I. COURSE DOMAIN AND BOUNDARIES

The objective of the class is to explore theory and practice of community development. This course views community development as both a process and an outcome and values resident voice as central to improving the quality of life. Asset-based community development with a trauma informed perspective is the foundation of the course.

Utilizing applied learning techniques requiring students to meet with community stakeholders – residents, service providers, resident groups and developers to understand the skills and abilities required for effective practice. The course validates a participatory process, learning from and listening to the community. While the course focuses on St. Louis, it is applicable to community development practice in rural and international settings.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
Engage with individuals, families, groups, organizations, and communities  
Assess individuals, families, groups, organizations, and communities  
Intervene with individuals, families, groups, organizations, and communities  
Evaluate individuals, families, groups, organizations, and communities  

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.
Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umphrath Hall. Additionally, you can report incidents or complaints to the Office of Student
Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: **Title IX**

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: **RSVP Center**

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See **Mental Health Resources**.

**Center for Diversity and Inclusion (CDI):** The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

**V. TEXT/REQUIRED READINGS**

There is no one text that adequately summarizes neighborhood community development. As a result, readings are necessary to supplement the texts. We will indicate required class readings and those we recommend each day as well as those to add to your professional library.

**Required Text:** *Available for purchase at the bookstore or on reserve at the library*

Green, Gary and Haines, Anna. (2016) *Asset Building and Community Development*. Los Angeles: Sage Publishing. Other data and information resources will be shared with students to support their projects.

**Additional Resources for Community Development Practice**


All Topics on www.neighborhoodplanning.org
Community Engagement Toolkit
http://collectiveimpactforum.org/sites/default/files/Community%20Engagement%20Toolkit.pdf

Resources related to Regional initiatives (these inform our semester’s neighborhood work):
Forward Through Ferguson:

Vacancy Guide

Mayor’s Plan for vacancy https://www.stlouismo.gov/government/departments/mayor/initiatives/vacancy.cfm

New Resource for Vacancy Data
https://www.stlvacancy.com/map.html

Project Connect Action Plan


For St. Louis Data: Where We Stand: www.ewgateway.org

Required Newsletter Registrations (all are free): Faculty will refer to real time information
http://community-wealth.org/
http://www.communitybuildersstl.org/
http://tamarackcommunity.ca/
http://www.shelterforce.org/

Useful Community Development Websites and Newsletters
www.stlvacancy.com
http://www.communityprogress.net/
http://www.whatworksforamerica.org/sometimes-you-just-have-to-demand-what-you-need/
http://www.smartgrowthamerica.org/about-us
http://legacycities.americanassembly.org/
http://www.policylink.org
http://portal.hud.gov/hudportal/HUD
www.nw.org
http://www.edrgroup.com/
http://www.naceda.org/
http://www.lisc.org/
http://www.enterprisecommunity.com/
http://bangthetable.com/
www.fsg.org

OTHER READINGS ON THE SYLLABUS:
Other readings on the syllabus are available from the Brown Library reserves or on Canvas.
VI. ORGANIZATION OF COURSE

The course demonstrates participatory, asset-based community development theory and practice, focusing on specific metropolitan St. Louis neighborhoods, in partnership with a community development organization. The class structure will combine experiential learning, student/resident meetings, lecturettes from community development professionals and career development activities.

VII. ROLE OF FACULTY AND STUDENTS

A. Instructor’s Role:
The instructors will lecture, facilitate class discussions and encourage open discussion. The instructors will foster an environment in which students’ values, knowledge and experiences are explored and diverse perspectives understood, respected and critically examined. The instructors will also provide readings, assignment information, and be available for consultation and feedback. The instructors invite students to give feedback and suggestions throughout the course. The instructors are available for students.

B. Student’s Role:
Class attendance and active participation is expected. The classroom environment is the mutual responsibility of the instructor and the students. Students share their knowledge, experience, comments, critiques, feedback, and alternative approaches. Students are expected to apply their thinking to problem solve and analyze approaches.

In the Classroom: Regular attendance and completion of the readings are required unless illness or other emergencies make attendance impossible. The definition of an emergency is in the event of a death in the immediate family or severe illness or injury. Students should notify the instructor if you need to miss a class. Absences from class and/or team meetings results in a reduction in the final grade.

This class takes place over 3 weekends plus one weekday, during which there are times that the class travels to and from neighborhood locations. The class will be encouraged to car pool Faculty members will assist if a student does not have access to a car.

Students will approach community engagement and project deliverables in a professional manner as though they are submitting a professional presentation. It is the student’s responsibility to seek guidance and feedback from the instructor as needed to assure individual progress. Guest speakers provide useful real-world perspectives and information. Students should come prepared to ask thoughtful questions and engage as professionals.

This is a three credit hour course. This credit level reflects the fact that students will be EXPECTED to meet and/or otherwise undertake and complete class-related work outside of classroom hours. This includes outside meetings with the team members and outside meetings with other project-related individuals or groups.

Class Atmosphere: Instructors will strive to create a climate for learning characterized by intellectual diversity and a respect for each other and the contributions each person makes to class. Students make a similar commitment. Instructors are committed to ensuring a positive learning environment. Class behavior, actions, or comments to the contrary will affect students’ grades, and could be grounds for further University action.

Students and Community: Students should represent oneself as a community development professional especially according to the Core Competencies and Practice Behaviors. For example, students adhere to
professional norms of behavior, dress and interaction; operate with integrity and professionalism at all times including confidentiality; and be open to feedback that will facilitate learning and personal growth.

VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
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<tbody>
<tr>
<td>Graded Assignments</td>
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<tr>
<td>Final Exam</td>
<td>C4, C8</td>
<td>Knowledge</td>
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<tr>
<td>Readings Reflections</td>
<td>C3, C4, C5, C7</td>
<td>Values, Knowledge, Cognitive Processes</td>
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<tr>
<td>Neighborhood Data Picture</td>
<td>C3, C4, C5, C7, C9</td>
<td>Knowledge Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Financial Sustainability Proposal</td>
<td>C1, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Values</td>
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</tbody>
</table>

Course Activities

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<tr>
<th>Course Activities</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
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</thead>
<tbody>
<tr>
<td>Class and Team Participation</td>
<td>C1, C2</td>
<td>Values, Knowledge, Cognitive Processes, Affective Processes</td>
</tr>
<tr>
<td>Community Visits</td>
<td>C1, C2, C6, C8</td>
<td>Values, Knowledge, Skills, affective Processes, Cognitive Processes</td>
</tr>
</tbody>
</table>

IX. ASSIGNMENTS AND GRADING CRITERIA

Students will submit assignments in accordance with instructions. Late submissions of assignments may result in grade reduction.

Community Development Terminology Exam – Friday, December 6

Students will receive a list of common terms that are used in community development practice referring to specific legislation, abbreviations for agencies/departments and key concepts. For the exam, the students will define the term and explain how it applies to community development practice. Students complete the exam electronically in class without access to internet or other documents. Students are strongly encouraged to study together.

In order to help prepare for the exam, students will submit definitions for the assigned terms before each weekend and receive feedback. *See assignment schedule on the next page.*

Neighborhood Data Picture: Due Friday, October 18 at 9 am

Students will practice data collection, analysis, interpretation and presentation techniques using the Ville neighborhood as the focus. In this way, students will learn about the resources available for collecting data; techniques for communicating data (graphs, charts, maps, etc.); how data describes aspects of a “place”; and how data informs residents and professionals of trends, assets, challenges to assist in planning, engagement and decision making. Each student will receive a list of data points to research, analyze and interpret. While the data points are of the same location, this assignment illustrates how personal lens, preconceived ideas, professional values and knowledge can lead to different conclusions. Then, small groups of students will be assigned to produce a “poster” of their data for display and discussion in class on October 18. This will be a 11x17 power point slide.
template for the display. The data points will be distributed during the first class and posted on canvas. This data will also inform the final project.

- **Grading:** 20 points total: 10 points for complete data collection; 10 points for visual presentation – creativity, readability and clarity.

**Financial Sustainability Grant Proposal for Northside Community Housing:**
**Draft idea due on Saturday, October 19th: Final Due: Friday November 8th**

Sustained community change through development reflects the community’s history, culture, politics, institutions and neighborhoods. Paramount to sustained community change is the interests and needs of the individuals who live in the community and their ability to act as community leaders to effectively interact with individuals and institutions to sustain and expand effective change. The ability and opportunity for community residents to lead their neighborhood toward a defined future is seen as the most desired and the most “just.”

Using the Missouri Common Grant Application (posted on Canvas), students will develop a proposal for a community development project based on a priority area. Through the completion of the data assignment, resident/leadership interviews, and experiences in The Ville neighborhood, students should have begun thinking about approaches that might work for development of a particular topic area. In addition, the student will research and identify at least one funding source (foundation, government grant, contract or other revenue stream) which would realistically fund that “type” of activity within the context of Northside Community Housing’s mission. This assignment will allow students to apply course concepts, knowledge, and experience with the community to propose a realistic project that could be implemented and funded. All students will meet individually with the faculty on days to be defined, prior November 1st.

**Pre-Class Assignments:**

**Reading Reflection on Canvas: Total: 15 points – up to 5 per reading weekend assignment**

The purpose of the reading reflection is to provide an opportunity for students to demonstrate critical thinking skills in the context of community development practice. Students will select a course readings from the Green & Haines book or from the list of required or recommended readings and complete a reading response. There is one reading response for each weekend, either from a Friday or a Saturday choice. The reading response is due on the Monday before the Friday weekend class. The Reading Responses are to total no longer than one half page in length, 12 point Times Roman font, double spaced and include one question for class discussion. To avoid confusion between the author of the reading and the student as author of the paper, the use of first person is permissible and acceptable in this assignment. Each weekend’s assignment (3) earns up to 5 points.

**Term Definitions leading up to the final exam Total 15 points – up to 5 per “terms” assignments**

The entire list of terms will be divided into three sections submitted along with the readings on the Monday before the September, October and November classes (*with the exception of the first class*). This is intended to prepare students for class discussion and for the final exam on December 6. Each week earns students 5 points.

**Schedule:**

Terms and Reading Summary #1: Monday, September 9 (**Terms due Monday, September 16th**)  
Terms and Reading Summary #2: Monday, October 14  
Terms and Reading Summary #3: Monday, November 4

**Individual and Team Contribution: 5 points**

This class requires both individual and team contributions. To understand individual and team contribution, students will demonstrate an understanding of issues and create additional learning opportunities for other students. Contribution means more than “speaking in class.” It refers to a
real contribution, with thoughtful and insightful comments and actions that demonstrate engagement and involvement as a responsible team and class member. Faculty expect students to prepare and ask questions of and/or offer observations to guest presenters.

**Opportunities for Extra Credit:**

Students will have the opportunity to earn an additional 3 points (maximum) towards their final grade total in a few different ways. Students submit their request for extra credit in advance of the event you are attending.

1-point – Attendance/participation in a relevant community development webinar – student must provide proof of attendance and participation by turning in a one-paragraph description of the content and learning outcomes.

1-2 points – Attendance at a local community development event. Students provide proof of attendance and a one-paragraph description of the content and learning outcomes.

1 point – Community program (for example breakfast, evening, or afternoon events sponsored by CBN, RISE, Northside Providers Network) – Maximum of one event for the semester. If this is part of a practicum, please consult the faculty for approval.

Up to 2 points – all day workshop or conference – Maximum of one conference for the semester (unless approved by the faculty)

**GRADING CRITERIA**

Students earn individual grades. The final project is a group task and it can be determined that a student does not meet his/her responsibilities to the group. In this case, the instructors may choose to lower that student’s grade.

Points Earned

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<tr>
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<tr>
<td>5</td>
<td>Individual and Team Contribution – Ongoing</td>
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<tr>
<td>15</td>
<td>Reading Responses (5 points per assignment)</td>
</tr>
<tr>
<td>15</td>
<td>Term Responses (5 points per assignment)</td>
</tr>
<tr>
<td>20</td>
<td>Final Exam (individual) – <strong>December 6</strong></td>
</tr>
<tr>
<td>20</td>
<td>Neighborhood Data Picture (team) – <strong>October 18</strong></td>
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<tr>
<td>25</td>
<td>Financial Sustainability Grant (individual) – <strong>November 8</strong></td>
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**Letter Grading Scale**

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<tr>
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<td>95-90</td>
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<td>89-86</td>
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<td>69-65</td>
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<tr>
<td>85-81</td>
<td>B</td>
<td>Below 65</td>
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<tr>
<td>80-78</td>
<td>B-</td>
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</tbody>
</table>
X. COURSE OUTLINE

WEEKEND #1  
Friday, September 13

Morning: Course Overview: What is Community Development and How Do I Practice?
Introductions, review of syllabus and assignments

Community Development Timeline: How did we get here and how does this inform the present and future?

Lunch on your own

Afternoon: Trauma Informed Practice
Guest: Vontriece McDowell, Alive and Well

Understanding Community Context: TBA

Saturday, September 14

Morning: Community Development Practice: The Whole Picture
Neighborhood Data Picture Assignment: Discussion

Lunch as a class offsite

Afternoon: Community Visit with Resident Leaders and Stakeholders
Carpool campus: Tour the Ville with resident leaders and also attend Art Goes North in Hyde Park

Required Readings for the Weekend: Reading Reflections due Monday, September 9 at 5:00 pm
First group of Term Definitions due Monday, September 16th


Weinstein, E., Wolin, J. & Rose, S. Trauma Informed Community Development. May 2014. Located in PDF folder on Canvas


Recommended Readings
The Economist Who Would Fix the American Dream


WEEKEND #2  
Friday, October 18th

Morning: Community Development Finance Tools: Who Pays for this?
Guest: Steven Acree, Executive Director, RISE

Lunch on your own

Afternoon: Community Development, Safety and Systemic Change
Members of the Circuit Attorney’s staff
Khatib Waheed and Redditt Hudson

Saturday, October 19th Draft of Grant Due: Set up a meeting with the faculty
Morning  Facilitating Collaboration and Community Engagement
Guest: Charli Cooksey, CEO/founder of WEPOWER

Lunch  TBD

Afternoon  Off-site with community leaders or participate in a community event

Required Reading for the Weekend: Reading Reflections and Term Definitions due Monday, October 14 at 5:00 pm


A Ladder of Citizen Participation. Arnstein, Sherry, 1969. Located in PDF folder

Recommended Reading:
www.neighborhoodplanning.org

Download your free copy of: http://welcometocup.org/Store?product_id=115

http://www.nhi.org/online/issues/140/LCW.html
www.neighborhoodplanning.org Topic 9


WEEKEND #3:
Friday, November 8th  Final Grant Proposal Due at 9 am
Morning:  The Centrality of Housing in Community Development Practice:
Guests: TBA
Lunch on your own
Afternoon:  What Are the Essential Elements of Community Development and Fragmentation in St. Louis?
Guests: Dr. Terry Jones, UMSL

Professionals in the Community Development Space
Guests: TBA

Saturday, November 9th
Morning:  Economic Development – Principles and Practices
Guests: Elizabeth Noonan and Jackie Wellington, Principles
Afternoon: Evaluation of Community Development
Guest: Lexie Walsh, Evaluation & Client Services Manager, Brown School Evaluation Center
Required Reading for the Week: Reading Reflections and Term Definitions due Monday, November 4 at 5:00 pm.


Resources:

Vacancy Guide

Mayor’s Plan for vacancy
https://www.stlouismo.gov/government/departments/mayor/initiatives/vacancy.cfm

New Resource for Vacancy Data
https://www.stlvacancy.com/map.html

Recommended Reading:


www.neighborhoodplanning.org Topics 8 & 9

WEEKEND #4

Friday, December 6

Morning: Terminology Exam

Students have the complete 3-hour time block to finish the exam

Lunch on your own

Afternoon: Presentation to Community Stakeholders