

CSS 395 Community Internship: Spring 2016

Arts & Letters Hall Room 406

Tue 6:00 PM - 9:15 PM

Instructor: Dr. Antonio R. López

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Office Hours: By Appointment

Course Description:

Community based non-profit organizations are considered crucial to building the social cohesion and collective efficacy that will solve long-standing urban disparities. During the current era of powerful economic transformations, non-profits are increasingly providing vital services and addressing urgent community needs. Yet, many non-profits are also implicated in racialized political strategies and theories of urban development that cause displacement and represent multiple communities as undesirable. Considering that Chicago is a paradigmatic city and an important location of power and resistance, this course draws upon community internship experiences to unveil and explore the stakes of non-profit approaches to community development in the 21st century. In particular, this course aims to unveil the existence of competing approaches to community development and the ways they intersect, challenge, and reinforce practices of racial domination and exploitation.

Students will be challenged to consider what leadership in community development means and how capacity-building approaches such as asset-based community development and participatory action research can contribute to social change and justice. The course exposes students to career potentials in community-based organizations and government agencies through intensive internship experiences. Special emphasis will be placed on the ways local groups draw on a shared sense of history and cultural identity to empower themselves and with the aim to influence the physical, social, economic and political processes that impact their community. Readings, discussions, films, guest speakers, and field projects will expose students to the variety of organizations and occupations that have emerged to support local groups in building affordable housing, improving access to quality education, healthcare resources and healthy food, creating income-earning opportunities, (re) building their neighborhood's commercial infrastructure, and seeking environmental justice.

Learning Outcomes:

- become familiarized with the historical origins of the field of community development;
- be able to articulate the variety of contemporary approaches to community development;
- be able to generally explain how issues of race, class, gender and other constructions of difference influence community development processes in North American cities;
- to understand the influence of the local, national and global political economy on community development processes in U.S. cities;
- to gain a working knowledge of the kinds of institutions that support community development in U.S. cities;
- to develop, through practice, an understanding of how community-based research contributes to community development;
- to gain an introductory understanding of how philanthropy, and elected local governments and the policies they implement influence community development in U.S. cities

Course Readings

Melissa Chadburn, "Resilience Is Futile: How Well-Meaning Nonprofits Perpetuate Poverty" (jezebel.com, 07/14/2015)

James Q. Wilson and George L. Kelling, "Broken Windows: The Police and Neighborhood Safety" *Atlantic Monthly* (March 1982)

Robin D.G. Kelley, *Yo' Mama's Disfunktional!: Fighting the Culture Wars in Urban America* (Boston: Beacon Press, 1997)

Joan Roelofs, *Foundations and Public Policy: The Mask of Pluralism* (State University of New York Press, 2003)

Gary S. Becker and Richard A. Posner, *Uncommon Sense: Economic Insights from Marriage to Terrorism* (Chicago: University of Chicago Press, 2009)

Course Requirements

Attendance and Participation (25%): Class participation will comprise an important part of your final grade. Students are expected to be on time and prepared to participate in each class meeting. Absences are excused only for documented medical or family emergencies and DePaul University sponsored events, such as athletics. Because of the limited direct contact hours, there is a very strict policy on attendance. Your final course grade will drop one full letter after **two** unexcused absences; you will automatically fail the course after **three**. Participation will be evaluated during class discussions and team assignments.

Community Service (25%): Students are required to work a minimum of 100 hours over ten weeks at a community-based organization or not-for-profit in the Chicagoland area.

Reading Responses (10%): Students are responsible for writing 4 short response papers to assigned class readings.

Mid-Term Paper (20%): Each student will write a four page paper that summarizes and analyzes competing theories of uneven community development.

Final Portfolio (20%): Each student will submit a final portfolio comprised of: personal values statement, mid-term paper, 4 reading responses, a 2 page resume, and a community service profile for two organizations.

Extra Credit: Extra Credit will be given for students who attend an event agreed upon with the professor and write a 2 page reflection paper.

Course Evaluation

A: 92-100	25% = Attendance and Participation
B: 84-91	25% = Community Service
C: 75-83	20% = Mid-Term Paper
D: 66-74	20% = Portfolio
F: Below 65	10% = Reading Responses

Academic Integrity

All work done in this class must strictly follow the University Academic Integrity Policy (<http://studentaffairs.depaul.edu/homehandbook.html>). The instructor will be alert to any kind of inappropriate conduct in the course (e.g., disrespectful behavior, indiscipline, and cheating, plagiarism). Suspicion of misconduct will be handled by official rules and policies of DePaul University.

Students with Disabilities

Students who need special accommodations please inform the instructor and contact the Office of Students with Disabilities: 773-325-7290 or <http://www.studentaffairs.depaul.edu/studentswithdisabilities/index.html>. Students enrolled in the PLuS program are asked to notify the instructor during the first few days of class with the proper program contact info so that we may work together to address special needs.

Course Calendar

March 29: **Course Introduction: Community Service in the Era of Austerity**

April 5: **Theories of Race, Poverty, and Urban Development**

Reading: *Yo Mama's Dysfunktional*, p.ix-42, *Guest Speaker: Hy Thurman, Young Patriots Organization*

April 12: **No Class**

April 19: **Philanthropy, Human Capital, and Community Resilience**

Reading: *Foundations and Public Policy*, p. 1-64

In Class Reading: "Resilience Is Futile"

April 26: **No Class**

Midterm Paper due @ 5 pm

May 3: **Case Study #1: Mass Incarceration**

Reading: "Broken Windows," *Guest Speaker: Mathilda de Dios, Free Write Art & Literacy*

May 10: **No Class**

May 17: **Case Study #2: Environmental Justice**

Reading: *Uncommon Sense*: p. 1-8, 231-248

May 24: **No Class**

May 31: **Case Study #3: Income Inequality**

Reading: *Uncommon Sense*, p. 177-199, *Guest Speaker: Ada Fuentes, Jobs with Justice*

June 7: **Case Study #4: Gentrification**

Final Portfolio Due: Friday June 10 @ 5 pm

June 17: Final Grades Due