

UBNS 8200: Community Organizing & Development

Spring 2020 Syllabus
University of Nebraska at Omaha

Remote due to Coronavirus

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Course Description

UBNS 8200 focuses on various theories and applications of organizing communities to effect change and on the processes, organizations, and determinants of neighborhood development. Of particular interest is the role of engaging citizens in improving their communities. The course covers the main theories of community organizing and development and connects them to the applied setting. Focus is also given to applied research studies published in the academic literature to introduce students to important findings in the field of urban studies and community development. Much of the attention of the course is on studies, strategies, and current issues in neighborhoods.

Learning Objectives

By the end of this course, students will be able to:

- Understand current issues in neighborhood development and apply them to urban areas.
- Understand the main theories of community organizing and development.
- Apply theories to real-world examples.
- Evaluate strategies and their application to community organizing and development in ~~both~~ written ~~and~~ oral format.

Required Texts

Green, Gary Paul., and Anna Haines. Asset Building & Community Development, 4th ed. Sage.

Please buy/rent the 4th edition. There is no guarantee that older editions will contain the same information.

Other readings from journals, newspapers, and magazines will be located on Canvas.

Course Requirements

1. **Community Response Paper (150 pts.):** Twice during the semester, I will post a prompt that connects our readings to an issue in the local community. Using the readings and other source materials, you'll write a essay paper responding to the prompt. The first response paper is worth 50 points. The second response paper is worth 100 points. The second response paper should be 4-6 pages.
2. **Midterm (100 pts.):** The Midterm will be take-home format. I will pose 4 questions on the

Midterm. You will have to answer two of them. The Midterm will cover all material prior to it. There is no set length (minimum or maximum pages); just answer the prompts thoroughly.

~~3. Term Paper/Project (100 pts.): You'll have 2 options for a semester paper/project. The first option is the Service Learning option. It involves working with a community organization on a project. If you are currently working with an organization, that will work, or I can connect you with an organization. For this component, you will keep a journal of your activities (50 pts.) throughout the semester and then write a reflection paper (approx. 4 pages) (50 pts.) once your service is complete. The second option is to do research on a neighborhood in Omaha. This neighborhood analysis will involve learning about the history of the neighborhood, going to the neighborhood to examine its design, talking with neighborhood leaders, etc. Basically, you will analyze how the community can develop both from the human and built environment and come up with a strategic plan for neighborhood development. This paper should be 5-7 pages.~~

~~4. Presentation (50 pts.): Depending upon which option for the term paper/project you pick, you'll do an 8-10 minute presentation at the end of the semester to the class on your activity, what you learned, and provide an analysis of the organization or neighborhood.~~

Grade Components

Community Response Paper 1	50
Midterm	100
Community Response Paper 2	100
Total	250

Grading Scale

A+	97% - 100% (242 - 250)
A	≥93% < 97% (232 - 241)
A-	≥90% < 93% (224 - 231)
B+	≥87% < 90% (217 - 223)
B	≥83% < 87% (207 - 216)
B-	≥80% < 83% (199 - 206)
C+	≥77% < 80% (192 - 198)
C	≥73% < 77% (182 - 191)
C-	≥70% < 73% (174 - 181)
D+	≥67% < 70% (167 - 173)
D	≥63% < 67% (157 - 166)
D-	≥60% < 63% (149 - 156)
F	< 60% (<149)

Round up from 0.5% has been included in the point spread above.

Course Expectations & Policies

Courtesy

Comments and language in class should be professional and courteous. Cell phones are annoying and distracting. Please put them away or have them on vibrate for emergencies.

Diversity & Inclusiveness

There must be a clear respect for diversity maintained in the class. This includes respect for people related to gender, sexual orientation, religious identity, disability, age, socio-economic status, ethnicity, race, culture and other differences (including political orientation). All of us have something to offer, and together, we can cultivate a classroom environment where individuals of varying opinions, experiences, and backgrounds are able to learn in a supportive and inclusive setting.

Late Work Policy & Make-Up Exams and Assignments

Since you have ample notice of the due dates of the assignments, and their requirements, no extensions will be given for assignments, unless there is approved medical, legal (jury duty), or university documentation. Materials turned in after the indicated due date and time will automatically receive a 10% deduction. Late work will receive an additional 15% deduction for each additional 24 hours that pass in which the assignment is not turned in. I make no guarantees that late work submitted to my office mailbox or email inbox or assignments slid under my door are actually delivered to me. It is your responsibility to ensure that I receive your materials.

Extra Credit

No extra credit will be offered in this course.

Incompletes

Incompletes will only be given in the most extreme and extenuating circumstances.

Student Privacy

Per regulations outlined in the Family Educational Rights and Privacy Act (FERPA), I will not discuss your grades, class performance, or any issues dealing with your personal circumstances as they relate to this course with another party that cannot legally access your your collegiate records or legally obtain such information. I will not field phone calls from your parents concerning your performance or circumstances related to this course. Your performance may be discussed with other members of the faculty as it pertains to your progress in the program, consideration for awards/funding, and as it is relevant to other university and department-related considerations.

Student Disability Services

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

Academic Misconduct

Students are expected to adhere to all the rules, regulations, and standards set forth by the University of Nebraska at Omaha with regard to academic dishonesty (<http://www.unomaha.edu/graduate-studies/academic-integrity.php>). This statement covers plagiarism (intentional or unintentional), cheating on examinations, using or stealing others' work, and so forth. The penalty for academic dishonesty could be a failing course grade and/or disciplinary actions.

Syllabus Change Policy

The contents of this course syllabus are subject to change in the event of extenuating circumstances.

Course Schedule

Jan. 15: Introduction to Course

- Capraro, James. F. 2004. "Community Organizing + Community Development = Community Transformation." Journal of Urban Affairs. 26 (2): 151-161.

Jan. 22: Introduction of Community Development, History, & Politics

- Green & Haines. Ch. 1. pp. 1-31.
- Green & Haines. Ch. 2. pp. 42-56.
- Green & Haines. Ch. 11. pp. 283-304.

Jan. 29: Community Development Process & Strategies

- Green & Haines. Ch. 4. pp. 78-101.
- Saegert, Susan. "Building Civic Capacity in Urban Neighborhoods." Chapter in The Community Development Reader. 2012. James Defilippis and Susan Saegert, eds. pp. 220-227.
- Finn, Stephen, Lalitha Kamath, Dennis Brunn, & Michael Powell. 2006. Residents at the Center: A Handbook on Community-Based Planning for Distressed Neighborhoods. pp. 5-37.

Feb. 5: Social Capital

- Green & Haines. Ch. 7. pp. 165-189.
- Putnam, Robert. 2000. Bowling Alone: The Collapse and Revival of American Community. pp. 16-28.
- DeFilippis, James. 2001. "The Myth of Social Capital in Community Development." Housing Policy Debate. 12 (4): 781-806.

Feb. 12: Neighborhood Development - Activism & Citizen Participation

- Hays, R. Allen. 2007. "Community Activists' Perceptions of Citizenship Roles in an Urban Community: A Case Study of Attitudes that Affect Community Engagement." Journal of Urban Affairs. 29 (4): 401-424.
- Hays, R. Allen. 2015. "Neighborhood Networks, Social Capital, and Political Participation: The Relationships Revisited." Journal of Urban Affairs. 37 (2): 122-143.
- Gilster, Megan E. 2014. "Putting Activism in its Place: The Neighborhood Context of Participation in Neighborhood-Focused Activism." Journal of Urban Affairs. 36 (1): 33-50.

Feb. 19: Neighborhood Development - Organizations

- Greenberg, Michael R. 1999. "Improving Neighborhood Quality: A Hierarchy of Needs." Housing Policy Debate. 10 (3): 601-624.
- Scheller, Daniel S. 2016. "Neighborhood Hierarchy of Needs." Journal of Urban Affairs. 38 (3): 429-449.
- Scheller, Daniel S. 2015. "The Effects of Neighborhood Democracy on Cooperation:

A Laboratory Study.” Journal of Urban Affairs. 37 (5): 568-583.

Feb. 26: CDCs

- Green & Haines. Ch. 5. pp. 111-135.
- Green & Haines. Ch. 6. pp. 136-164.
- Stoecker, Randy. “The Cdc Model of Urban Redevelopment: A Critique and an Alternative.” Journal of Urban Affairs. 19 (1): 1-22.
- Community Response Paper 1 Due.**

Mar. 4: CDCs

- Glickman, Norman J., and Lisa J. Servon. 2012. “More than Bricks and Sticks: Five Components of Community Development Corporation Capacity.” Chapter from James DeFilippis and Susan Saegart, eds. The Community Development Reader. 2nd ed. pp. 54-69.
- Rohe, William M., Rachel G. Bratt, and Protip Biswas. 2012. “Learning from Adversity: The CDC School of Hard Knocks.” Chapter from James DeFilippis and Susan Saegart, eds. The Community Development Reader. 2nd ed. pp. 70-75.
- Gonzales, Teresa Irene. 2017. “Two Sides of the Same Coin: The New Communities’ Program, Grassroots Organizations, and Leadership Development in Two Chicago Neighborhoods.” Journal of Urban Affairs. 39 (8): 1138-1154.

Mar. 11: Midterm & Open Week

- Midterm due **Sunday, Mar. 15** by 11:59 PM.

Mar. 18 & Mar. 25. : Spring Break - No Class

Due to the Coronavirus outbreak, the class on April 1 will be the only class required for you to “attend” via Zoom during normal class time. We will have a guest speaker from Denver via Zoom. After April 1, all lectures will be posted via a VidGrid video.

April 1: Physical Capital - Housing

- Zoom Guest Speaker - Valerie Herrera - Zoom link will be provided.
- Green & Haines. Ch. 8. pp. 190-227.

April 8: Physical Capital - Housing

- Joseph, Mark L., Robert J. Chaskin, and Henry S. Webber. 2007. “The Theoretical Basis for Addressing Poverty Through Mixed-Income Development.” Urban Affairs Review. 42 (3): 369-409.
- Whittemore, Andrew H., and Todd K. BenDor. 2019. “Reassessing NIMBY: The Demographics, Politics, and Geography of Opposition to High-Density Residential Infill.” Journal of Urban Affairs. 41 (4): 423-442.

April 15: Community Sustainability

- Green & Haines. Ch. 3. pp. 57-77.
- Green & Haines. Ch. 10. pp. 254-282.

April 22: Food and Urban Agriculture

- Green & Haines. Ch. 13. pp. 321-340.
- Sadler, Richard C., Jason A. Gilliland, and Godwin Arku. 2013. "Community Development and the Influence of New Food Retail Sources on the Price and Availability of Nutritious Food." Journal of Urban Affairs. 35 (4): 471-492.
- Gough, Meghan Z., and John Accordino. 2013. "Public Gardens as Sustainable Community Partners: Motivations, Perceived Benefits, and Challenges." Urban Affairs Review. 49 (6): 851-887.

April 29: Disasters & Semester Summary

- Green & Haines. Ch. 14. pp. 341-361.
- Chamlee-Wright, Emily, and Virgil Henry Storr. 2009. "'There's No Place Like New Orleans': Sense of Place and Community Recovery in the Ninth Ward After Hurricane Katrina." Journal of Urban Affairs. 615-634.
- Green & Haines. Ch. 15. pp. 362-378.

May 6: Community Response Paper 2 Due by 11:59 PM