

RSOC 5640 & RSOC 6640
SOCIOLOGY OF COMMUNITY DEVELOPMENT
Spring 2008
Tuesdays & Thursdays 12:30 p.m. – 1:45 p.m.

The problem of defining "community development" has been likened to the problem of eating jello with a fork. There is, however, general agreement that community development means more than simply economic growth. Community development frequently is seen as an effort directed towards strengthening individual and organizational capacities to identify and solve local problems. Community development by definition is a form of social change and generally conceived of as promoting some form of "betterment" for community residents. In practice, promoting significant social change at the community level represents a challenge to the status quo. If there are those who feel their interests are thereby challenged, they can be expected to resist.

The overall objective of this course is to acquaint students with literature and key concepts in the field of community development, and apply these concepts to rural and urban communities. Most of the materials will focus on the United States, with additional materials from both other industrialized and non-industrialized nations. In the first part of the course, we will examine the concepts of community and development. In the second part, we will focus on different forms of community capital as a conceptual framework for analyzing a community's assets. The third part of the course will be devoted to a detailed study of an urban case study where a multi-ethnic/racial/cultural neighborhood in Boston organized and gained control over key community resources. I have built in approximately one week of flexibility at the end of the course where (if we are on schedule) the group collectively can determine what material they want to cover.

INSTRUCTOR: Conner Bailey
 313A Comer Hall
 844-5632
 cbailey@ag.auburn.edu
 http://www.ag.auburn.edu/~cbailey/

OFFICE HOURS: No fixed office hours. Generally I am in the office from 8:30 a.m. to 4:30 p.m. I teach a separate course 11:00 – 12:15 on Tuesdays and Thursdays so not available during that period.

TEXTS: Green, Gary P. and Anna Haines. 2008. *Asset Building & Community Development*. Second Edition. Los Angeles, CA: Sage Publications.

 Medoff, Peter and Holly Sklar. 1994. *Streets of Hope; The Fall and Rise of an Urban Neighborhood*. Boston, MA: South End Press.

SUPPLEMENTAL
READINGS: Additional readings are on EReserve through RBD Library, are available through the EBSCO databases of the RBD Library, or will be provided as photocopies. Readings on EReserve are indicated by italicized author's name in parentheses, as in (*LeGuinn*). Readings available on EBSCO or as photocopies will be indicated. Directions:

 EReserve: 1. From AU homepage click on <Libraries>. 2. Under the heading <Find> click on <Reserve Items>. 3. On Reserves page click on <E-Reserve>. 4. Click on <Electronic Reserves and Reserve Pages>. 5. Click on <Course Reserve Pages by Instructor>. 6. Click the drop down menu and select <Bailey> and then click <View>. 7. Click on <RSOC 6640>. 8. Enter password <bailey> and <ACCEPT>. 8. This will bring you to list of EReserve readings. 9. From here you click on the reading you want and one final click on the file name. All files are in .pdf format.

Electronic databases: 1. Go to AU homepage click on <Libraries>. 2. Under the heading <Find> click on <Articles and Databases>. 3. Click on <Academic Search Premier (EBSCO)>. 4. If you are off campus, you will need to log in using your Global ID and password. 5. In the box next to <Find> in the upper left corner, type in the title of the article you want and click the <Search> button. 6. Call up .pdf text.

COURSE DESIGN: This course will be run as a graduate seminar where everyone will have an opportunity to lead discussions on the material we will read. For this purpose, you will be asked to *briefly* summarize the reading, noting what you got from the article and how it fits within on-going seminar discussions. Then you will pose one or more questions to launch discussions. Once we have finished with one article, we will move on to the next.

EXAMINATIONS: There will be three writing assignments, including the final. Assignments will take the form of two essays written in response to three or more questions. The final exam period for this course is Monday, May 5th at 2 p.m. The first writing assignment will be done on a take-home basis. The instructor will determine if subsequent exams will be handled on a take-home basis or as in-class exams.

Separate exams will be written for students taking the course for graduate and undergraduate credit. As a general guideline, essays written by graduate students should require 1000-1200 words, while those written by undergraduates would be in the order of 800-1000 words. Take-home exams are to be typed and double-spaced, leaving ample margins for comments.

RESEARCH PAPER: Both undergraduate and graduate students will prepare a substantive research paper on a topic of their choice as long as it is related to the topic of community development. All students will present their papers in conference format (i.e., 12-15 minutes per presentation, with brief comments from the group after each presentation) at the end of the semester.

Undergraduates are expected to prepare a 12-15 page paper worth a possible 100 points. Graduate students are expected to develop research papers of approximately 20 pages worth a possible 200 points. The suggested length is based on 11-12 pt, double spaced text with adequate margins to write comments upon. The suggested length is only a guide; I am more interested in quality than quantity. In no case are papers to exceed 30 pages in length.

Students are to submit a brief (± 150 words) abstract of their proposed research along with a preliminary set of references no later than January 31st. Feel free to discuss your topic with me in advance. This preliminary material will not be graded, but is required. The purpose of developing a preliminary abstract is to make sure the research paper is developing in the right direction and not left to the last minute.

ACADEMIC HONESTY: All work you submit must be your own. Appropriately cited materials that are used to bolster your line of argument is, of course, acceptable. In my experience, the vast majority of students are unflinchingly honest. I have had, however, experience with those who lack personal integrity. I know how to identify plagiarized work. If you have any question about the definition of plagiarism, or any other question regarding academic honesty, please read the Tiger Cub www.auburn.edu/tigercub/, or please see me.

STUDENTS WITH DISABILITIES: I will make every possible effort, in cooperation with the Program for Students with Disabilities, to provide students with disabilities an equal opportunity to pursue their education. I request that any student with a documented disability let me know what arrangements will best serve their needs and to do so as soon as possible. Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: haynemd@auburn.edu

EVALUATION FOR UNDERGRADUATE STUDENTS: 440 course points. Each of the three exams is worth 100 points, and the research paper is worth 100 points.

An additional 40 points can be earned on the basis of class participation. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience, (4) how prepared you are to lead seminar discussions when it is your turn to do so, and (5) organization and effective presentation of research paper.

EVALUATION FOR GRADUATE STUDENTS: 550 course points. Each of the three exams is worth 100 points, and the research paper is worth 200 points.

An additional 50 points can be earned on the basis of class participation. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience, (4) how prepared you are to lead seminar discussions when it is your turn to do so, and (5) organization and effective presentation of research paper.

FOR BOTH UNDERGRADUATE AND GRADUATE STUDENTS:

Course grades will be assigned as a percentage of total course points, where:

- A = 90% and above
- B = 80 to 89.9%
- C = 70 to 79.9%
- D = 60 to 69.9%
- F = 59.9% and below

CLASS ATTENDANCE: Students are expected to attend the seminar. You can't participate in class discussions if you are not there, and this will be reflected in points earned for participation.

CELL PHONES AND PAGERS: Please turn cell phones and pagers off at the beginning of class.

<i>Week Of:</i>	<i>Reading Assignments</i>
January 7	VALUES OF CIVIL SOCIETY LeGuin, Ursula K. 1975. "The Ones Who Walk Away from Omelas." <i>The Wind's Twelve Quarters</i> . New York: Bantom Books. pp. 275-284. (LeGuinn) Giddons, Anthony. 1998. <i>The Third Way; The Renewal of Social Democracy</i> . Cambridge (U.K.): Polity Press. Ch. 2: "Five Dilemmas" (pp. 27-68) (Giddons 2) Ch. 3: "State and Civil Society" (pp. 69-98) (Giddons 3)
January 14	COMMUNITY AS CONCEPT Wilkinson, Ken. 1986. "In Search of the Community in the Changing Countryside." <i>Rural Sociology</i> 51(1):1-17. (Wilkinson) Sampson, Robert J. 2008. "What Community Supplies." Pp. 163-173 in James DeFilippis and Susan Saegert (eds.), <i>The Community Development Reader</i> . New York: Routledge.

Brager, George, Harry Specht, and James L. Torczyner. 1987. *Community Organizing*. Second Edition. New York: Columbia University Press.
Ch. 1: "Competing Values" (pp 1-31) (photocopy)

DeFilippis, James and Susan Saegert. 2008. "Communities Develop; The Question is How?" pp. 1-6 in James DeFilippis and Susan Saegert (eds.), *The Community Development Reader*. New York: Routledge. (photocopy)

January 21

DEVELOPMENT AS CONCEPT AND PROCESS

Galston, William and Karen Baehler. 1995. *Rural Development in the United States*. Washington, D.C.: Island Books.
Chapter 2: Development: A Conceptual Framework, pp. 23-37 (*Galston*).

Rothman, Jack. 1974. "Three Models of Community Organization Practice." Pp. 22-39 in F.M. Cox, J.L. Erlich, J. Rothman, and J.E. Tropman (eds.), *Strategies of Community Organization: A Book of Readings*. Itasca, Illinois: F.E. Peacock Publishers, Inc. (photocopy)

DeFilippis, James. 2008. "Community Control and Development: The Long View." Pp. 28-35 in James DeFilippis and Susan Saegert (eds.), *The Community Development Reader*. New York: Routledge. (photocopy)

NO CLASS ON THURSDAY, JANUARY 24TH

January 28

GLOBAL CONTEXT

Grimes, Seamus. 2003. "The Digital Economy Challenge Facing Peripheral Rural Areas." *Progress in Human Geography* 27(2):174-193. (EBSCO)

Lyson, Thomas. A. 2006. "Global Capital and the Transformation of Rural Communities." Pp. 292-303 in Cloke, P. T. Marsden, and P. Mooney (eds.), *Handbook of Rural Studies*. London: Sage Publications. (Photocopy)

Craig, Gary. 1998. "Community Development in a Global Context." *Community Development Journal* 33(1):2-17. (*Craig*).

Green, Gary P. and Anna Haines. 2008. *Asset Building & Community Development*
Ch. 1: The Role of Assets in Community-Based Development (pp. 1-22)
Ch. 2: A History of Community Development in America (pp. 23-40)

FIRST SET OF ESSAY QUESTIONS WILL BE DISTRIBUTED THURSDAY, JANUARY 31ST. ESSAYS ARE DUE ON THURSDAY FEBRUARY 6TH

ABSTRACT AND PRELIMINARY REFERENCE SECTION DUE JANUARY 31ST

NO CLASS ON TUESDAY, FEBRUARY 4TH

- February 4 ASSET BUILDING AND FORMS OF COMMUNITY CAPITAL
- Green, Gary P. and Anna Haines. 2008. *Asset Building & Community Development*
 Ch. 3: The Community Development Process (pp. 41-66)
 Ch. 4: The Role of Community-Based Organizations (pp. 67-84)
 Ch. 5: Human Capital and Workforce Development (pp. 85-108)
 Ch. 6: Social Capital: Building Trust, Norms, and Networks (pp 109-122)
- February 11 FORMS OF COMMUNITY CAPITAL (2)
- Green, Gary P. and Anna Haines. 2008. *Asset Building & Community Development*
 Ch. 7: Physical Capital: The Role of Housing in Community Development
 (pp 123-148)
 Ch. 8: Financial Capital: Community Credit Institutions (pp. 149-168)
 Ch. 9: Environmental Capital: Controlling Land Development (pp. 169-196)
 Ch. 10: Political Capital: Organizing for Power (pp 197-210)
- Schulman, Michael D. and Cynthia Anderson. 1999. "The Dark Side of the Force: A Case Study of Restructuring and Social Capital." *Rural Sociology* 64(3):351-372. (Photocopy)
- February 18 FORMS OF COMMUNITY CAPITAL (3)
- Green, Gary P. and Anna Haines. 2008. *Asset Building & Community Development*
 Ch. 11: Cultural Capital (pp 211-226)
 Ch. 12: Community Sustainability (pp. 227-248)
 Ch. 13: The Role of Community-Based Organizations in International Development
 (pp. 249-276)
- Khinduka, Shanti K. 1969. "Community Development: Potentials and Limitations." *Social Work Practice*. Reprinted. (photocopy)
- Korten, David. 1980. "Community Organization and Rural Development: A Learning Process Approach." *Public Administration Review* 40:480-511. (photocopy)
- Green, Gary P. and Anna Haines. 2008. *Asset Building & Community Development*
 Ch. 14: The Future of Community Development (pp 277-288)
- February 25 CONFLICT & CONSENSUS AS FRAMEWORKS FOR UNDERSTANDING COMMUNITY
- Mills, C. Wright. 1956. *The Power Elite*. New York: Oxford University Press.
 Ch. 2: Local Society (pp. 30-46) (Mills)
- Davis, Mike. 1992. *The City of Quartz; Excavating the Future in Los Angeles*. New York: Vintage Books.
 Ch. 4: Fortress L.A. (pp. 223-263) (photocopy)
- Etzioni, Amitai. 1996. The Responsive Community: A Communitarian Perspective. *American Sociological Review* 61:1-11. (Photocopy)
- Warren, Mark. 2008. "A Theology of Organizing; From Alinsky to the Modern IAF." Pp. 194-203 in James DeFilippis and Susan Saegert (eds.), *The Community Development Reader*. New York: Routledge. (photocopy)
- March 3 POWER AT THE COMMUNITY LEVEL

Gaventa, John. 1980. *Power and Powerlessness; Quiescence and Rebellion in an Appalachian Valley*. Urbana: University of Illinois Press.

Ch. 1: Power and Participation (pp. 3-32) (*Gaventa 1*)

Ch. 8: Community Development and Community Media: Pre-Protest Arenas of Community Conflict (pp. 205-226) (*Gaventa 3*)

Speer, Paul W. and Joseph Hughey. 2008. "Community Organizing; An Ecological Route to Empowerment and Power." Pp. 204-213 in James DeFilippis and Susan Saegert (eds.), *The Community Development Reader*. New York: Routledge. (photocopy)

March 10

POWER AND THE GROWTH MACHINE

Logan, John R. and Harvey L. Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley: University of California Press.

Ch. 1: The Social Construction of Cities (pp. 1-12) (*Logan & Molotch 1*)

Ch. 2: Places as Commodities (pp. 17-49) (*Logan & Molotch 2*)

Ch. 3: The City as Growth Machine (pp. 50-98) (*Logan & Molotch 3*)

Davis, Mike. 1992. *The City of Quartz; Excavating the Future in Los Angeles*. New York: Vintage Books.

Ch. 2: Power Lines (pp. 101-149) (photocopy)

Davis, Mike. 2002. *Dead Cities and Other Tales*. New York: New Press.

Ch. 4: Las Vegas versus Nature (pp. 85-105) (photocopy)

Fodor, Eban. 1999. *Better Not Bigger*. Boston: New Society Publishers.

Ch. 5: Discovering the Real Cost of Growth in Your Community (pp. 77-102) (Photocopy)

SECOND MID-TERM WILL COME ABOUT HERE IN THE SEMESTER.
WHETHER HANDLED ON TAKE-HOME BASIS OR AS AN IN-CLASS ASSIGNMENT
WILL BE DETERMINED BY INSTRUCTOR

March 17

SPRING BREAK

March 24

URBAN RENEWAL AND URBAN COMMUNITY DEVELOPMENT

Stoecker, Randy. 1994. *Defending Community; The Struggle for Alternative Redevelopment in Cedar-Riverside*. Philadelphia: Temple University Press.

Ch. 1: "Capital, Community, and Cedar-Riverside: An Overview." (pp. 3-26) (*Stoecker parts 1 & 2*)

O'Connor, Alice. 2008. "Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities." Pp. 9-27 in James DeFilippis and Susan Saegert (eds.), *The Community Development Reader*. New York: Routledge. (photocopy)

DeFilippis, James. 2008. "Community Control and Development: The Long View." Pp. 28-35 in James DeFilippis and Susan Saegert (eds.), *The Community Development Reader*. New York: Routledge. (photocopy)

Video: Holding Ground; The Rebirth of Dudley Street (in class)

March 31

STREETS OF HOPE

Medoff, Peter and Holly Sklar. 1994. *Streets of Hope*

Introduction (pp. 1-6)

Ch. 1: Remembering (pp. 7-36)

Ch. 2: Creating the Dudley Street Neighborhood Initiative (pp. 37-66)

Ch. 3: Don't Dump on Us: Organizing the Neighborhood (pp. 67-88)

Ch. 4: Planning an Urban Village (pp. 89-114)

Ch. 5: Controlling the Land Through Eminent Domain (pp. 115-144)

April 7

STREETS OF HOPE (2)

Medoff, Peter and Holly Sklar. 1994. *Streets of Hope*

Ch. 6: Land and Housing Development: The Triangle and Beyond (pp. 145-168)

Ch. 7: Holistic Development: Human, Economic, Environmental (pp. 169-202)

Ch. 8: The Power of Youth (pp. 203-244)

Ch. 9: Pathfinders (pp. 245-288)

April 14

TO BE DETERMINED. IF WE HAVE KEPT TO SCHEDULE, THE CLASS BY CONSENSUS WILL DETERMINE SUBJECT MATTER TO BE COVERED. AMONG OPTIONS ARE

- COMMUNITY DEVELOPMENT IN THE CONTEXT OF DISASTER
- THE ROLE OF COMMUNITIES IN MANAGING NATURAL RESOURCES

April 21

PRESENTATIONS OF RESEARCH PAPERS

April 28

PRESENTATIONS OF RESEARCH PAPERS (LAST DAY OF CLASS)

FINAL EXAM SCHEDULED FOR MONDAY, MAY 5TH AT 2:00 – 4:30 P.M.
INSTRUCTOR WILL DETERMINE WHETHER EXAM WILL BE TAKEN
ON IN-CLASS OR TAKE-HOME BASIS