

**UNIVERSITY OF UTAH**  
**DEPARTMENT OF FAMILY & CONSUMER STUDIES**  
**COMMUNITY DEVELOPMENT & ENVIRONMENTAL CHANGE 5730/6730**

**FALL SEMESTER 2008**

*Instructor:* Joél Arvizo, M.Ed, CHES  
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**COURSE SUMMARY**

This course centers issues of race and equity in relation to the discussion and study of community development and environmental change; while examining related processes and outcomes. The class will analyze the sociopolitical context in which change operates, the impact of environmental and social changes, major models and methods of practice, and tools to promote public participation. This course provides a theoretical foundation and hands-on experience developing and evaluating community interventions. Special emphasis will be placed on collaborative and participatory planning within the context of university-community partnerships. The overall mission of this course is to develop the capacity of students, community partners, university partners and families in ways that are empowering; by using ideologies that are asset-based and by synthesizing and expanding current knowledge to promote equity and social justice.

- This course is designated as **service learning** through the Lowell Bennion Community Service Center
- This course fulfills communication-upper division writing. Students must also register for FCS 3905.
- Students must spend a minimum of 2-3 hours each week during Fall semester 2008 in working with the community partnership and west side families in developing the community change initiative.

**COURSE OBJECTIVES**

Throughout the course and/or by the end of the course, students should be able to:

1. Define, comment on and describe west Salt Lake City neighborhoods through asset based language and discourse.
2. Identify and describe community assets while developing needs assessment tools within a University-Community Partnership context.
3. Describe and discuss the connections among service learning, community development and social justice.
4. Use and apply community development and environmental change theories and models to existing work being done in partnership with west Salt Lake City organizations.
5. Articulate how issues of race impact the discourse and scholarship in the area of community studies.

## TEACHING PHILOSOPHY

I strongly believe in the opportunity for students to connect their personal experiences and identity to the issues, ideas, and content discussed in and throughout the course. It is imperative for students to think about how their ‘positionality’ impacts the way they interpret course material, the way students situate themselves in society and the way in which students experience the world. Without an understanding of self, students are never able to accept others. In addition, I strongly believe in learning that is mutually beneficial and reciprocal – meaning that everyone in the classroom has knowledge that should be valued and everyone has space to learn and grow. With this in mind, the notion of who is a student and who is a teacher can and should be shared with everyone that participates in the course – both in terms of classroom space and community spaces. Because the work that I do involves community partners, families and residents of west Salt Lake City, students get a unique opportunity to engage with families in mutually beneficial relationships and to develop discourses that center people living in west Salt Lake City as holders of knowledge, cultural wealth and social assets. Finally, in many respects, I view the classroom as the site of action and the community as the site of process and learning. It’s important for all students to see the work that is accomplished within the classroom as a means to more holistic and equitable solutions for discussing and enacting community development and environmental change.

## REQUIRED TEXTS & READINGS

Community Development & Environmental Change 5730/6730 - Course Reader. Available in electronic format

Wise, T. (2008). *White like me: Reflections on race from a privileged son*. Brooklyn, NY: Soft Skull Press. [Pages 127-191]. Available for purchase online through any national bookseller.

## ACADEMIC HONESTY

According to the University of Utah Student Code “Academic misconduct *includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct*”

Therefore, it is the responsibility of the student to cite the source when using the expressions, ideas or words of others. ALL work for the must be appropriate cited. Each student will be held to high standards of academic integrity, therefore, it will be imperative for each to student to become familiar with the policies regarding academic integrity as printed in the University of Utah’s Student Handbook.

(<http://www.admin.utah.edu/ppmanual/8/8-10.html>)

## REASONABLE ACCOMMODATION

The University of Utah seeks to provide equal access to its services, programs and activities for people with disabilities. If you need accommodations for this class, reasonable prior notice needs to be given to the Center for Disability Services. Location: 162 A. Ray Olpin Union Building. Phone: (801) 581-5020 (V/TDD). Please call or visit in order to make arrangements for accommodations. The Center for Disability Services will work with both students and instructors to ensure students with disabilities have equal access.

## COURSE EXPECTATIONS & NORMS

### Course Changes, Additions and Revisions

The professor reserves the right to make changes, additions and revisions to the contents of the course and to the syllabus. Sufficient advanced notice will be given for any changes impacting students.

### Individual Behaviors

- Turn OFF (or set to vibrate) your cell phones!
- Laptops may be used in the class for the purposes of taking notes or for group work. Laptops are not allowed to be used to surf the internet.
- Students must be prepared with all readings BEFORE class.
- Food and drink are welcome, as class will be conducted during lunch time. Please clean up after yourself and recycle (when possible).

### Active Class Participation

What will you contribute to the class? It is critical that you come to class **on time** and prepared to discuss the readings, to raise questions related to your concerns, and to add your insights on the topics raised based on your experiences. The intention is to create an atmosphere of collegial discussion and constructive criticism in which everyone feels free to share their perspective. In order to participate, you must be present. In the event that you miss a class, please notify me before class if it is a planned arrangement or as soon as possible in case of an emergency. Failure to be present and/or lack of notification for an absence will result in lost participation points.

### Journals

Throughout the semester you will be required to reflect on key questions which will become your personal journals for the course. As specified in the syllabus, you will spend time writing in your journal based upon readings, course topics and your community partnership work. This is an opportunity for you to critically and consciously reflect on your emotions, thoughts and reactions to the discussion and your experiences inside the classroom and in the community. Students will receive full credit for all journals handed in on time. The content of the journals will not be considered for grading purposes. Rather, the content of the journals is essential to ensuring that all students have a positive educational experience and to ensure that the information presented is being considered and internalized in positive and beneficial ways.

- Journals must be typed double space and have no length requirement. **It will be important for you as the student to determine if you are analyzing, considering, critiquing and thoughtfully engaging yourself with the subject matter of the course and be able to reflect on those issues in your journal.**

### Written Assignments

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All written assignments need to be handed in on time, in class (for paper assignments) and by 5:00 PM (for electronic assignments) the day they are due. *Only hard copies of journals and the Partnership Research portfolio will be accepted. Assignments submitted electronically must be received by 5:00 PM on the day they are due. Papers must be typed and double spaced.*

You may re-write assignments and resubmit them (with the exception of the final drafts) as long as it is resubmitted within one week of the date I give the graded paper back to you. Both journals and other written assignments will be handed back with comments. I will let you know if your written work requires a re-write.

## COURSE EVALUATION & GRADING

Criteria	Points Possible	Grading Type
Attendance & Participation	100	Individual
Reflective Journals (6 Total)	60 (10 each)	Individual
Neighborhood Background Research	20	Individual
Neighborhood Field Research	25	Individual
Community Council Meeting	20	Individual
Partnership Project: Phase I	100	Group
Partnership Project: Phase II	100	Group
Partnership Project: Phase III	100	Group
Partnership Presentations	75	Group
Partnership and Research Portfolio	200	Group
<b>TOTAL POINTS</b>	<b>800</b>	

## COURSE OUTLINE, ASSIGNMENTS DUE AND READING LIST

Class Dates	Topics, Reading List and Assignments Due *Readings Assigned must be completed BEFORE the class session listed
Mon. August 25	<p><b><u>Introduction to the Course</u></b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• <b>Overview</b> of Syllabus and Course Requirements</li> <li>• <b>GROUP WORK:</b> Form and Introduce Partnership Groups. Discuss areas of interest and concern regarding group work and develop a list of skills and assets among group members.</li> <li>• <b>ASSIGNMENT:</b> Community Council Meeting. Attend a west Salt Lake City community council meeting before October 8, 2008.</li> </ul>
Wed. August 27	<p><b><u>Defining Communities and Neighborhoods</u></b></p> <ul style="list-style-type: none"> <li>• <b>GROUP WORK:</b> Discuss Community Partnerships and Choose Locations.</li> </ul> <p>*READING(S) ASSIGNED:                      Netting, F., Kettner, P. &amp; McMurtry, S. (2004). Understanding Communities. <i>Social Work Macro Practice</i> (128-137). Boston, MA: Allyn and Bacon Publishers                      Morrish, R &amp; Brown, C. (2000) <i>Planning to Stay: Learning to See the Physical Features in Your Neighborhood</i>, 2nd ed. Minneapolis, MN: Milkweed Editions.</p>
Mon. September 1	HOLIDAY – NO CLASS
Wed. September 3	<p><b><u>Issues of Race in Housing and Neighborhood Development</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Neighborhood Background Research</b></li> <li>• <b>FILM:</b> “Race: The Power of an Illusion” Episode 3: The House we Live In</li> <li>• <b>ASSIGNMENT:</b> Journal #1. Questions handed out in class.</li> </ul> <p>*READING(S) ASSIGNED:                      Conley, D. (2001). A room with a view or a room of one’s own? Housing and social</p>

	<p>stratification. <i>Sociological Forum</i>, 16(2), 263-280.</p> <p>West, C. (1982). A Genealogy of Modern Racism. <i>Prophesy deliverance!</i> (47-65). Philadelphia, Pennsylvania: Westminster Press.</p>
Mon. September 8	<p><b><u>University-Community Partnerships</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Journal #1</b></li> <li>• <b>ACTIVITY:</b> Define and describe Mutually Beneficial and Reciprocal University Neighborhood Partners and their Partnerships</li> <li>• <b>ASSIGNMENT:</b> Meet with University-Community Partnerships. (<i>Meeting must occur BEFORE September 17, 2008</i>).</li> </ul> <p>*READING(S) ASSIGNED:  Wallerstein, N. &amp; Duran, B. (2003). The conceptual, historical and practice roots of community based participatory research and related participatory traditions. In M. Minkler &amp; N. Wallerstein (Eds.), <i>Community-based participatory research for health</i> (27-52). San Francisco, CA: Jossey-Bass Publishing  Fisher, R., Fabricant, M. &amp; Simmons, L. (2004). Understanding contemporary university-community connections: Context, practice and challenges. <i>University-community partnerships: Universities in civic engagement</i> (13-35). Binghamton, NY: Haworth Social Work Practice Press.</p>
Wed. September 10	<p><b><u>The Significance of Place</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Neighborhood Field Research.</b></li> <li>• <b>DIALOUGE:</b> West Salt Lake City Neighborhoods: Areas of Interest and Conflict.</li> </ul> <p>*READING(S) ASSIGNED:  Fullilove, M.T. (2004). The butterfly in beijing. <i>Root Shock</i> (9-20). New York, NY : One World/Ballantine Books  Hiss, T. (1990). Creating public value. <i>The experience of place</i> (178-193). New York : Vintage Books.</p>
Mon. September 15	<p><b><u>Asset-Based Community Development and Assessing Needs</u></b></p> <p>*READING(S) ASSIGNED:  Kretzmann, J. (1996). Assets-based community development. <i>National Civic Review</i>(85) 4. (23-28).  Kretzmann, J. &amp; McKnight, J. (1993). Releasing individual capacity. <i>Building communities from the inside out: A path toward finding and mobilizing a community's assets.</i>(13 – 45). Skokie, IL: ACTA Publications  Nagy, K., Shultz, J. &amp; Heaven, C. (2007). <i>Developing a plan for identifying local needs and resources</i>. Retrieved July 15, 2008 from <a href="http://ctb.ku.edu/tools/en/sub_section_main_1019.htm">http://ctb.ku.edu/tools/en/sub_section_main_1019.htm</a>  Berkowitz, B. &amp; Nagy, Jenette. (2007). <i>Conducting needs assessments surveys</i>. Retrieved July 15, 2008 from <a href="http://ctb.ku.edu/tools/en/sub_section_main_1042.htm">http://ctb.ku.edu/tools/en/sub_section_main_1042.htm</a></p>
Wed. September 17	<p><b><u>Methods for Assessing Community Concerns</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT:</b> Journal #2. Questions handed out in class</li> </ul> <p>*READING(S) ASSIGNED:  Environmental Protection Agency. (2002). Interviewing. <i>Community culture and the environment: A guide to understanding a sense of place</i>. (EPA Publication No.</p>

	<p>842-B-01-003). Washington, DC: U.S. Government Printing Office.  Environmental Protection Agency. (2002). Cognitive map. <i>Community culture and the environment: A guide to understanding a sense of place</i>. (EPA Publication No. 842-B-01-003). Washington, DC: U.S. Government Printing Office.  Environmental Protection Agency. (2002). Questionnaire/question design and asking questions. <i>Community culture and the environment: A guide to understanding a sense of place</i>. (EPA Publication No. 842-B-01-003). Washington, DC: U.S. Government Printing Office.  Driskell, D. (Ed.). (2002). Developing a questionnaire or survey form. <i>Creating better cities with children and youth: A manual for participation</i>. London: Earthscan Publishing</p>
<p>Mon. September 22</p>	<p><b><u>Community Development: Spaces for Learning and Action</u></b></p> <ul style="list-style-type: none"> <li>• NO FORMAL CLASS!</li> <li>• GROUP WORK: Schedule time to meet with community partnerships and facilitate group work. <ol style="list-style-type: none"> <li>a. I will be available to answer any questions and provide support for the development of Phase I of the project. Please feel free to visit my office at the University Neighborhood Partners, e-mail or call.</li> </ol> </li> </ul>
<p>Wed. September 24</p>	<p><b><u>History of Community Development</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Journal #2</b></li> </ul> <p>*READING(S) ASSIGNED:  Green, G. &amp; Haines, A. (2002). A history of community development in america. <i>Asset Building &amp; Community Development</i> (19-33). Thousand Oaks, CA: Sage Publications.  Putnam, R. &amp; Feldstein, L. (2003). Portland: A positive epidemic of civic engagement. <i>Better together</i> (241-268). New York, NY: Simon &amp; Schuster.</p>
<p>Mon. September 29</p>	<p><b><u>Social and Cultural Capitol: Implications for Community Development</u></b></p> <p>*READING(S) ASSIGNED:  Bourdieu, P. (1997). The forms of capital. In A. Halsey, H. Lauder, P. Brown, &amp; A. Wells (Eds.), <i>Education: Culture, economy and society</i> (47-58). Oxford, England: Oxford University Press  Hemmings, A. (2007). Seeing the light: Cultural and social capital productions in an inner-city high school. <i>The High School Journal</i>, 90 (3), 9 – 17.  Sanchez, G. (2000). “Go after the women:” <i>Americanization and the mexican immigrant woman, 1915-1929</i>. In V. Ruiz &amp; E. DuBois (Eds.), <i>Unequal sisters: A multicultural reader in U.S. women’s history</i> (250-263). New York, NY: Routledge.</p>
<p>Wed. October 1</p>	<p><b><u>Identity, Culture and Borderlands: Rethinking Issues of Community</u></b></p> <p>*READING(S) ASSIGNED:  Anderson, G. &amp; Herr, K. (1993). The micro-politics of student voices: Moving from diversity of bodies to diversity of voices in school. In C. Marshall (Ed.). <i>The new politics of race and gender</i>, (pp. 58-68). Bristol, PA: Falmer Press.  Stoughton, E. &amp; Sivertson, C. (2005). <i>Communicating across cultures: Discursive</i></p>

	<p>challenges and racial identity formation in narratives of middle school students. <i>Race, Ethnicity &amp; Education</i>, 8(3), 277-295.</p> <p>Elenes, A. (1997). Reclaiming the borderlands: Chicana/o identity, difference and critical pedagogy. <i>Educational theory</i>, 47(3), 359-375.</p>
Mon. October 6	<p><b><u>Migration, Immigration and Implications for Issues of Community</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Phase I: Partnership Assets, Needs and Community Development Plan</b></li> <li>• <b>FILM:</b> “DeNadie” Migration, Family and Community. (1<sup>st</sup> Half)</li> </ul>
Wed. October 8	<p><b><u>Issues of Power, Language &amp; Community</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Journal #3</b></li> <li>• <b>FILM:</b> “DeNadie” Migration, Family and Community. (2<sup>nd</sup> Half)</li> </ul> <p>*READING(S) ASSIGNED:</p> <p>Bachrach, P. &amp; Baratz, M. (1962). Two faces of power. <i>The American political science review</i> 56(4), 947-952.</p> <p>Macedo, D. (2000). Decolonizing english only: The democratic power of bilingualism. In Z. Beykont (Ed.), <i>Lifting every voice: Pedagogy and politics of bilingualism</i>. (21-41). Boston, MA: Harvard Education Publishing Group.</p> <p>Pizarro, M. (1999). Racial profiling, identity, and school achievement: Lessons from power conflicts in diverse contexts. <i>Chicanas and chicanos in school: Racial profiling, identity battles, and empowerment</i>. (239-250). Austin, TX: University of Texas Press</p>
Mon. October 13	FALL BREAK – NO CLASS
Wed. October 15	FALL BREAK – NO CLASS
Mon. October 20	<p><b><u>Community Planning &amp; Participation</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT:</b> Journal #4. Questions handed out in class</li> </ul> <p>*READING(S) ASSIGNED:</p> <p>McCarty, T.L. (2002). Community and Classroom. <i>A place to be Navajo: Rough rock and the struggle for self-determination in indigenous schooling</i>. (83-99). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p> <p>Arnstein, S. R. (1969). A ladder of citizen participation. <i>JAIP</i>. 35(4). 216-224.</p> <p>Forrester, J. (1987). Planning in the face of conflict. <i>Journal of the american planning association</i>, 53(3). 434-446.</p> <p>Checkoway, B. (1995). Six strategies of community change. <i>Community development journal</i>, 30(1). 2-20.</p>
Wed. October 22	<p><b><u>Community Development: Spaces for Learning and Action</u></b></p> <ul style="list-style-type: none"> <li>• <b>NO FORMAL CLASS!</b></li> <li>• <b>GROUP WORK:</b> Schedule time to meet with community partnerships and</li> </ul>

	<p>facilitate group work.</p> <p>a. I will be available to answer any questions and provide support for the development of Phase II of the project. Please feel free to visit my office at the University Neighborhood Partners, e-mail or call.</p>
Mon. October 27	<p><b><u>The Sociopolitical and Structural Context for Community Development</u></b></p> <p>*READING(S) ASSIGNED:  Putnam, R. (2000). Thinking about social change in america. <i>Bowling alone: The collapse and revival of American community</i>. (15-28). New York, NY: Simon &amp; Schuster.  Perkins, D., Crim, B., Silberman, P. &amp; Brown, B. (2004). Community development as a response to community-level adversity: Ecological theory and research and strengths-based policy. In K. Maton, C. Shellenbach, B. Leadbeater &amp; A. Solarz (Eds.). <i>Investing children, youth, families and communities: Strengths-based research and policy</i> (321-34). Washington, D.C.: American Psychological Association.</p>
Wed. October 29	<p><b><u>Utah: Local Issues in Community Development</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Journal #4</b></li> </ul> <p>*READING(S) ASSIGNED:  Crim, B. &amp; Mangum, G. (2005). The anti-poverty community and today's economy. In J. Hilman, B. Crim &amp; G. Mangum (Eds.). <i>Utah's poor: Solutions for today's economy</i>. Salt Lake City, UT: Center for Poverty Research and Action.  Delgado-Bernal, D., Alemán, J., &amp; Flores, J. (2007). Negotiating and contesting transnational and transgenerational latina/o cultural citizenship: Kindergarteners, their parents, and university students in utah. <i>Social Justice</i> 34(4).</p>
Mon. November 3	<p><b><u>Youth Empowerment and Communities</u></b></p> <p>*READING(S) ASSIGNED:  Senbel, M. (2007). Engaging youth to engage community in sustainable grassroots planning. <i>Children, youth, and environments</i>, 17(2). 455-460.  Fine, M., Weis, L. &amp; Powell, L.C. (1999). Communities of difference: A critical look at desegregated spaces created for and by youth. In R.H. Tai &amp; M.L. Kenyatta (Eds.) <i>Critical ethnicity</i>. Lanham, MD: Rowman &amp; Littlefield Publishers.  Swart-Kruger, J. (2002). Children in a south african squatter camp gain and lose a voice. In L Chawla (Ed.) <i>Growing up in an urbanizing world</i>. (111-133). London: Earthscan Publishing</p>
Wed. November 5	<p><b><u>Lobbying and Advocacy: Making Connections to Community</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Phase II: Budget Preparation, Resources Identification, and Timeline</b></li> </ul> <p>*READING(S) ASSIGNED:  Fenton Communications (2001). <i>Now hear this! Nine laws of successful advocacy campaigns</i>.  Nelson, F., Brady, D.W. &amp; Snibbe, A.C. (2007). Learn to love lobbying. <i>Stanford social innovation review</i>. 57-63.</p>

Mon. November 10	<p><b><u>Linking Environmental Justice to Social Justice</u></b></p> <p>*READING(S) ASSIGNED:</p> <p>Krauss, C. (1994). Women of color on the front line. In M.L Anderson, &amp;, P. Hill-Collins (Eds.) <i>Race, class, and gender</i> (511 – 522). Belmont, CA: Thompson Learning.</p> <p>DiChiro, G.D. (1995). Nature as community: The convergence of environmental and social justice. In W. Cronon (Ed.). <i>Uncommon ground: Toward reinventing nature</i>. (298-320). New York, NY: W.W. Norton &amp; Company.</p> <p>Checker, M. (2001). Like nixon coming to china: Finding common ground in a multi-ethnic coalition for environmental justice. <i>Anthropological quarterly</i>, 74(3). 135 – 146.</p>
Wed. November 12	<p><b><u>Community Development: Spaces for Learning and Action</u></b></p> <ul style="list-style-type: none"> <li>• NO FORMAL CLASS!</li> <li>• ASSIGNMENT: Journal #5. <b>Questions will be e-mailed to the entire class.</b></li> <li>• GROUP WORK: Schedule time to meet with community partnerships and facilitate group work. <ul style="list-style-type: none"> <li>a. I will be available to answer any questions and provide support for the development of Phase III of the project. Please feel free to visit my office at the University Neighborhood Partners, e-mail or call.</li> </ul> </li> </ul>
Mon. November 17	<p><b><u>Community Development: Spaces for Learning and Action</u></b></p> <ul style="list-style-type: none"> <li>• NO FORMAL CLASS!</li> <li>• GROUP WORK: Schedule time to meet with community partnerships and facilitate group work. <ul style="list-style-type: none"> <li>a. I will be available to answer any questions and provide support for the development of Phase III of the project. Please feel free to visit my office at the University Neighborhood Partners, e-mail or call.</li> </ul> </li> </ul>
Wed. November 19	<p><b><u>White Like Me: Implications for Community Development</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Journal #5</b></li> </ul> <p>*READING(S) ASSIGNED:</p> <p>Wise, T. (2008). <i>White like me: Reflections on race from a privileged son</i>. Brooklyn, NY: Soft Skull Press. [Pages 1 – 88].</p>
Mon. November 24	<p><b><u>White Like Me: Implications for Community Development</u></b></p> <p>*READING(S) ASSIGNED:</p> <p>Wise, T. (2008). <i>White like me: Reflections on race from a privileged son</i>. Brooklyn, NY: Soft Skull Press. [Pages 89-126].</p>
Wed. November 26	<p><b><u>White Like Me: Implications for Community Development</u></b></p> <ul style="list-style-type: none"> <li>• ASSIGNMENT: Journal #6. Questions handed out in class.</li> </ul> <p>*READING(S) ASSIGNED:</p> <p>Wise, T. (2008). <i>White like me: Reflections on race from a privileged son</i>. Brooklyn, NY: Soft Skull Press. [Pages 89-126].</p>
Mon. December 1	<p><b><u>White Like Me: Implications for Community Development</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Journal #6</b></li> </ul> <p>*READING(S) ASSIGNED:</p> <p>Wise, T. (2008). <i>White like me: Reflections on race from a privileged son</i>. Brooklyn, NY:</p>

	Soft Skull Press. [Pages 127-191]
Wed. December 3	<p><b><u>Next Steps in Community Development: Reflection, Action, and Research</u></b></p> <ul style="list-style-type: none"> <li>• <b>ASSIGNMENT DUE: Phase III: Goals, Objectives &amp; Outcomes</b></li> <li>• Discussion: Discussing your Community Partnership and Classroom Experiences</li> </ul>
Mon. December 8	<b><u>Community Partnership and Project Presentations</u></b>
Wed. December 10	<b><u>Community Partnership and Project Presentations</u></b>
Wed. December 17	<b>ASSIGNMENT DUE (5:00PM): Partnership and Research Portfolio . Two copies of your portfolio's must be submitted in person to the University Neighborhood Partners office or left in the FCS Department office.</b>