history-of-discrimination

• Watch: Urban Institute - How Place Matters, Aug 11, 2016: https://www.youtube.com/watch?v=rkU795f4fv4

MODULE III: ORGANIZATIONS AND INSTITUTIONS

October 9 -- Week 5

Federal and local government community development policy and roles


• Watch: Milwaukee Housing Authority, “Milwaukee's Choice Neighborhood”, July 14, 2016 https://www.youtube.com/watch?v=jfWJ5YGTugs

• Due by 10:00am: Community profile paper on community description. Submit on Sakai.

October 16 -- Week 6

CDCs, faith-based organizations, foundations and other nonprofits


October 23 -- Week 7

*How is community development financed? CDFIs, Public Programs, Foundations, CRA and private lenders, and other funding sources*


• *(Read only pp. 3-12).* Norcross, Eileen. "The Community Development Block Grant: Does It Work?." Mercatus Center, George Mason University, (2007).


• National Community Reinvestment Coalition, “A Brief Description of CRA”

• *(Read only pp. 33-40).* Federal Reserve Bank of St. Louis. “Coming up with the Money: Five Principles for Launching a Successful Community Development Initiative”. Community Development Department of the Federal Reserve Bank of St. Louis.


• *(Skim – to learn more about a specific federal program go to https://www.cfda.gov/?s=main&mode=list&tab=list)*, Texas Department of Housing and Community Development, “Federal Programs-CFDA Number”

• *(Skim)* National Community Reinvestment Coalition, “Budget Summary”

**MODULE IV: COMMUNITY DEVELOPMENT NEEDS & ACTIVITIES**

October 30 -- Week 8

*What is economic development? How do you encourage new businesses and jobs in a community?*


• Due by 10:00am: Community profile paper on organizational landscape. Submit on Sakai.

November 6 -- Week 9
What is affordable housing and how does it relate to community development?


• Watch: MetroFocus, “How Affordable is Affordable Housing?” Oct 2, 2013 https://www.youtube.com/watch?v=ApoRBHb4I2U

November 13 -- Week 10
What role do schools play in community development? What efforts have been made to better connect schools to neighborhoods?


• Watch: Community Schools, “Community Schools For All – 2010”, April, 23, 2010 https://www.youtube.com/watch?v=leTLLL3MYGk
November 20 -- Week 11

How does crime and crime prevention affect community development? What are community policing options? What other social services are needed in the neighborhood?


- Watch: The Obama White House, “President Obama hosts a Conversation on Community Policing and Criminal Justice”, July 13, 2016, [https://www.youtube.com/watch?v=eejgYfeDA8s](https://www.youtube.com/watch?v=eejgYfeDA8s)

November 27 -- Week 12

How is health shaped by where you live? What are the environmental issues that shape communities? How can infrastructure projects play a role in the health, environment, and economic development of communities?


- Appalachian Regional Commission, Examples of Community Infrastructure Projects, web [https://www.arc.gov/program_areas/ExamplesofCommunityInfrastructureProjects.asp](https://www.arc.gov/program_areas/ExamplesofCommunityInfrastructureProjects.asp)


- Due by 10:00am on 11/29/17: Community profile paper on needs and activities. Submit on Sakai.
MODULE V: COMMUNITY ENGAGEMENT & EMPOWERMENT

December 4 -- Week 13

What is social capital and how can it be created? How can we build community capacity?


December 11 -- Week 14

How can communities organize and to what end? What is community participation and how can it be fostered?

- Recap of class topics and preparation for final exam
- Class conclusion and wrap up
- December 13 10:00am: Community profile paper on community engagement and the future due. Submit on Sakai.

12/15 or Week of December 18 (date/time to be determined by university): final exam

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1 Syllabus adapted from Ryan M. Good & James DeFilippis