PA 5552 Community Organizations and Public Policy
Spring 2012 Dr. Robyne Stevenson turnerrs@umkc.edu

Course: This course is contained in the MPA degree program and satisfies electives for both Nonprofit Management and Urban Administration emphasis. The course focuses on community development within public administration. The foci include community-based organizations, including neighborhood groups, CDCs, and other nonprofits, as well as the local, state and federal government agencies and public policies that govern, fund, and provide partnerships with these organizations. The fundamental area of policy attention in this course is centered on community development that includes the economic, social, and political systems, interactions, and activities of the urban community.

Books:

Social Equity and Public Administration, H. George Frederickson, ME Sharpe, 2010.

The Community Development Reader, James DeFilippis and Susan Saegert (eds.) Routledge, 2008.

Democracy in Action: Community Organizing and Urban Change, Kristina Smock, Columbia University Press, 2004.

Course Requirements: Students will complete all assignments.

- 1 exam at midterm will be an essay format covering assigned readings.
- 4 weekly essays during the summer (student selects which weeks they use)
- Presentation by team on semester project for team grade
- Write-up of project by each student for individual grade
- Participation. Several class sessions will be held off-site. Students are expected to attend those sessions and make arrangements to be there.
- Use the blackboard course site for all class information, to submit assignments, and to participate on the discussion threads.
- All correspondence with students from the instructor will be made using UMKC emails.

Course Grade

- Exam: 25% (essay, take home)
- 4 Essays: 20% (1 for each of 4 weeks, covering one reading in each essay)
- Presentation: 25% (team based grade: content, format, real-time presentation)
- Write-Up: 25% (individual grade: reflection of experience, use of research materials, quality of conclusions and use of presentation material, professionalism)
- Participation: 5% (quality of in class and on-line discussion, frequency, engagement with community)

Academic Integrity: Plagiarism is not acceptable, not allowed, and if caught, may result in an academic violation and sanction. Please consult the UMKC official catalogue for the regulations, responsibilities, and violation process regarding academic integrity. If you do not know how to properly cite quotations and/or material you glean from citable sources, then learn. The UMKC

library and UMKC writing lab can assist you with the do's and don'ts of proper citation. It is your responsibility to write correctly. "I didn't know" will not be an acceptable defense.

Working with classmates on assignments is permitted in this course. However, your assignments must be your own work. Any duplication of each other's work that is found in assignments is considered a violation of academic integrity.

Assignments

- **4 Essays:** each student will write 4 essays during the semester of 2-3 pages. You will select one reading that is marked with a special bullet on the syllabus from 4 different weeks and write an essay for each reading. The essay should not only summarize the author's content, but put it in context of the topic for that week and in context of the class. Your opinions are expected, but they must be informed opinions based on the readings and class information. You have until one week after the reading assignment to turn in an essay for that week.

Team Projects: this will an opportunity to work with community organizations, residents, nonprofits, and public agencies to develop a real world project, reasoned response, and make recommendations for future implementation. You will have the opportunity to work with neighborhoods and organizations in KCMO. If you prefer to work on a similar project but in another city and there is a team of people (4 -6 students), then we can arrange that opportunity. All students, regardless of where they do their project will attend class sessions that are held off-site during our regular meeting day and time. Meeting off sites allows us to engage with the community in their locale and experience their community. The location(s) will be announced in class and on blackboard. Each project topic will be selected by the team and will fall within the confines of addressing urban core community issues. The work done by each team may focus on any number of approaches – organizational operations, public policy, community involvement, best practices for issue approach, innovation, examination of key component/barrier to success. Each team will make a presentation of 5-10 minutes (depending on time and number of teams) at an off-site class session with community partners in attendance. These will be professional quality presentations using visual support (powerpoint, Prezi, maps, pictures, video, .wav movie). Research sources must be included. Presentations will be made available for public viewing. Grading will be at the team level.

Write-Up: Every student will complete an individual write-up of their team project and experience. This will include a reflection on their community engagement, salient research points related to the topic, conclusions and recommendations made, and an assessment of barriers, opportunities, and thoughts on how to generate success. Course readings as well as your own research will be expected to be part of the write-up. Grading will be made for each individual.

Course Outline

F/ Frederickson *Social Equity and Public Administration*
D/S DeFilippis & Saegert *The Community Development Reader*
S/ Smock *Democracy in Action*
OR/ Outside Reading – either provided in .pdf on Blackboard or available as online article in UMKC library database
Additional readings may be added during the semester.

Week 1 January 11: Setting the Context: Social Equity and New Public Administration – What do we do with Urban Communities?

- Frederickson, Chapter 1 Social Equity and the New Public Administration
- F/, Chapter 2 Social Equity in Context

Week 2 ALW Jan. 18: What is the Foundation and Subsequent Evolution of CD?

- DeFilippis/Saegert, Chapter 1
- D/S Alice O'Connor Chapter 2 Swimming against the Tide: Brief History of Federal Policy in Poor Communities
- D/S James DeFilippis Chapter 3 Community Control and Development: The Long View
- D/S Xavier deSouza Briggs Chapter 4 New (and Old) Lessons about the Politics of Problem-Solving in American Cities
- OR/ Peggy McIntosh Unpacking the Invisible Knapsack

Week 3 Jan. 25: Organizational Capacity for CD – Community Context

- D/S Glickman & Servon Chapter 6 More than Bricks and Sticks: 5 Components of CDC Capacity
- OR/ Chaskin, et al., Chap. 1 Community Capacity and Capacity Building
- OR/ Chaskin et al., Chap. 3 Organizational Development
- OR/ Medoff and Sklar, Streets of Hope, Chapter 2 Creating the Dudley Street Neighborhood Initiative

Week 4 ALW Feb. 1 Off-Site: CD Operations in a Political Environment – Access and Leverage

- OR/ DeFillipis Contesting Community, Chapter 3 The Market, the State and Community in the Contemporary Political Economy
- OR/ Orr Transforming the City, Chapter 1 Community Organizing and the Changing Ecology of Civic Engagement
- D/S Rohe, et al., Chapter 7 Learning from Adversity: The CDC School of Hard Knocks
- F/ Chapter 4 Social Equity and the Question of Administrative Discretion

Week 5 Feb. 8: Organizing in Action – Who has Power?

- S/ Chapter 1, 2, 3, 4, 5
- D/S Warren Chapter 23 A Theology of Organizing: From Alinsky to the Modern IAF
- D/S Speer and Hughey Chapter 24 Community Organizing: An Ecological Route to Empowerment and Power
- OR/ Chaskin et al., Chapter 4 Community Organizing
- OR/ Medoff & Sklar Streets of Hope, Chapter 4 Planning an Urban Village

Week 6 ALW Feb. 15 Off-Site: Working in Partnerships – City, Community, Private Sector

- S/ Chapter 6 Diagnosing and Framing the Community Problems
- F/ Chapter 5 The State of Social Equity in American Public Administration
- D/S Rich, Giles, Stern Chapter 15 Collaborating to Reduce Poverty: Views from City Halls and Community-Based Organizations
- D/S Squires Chapter 10 No Progress Without Protest
- D/S Fisher Chapter 22 Neighborhood Organizing: the Importance of Historical Context
- D/S Hyman Ch. 26 Exploring Social Capital and Civic Engagement to Create a Framework for Community Building

Week 7 Feb. 22: Exam Due – no class

Week 8 ALW Feb. 29: The Seduction of Defining "Otherness"

- D/S Young Chapter 33 Five Faces of Oppression
- D/S Lawrence Chapter 34 Expanding Comprehensiveness: Structural Racism and Community Building in the US
- D/S Garber Chapter 35 Defining Feminist Community: Place, Choice, and the Urban Politics of Difference
- D/S Briggs Chapter 27 Doing Democracy Up-Close: Culture, Power, and Communication in Community Planning
- D/S Stall and Stoecker Chapter 28 Community Organizing or Organizing Community? Gender and the Crafts of Empowerment

Week 9 ALW March 7 Off-Site and
Week 10 March 14: Economic Development in Community – Building Wealth vs. Investment

- F/ Chapter 7 Social Equity, Law, and Research
- D/S Fraser et al., Chapter 37 The Construction of the Local and the Limits of Contemporary Community Building in the US
- D/S Wiewel Teitz, Giloth Chapter 11 The Economic Development of Neighborhoods and Localities
- D/S Brown et al., Chapter 16 Toward Greater Effectiveness in Community Change: Challenges and Responses for Philanthropy

- OR Anglin Building Organizations, Glickman – Building the Capacity of Community-Based Development Organizations: The Case of CD Partnerships
- OR Anglin Building Organizations, Owens – Capacity Building: The Case of Faith-Based Organizations

Week 11 March 21: Developing Housing to Build Aesthetics, Investment, Wealth

- S/ Chapter 7 Taking Action: Strategies and Outcomes
- D/S Stoecker Chapter 36 The CDC Model of Urban Development: A Critique and an Alternative
- OR Medoff & Sklar Streets of Hope Chapter 6 Land and Housing Development: The Triangle and Beyond

March 28: SPRING BREAK

Week 12 ALW April 4: What it takes for Education to succeed in the Urban Community

- F/ Chapter 8 When Education Quality Speaks, Education Equality Answers
- OR Orr Transforming the City, Shirley and Evans Chapter 5 Community Organizing and No Child Left Behind

Week 13 April 11: Organizing for Food Access

- S/ Chapter 8 Widening the Scope: Organizing for Broader Social Change
- D/S Kubisch et al., Chapter 38 Strengthening the Connections between Communities and External Resource

Week 14 ALW April 18 Off-Site: Presentations

Week 15 April 25: Lessons for Public Administration and Reflection

- F/ Chapter 3 Social Equity: The Democratic Context and the Compound Theory
- F/ Chapter 9 Social Equity in the Twenty-First Century
- F/ Chapter 10 Conclusions
- S/ Chapter 9 Lessons Learned
- D/S DeFilippis and Saegert Chapter 39 Conclusion

Final Exams April 30-May 4 **Project Write-Ups Due Wed. May 2 by midnight.**