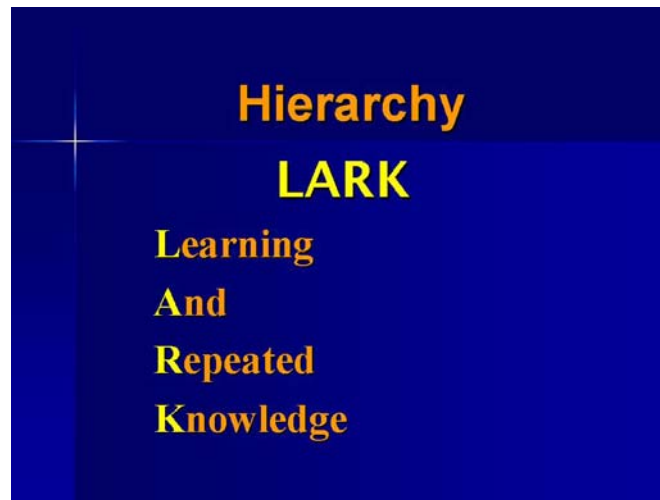


Chapter One: Developing Communities
Jerry W. Robinson, Jr., and Gary Paul Green

BEHAVIOR OBJECTIVES

After studying this chapter and completing the online learning activities, students should be able to

1. Understand the criticism of the concept of "community."
2. Define community of place.
3. Differentiate between community development and economic development.
4. Describe the social forces that led to the rise of the community development field.
5. Differentiate between development "of" community and development "in" community.
6. Identify issues that influence the interests of residents in specific localities.
7. Understand the role of participation in the community development process.
8. Distinguish between community service-learning and volunteering/community service.



LARK Activity 1.1

Select the best answer to each of the following questions (these quizzes are also found in the student study site):

1. According to this chapter, all of the following would be considered attributes of community *except*:
 - a. territory
 - b. local institutions
 - c. social interaction on basis of collective interests
 - d. common values *

2. Community of interest would include which of the following?
 - a. neighborhood residents organizing to reduce crime
 - b. residents in a public school district pressuring local officials to increased funding for education.
 - c. group of people with a common hobby *
 - d. local residents work together to attract a grocery store for their neighborhood

3. Service-learning typically involves all of the following elements *except*:
 - a. serves the needs of local residents
 - b. provides research that can be published in a journal *
 - c. requires learning on the topic related to the project
 - d. contributes to student's understanding of community life

4. Which statement best describes the impact of globalization on local communities?
 - a. While many local institutions are shaped by international forces, several issues remain essentially local *

- b. Globalization has had a minimal impact on most communities
 - c. Globalization has removed all the local autonomy as every economic and social institution is now influenced by broader forces
5. What is the best way to characterize the differences between community and economic development?
- a. economic development focuses on jobs, while community development focuses on housing and social services
 - b. community development is most often viewed as a precondition for economic development *
 - c. community development focuses on alleviating poverty, while economic development does not
6. A critical feature of the Progressive era was the focus on:
- a. communities of interest rather than communities of place
 - b. the role of social causes to juvenile delinquency and crime *
 - c. maintaining diversity of values and cultures in neighborhoods
7. One of the unique features of the War on Poverty was that the requirement for the poor to participate in the design and implementation of programs. True* or False
8. “Development-in-the-community” emphasizes the process more than the outcomes of community development. True or False*

9. Community development has developed largely through theoretical advancements rather than through practice. True or False*

10. Social capital refers to the role of social networks and relationships in generating or inhibiting collective action. True* or False



SOAR ACTIVITY 1.1

New Urbanism Case Study and Role Play



Step 1. Review Case Study

The Madison Mall was built in the 1950s. It is your typical strip mall, with several locally owned establishments. In recent years, however, the mall has lost a few of its major tenants and there are now several vacant stores as some of the retail establishments have moved out to the suburbs. The mall is surrounded by a neighborhood that was also developed during the 1950s. Most of the houses are ranch style homes. There is an elementary school about a block away from the mall. The mall has an entrance on a major road in town, as well as an outlet to the local neighborhood.

Recently a local developer has proposed building a five-story mixed development project on the site, with retail space on the first floor and condominiums above. The condominiums will be sold for about \$500,000 each, although the developer is required by city law to provide some affordable housing in the project as well. The mayor is a major supporter of new urbanism and has promoted similar projects throughout the city. The neighborhood association in the area has firmly opposed the project because they do not believe it fits very well into the area. The planning board will hold a hearing to hear

different positions on the project and make a decision whether or not to approve the project. The following groups/individuals will testify at the planning board meeting.

Here is your task.

Step 2. Divide the class into groups of 12.

Prepare your presentation to the board and make the land use decision in class.

Neighborhood Association (2)

Developer (1)

Property owner (1)

Mayor (1)

Local retail establishments (1)

Pro-New Urbanism environmental organization (1)

Local newspaper (1)

School officials (1)

Plus the Planning Board (5)



LIFE Activity 1.1

Guidelines for Community-Based Organization Project

The purpose of this project is to become acquainted with a local community-based organization (CBO) and gain an understanding of how this organization deals with many of the issues and dilemmas that we are studying in class. You are to prepare a report that should be typed (5-7 pages). The staff for most community-based organizations is usually quite busy and you may have a difficult time setting up an appointment to talk with them. We suggest that you contact them by email and try to set up an appointment, either in-person or by phone. Your instructor can help you make the appointment.

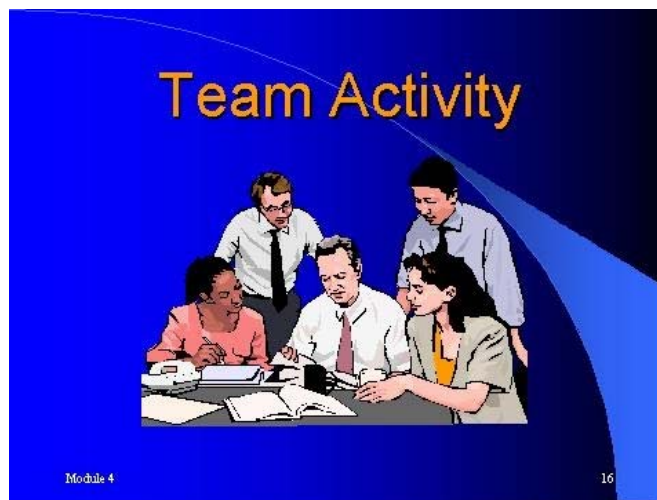
Usually you can complete the interview in less than 15 minutes. It will help if you do most of your background work before the interview. Try to locate any information on the organization through websites or other information sources. Below are some questions

that you might want to address in your project. You do have some flexibility in how you approach the project, so treat these as a suggested outline. All of these questions may not apply to the organization you are studying, so you need to carefully evaluate the appropriateness for your case.

1. What does the organization do? Who does it serve? Why does it exist? How long has it been in operation?
2. How does the organization solicit public participation in its activities? How effective have these strategies been?
3. Does the organization have a board of directors? How are these individuals chosen? Is the board chosen from community members? If so, how?
4. What is the approximate budget for the organization? What are the major sources of financing?
5. How does the organization monitor the effects of its activities? Does it have any formal evaluation process? If so, how does this work?
6. Does the CBO rely on technical assistance from other organizations, institutions or consultants? If so, how does this work?

7. What are the major challenges the organization is facing right now? What are some strategies they are using to address these issues?

8. Does the CBO interact with the local government in any way? How effective is this relationship?



COMMUNITY SERVICE-LEARNING MATERIAL (GENERAL)

Websites:

- <http://www.compact.org/syllabi/> This website also has a set of online tools for administrators and educators interested in service-learning (<http://www.compact.org/initiatives/service-learning/>).
- <http://servicelearning.org/>

This is one of the most comprehensive websites available on service-learning.

Robinson and Green
Introduction to Community Development
Online Learning Modules

The “earn and serve” website provides syllabi, case studies, and other resources for service-learning on a wide variety of topics.

- http://www.achievingthedream.org/pdfs/strategyinstitute07/JESSEN_Constructing_SL_Syllabi.pdf

Provides ideas on how to incorporate service-learning into a course syllabus and how to establish successful relationships with community organizations.

- http://www.vtcampuscompact.org/downloadable_documents/VCC%20Partnership.p.pdf

Provides information on how to create, run, and sustain community partnerships, with examples of the thought process educators have used in picking partnerships.

- <http://www.nationalserviceresources.org/service-activities/environment>

This site serves as a technical and information hub to the various service programs it connects: Senior Corps, AmeriCorps, VISTA, NCCC, and Learn and Serve America.

This information is not specific to higher education service-learning experiences. It does include sections specific to service learning, which could be useful to educators, as well as information that could be useful to students in a project that involves coordinating other volunteers or youth education/coordination.

- **Service-Learning at the American Association of Community Colleges (AACC)**
<http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx>
<http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/links.aspx>
- This site lists curriculum guides, grant opportunities, and a series of publications relevant to service learning. It does cover a wide spectrum of resources but they are not extremely extensive. Still it could be valuable to educators just beginning to design a course in service learning.
- Idealist.org <http://www.idealist.org/cac>

This site is part social networking, part job search hub, and part information center.

Information provided at the Student Resources for Community Action could be useful to students designing their own service learning experience. Some of the tools are geared towards more long term organizing but could still be helpful even for a semester project that requires firm planning and cooperation.

Beyond the Books

<http://www.beyondthebooks.org/portals/service.html>

The service-learning resources on this site are still in development. There is a guide to courses and colleges that have incorporated service-learning into the curriculum that could be useful to find models of previously designed service-learning curriculum.

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Online Learning Modules

International Partnership for Service-Learning and Leadership

<http://www.ipsl.org/programs/servicelearning.html>

This group facilitates service learning abroad, a useful resource for students interested in making their study-abroad experience into a service-learning experience.

Stylus Publishing, LLC

<http://styluspub.com/Books/SearchResults.aspx?str=service+learning>

This site offers discipline specific guides available for purchase. Each guide is a series of articles addressing concepts and models in service-learning.

Books:

Galura, J.A. (2004). *Engaging the whole of service-learning, diversity, and learning communities*. Ann Arbor, MI: OCLS Press, University of Michigan.

Looks at integration of service-learning, diversity, and learning communities at the University of Michigan, with input from faculty, students, and community partners.

Gelmon, S.B. (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Providence, RI: Campus Compact, Brown University.

Offers a broad overview of issues related to assessment in higher education, with specific application for measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community.

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Heffernan, K. (2001). *Fundamentals of service-learning course construction*.

Providence, RI: Campus Compact, Brown University.

A resource with practical guidance to assist faculty in designing, developing, and constructing service-learning courses. This guide offers six models for service-learning courses, components of an effective syllabus, and a catalogued sample of service-learning assignments.

Howard, J. (Ed.) (1993). *Faculty casebook on community service-learning*. Ann Arbor, Michigan: University of Michigan, Office of Community Service Learning.

Lists and gives examples of service learning models in multiple disciplines, including English, psychology, and biology.

Jacoby, B. (1996). *Service-learning in higher education: Concepts and practices*. San Francisco: Jossey-Bass.

Discusses principles of service learning, how to design a spectrum of service-learning experiences, as well as organizational issues.

Jacoby, B. (2003). *Building partnerships for service-learning*. San Francisco, CA: Jossey-Bass.

This volume dedicated to suggestions for establishing relationships between universities, K-12 schools, and community organizations.

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Kendall, J.C. (1990). *Combining service and learning: A resource book for community and public service, Vol. 1 and 2*. Raleigh, N.C: National Society for Internships and Experiential Education.

Volume 1 contains principles and rationale for service-learning, and advice for initiating service learning at high school and university levels. Volume 2 provides ideas for combining service and learning, including programs for cross-culture models and youth programs. Profiles courses and programs at K-12 level and the university level.

<http://www.easybib.com/cite/edit/41630498>

Peters, S.J., Jordan, N.R., Adamek, M., & Alter, T.R. (2005). *Engaging campus and community: The practice of public scholarship in the state and land-grant university system*. Dayton, Ohio: Kettering Foundation Press.

This volume includes a series of case studies illustrating the power of public scholarship through engagement with communities. It provides sound excellent background for students interested in university-community collaboration.

Roehlkepartain, E.C. (2009). *Service-learning in community-based organizations: A practical guide to starting and sustaining high-quality programs*. Scotts Valley, CA: National Service-Learning Clearinghouse.

Torres, J. (2000). *Benchmarks for campus/community partnerships*. Providence, RI: Campus Compact, Brown University.

Demonstrates how to find, obtain, and use community partnerships.

Zlotkowski, E. (Ed.). (1998). *Successful service-learning program: New models of excellence in higher education*. Bolton, MA: Anker Publishing Company.

Contains essays by the creators of some of the most prominent service-learning programs in higher education, detailing their ideas and methods.

Journals:

Michigan Journal of Community Service Learning—is one of the top peer-reviewed journals publishing articles on service-learning in higher education. The journal can be accessed at: <http://quod.lib.umich.edu/m/mjcs/>