

**Syllabus—Historical Perspectives on Community Development
Master of Arts in Social Justice & Community Development**

Course # IPS 446-001

Course title: *Historical Perspectives on Community Development*

Course Offered: Saturdays, 8:45 AM – 11:15 AM (**NOTE: Due to the Saturday schedule, the first class will be on 9/11 and the final class will be on 12/11.**)

Course Location: Water Tower Campus, Corboy Law Center, room room 326

Faculty Contact Information: Steve Kretzmann, 608-345-5765,
spkretz@gmail.com

Required Reading:

Ethnic Chicago, Melvin Holli and Peter d'A Jones, eds. (not all of the chapters)
City of Big Shoulders: A History of Chicago, Robert Spinney

Plus a variety of articles selected for their relevance to the topics and for their timeliness. These will change from class to class.

Catalog Course Description : Using Chicago as its primary laboratory, this course examines the history of the theories and realities of community development. "Community development" occurred long before there were academic programs to study its processes. The objective of the course is to develop a systematic understanding of how specific urban systems--such as housing, transportation, education, and employment—were established, how they have changed over time, and what people can do to influence the rate and direction of change. Central to the discussion will be the roles that race, class, ethnicity, and gender play in the functions of urban systems.

Course Objectives:

- To facilitate and nurture among the class members a spirit of cooperative, respectful, open inquiry and discussion.
- To make students aware of the rich history of community development in Chicago and other cities.
- To make students aware of the importance of cities and the anti-urban biases pervading American culture.
- To give students a sense of why Chicago is where it is and its continuing relationship to its hinterland, including the reciprocal relationships between the city's natural environment and human activities.
- To make students aware of the profound changes and continuing impact of Progressive Era reforms, including the birth of modern urban planning and architecture, the creation of the helping professions, and the bureaucratization of urban systems.
- To expose students to the wide variety of ethnic groups who have engaged in organic community development in Chicago.
- To recognize the key role that race has played in determining community outcomes in Chicago history.

- To recognize the central role that communities of faith have played in the building of Chicago's neighborhoods and communities.
- To give students a general sense of the history of Chicago politics and power distribution, as it relates to the processes of community development.

Course Learning Outcomes:

By the end of this course, students will be able to:

- Engage in lively, informed, respectful discussions with their diverse peers about the history of community development and current issues.
- Articulate many of the historical origins of the strengths and challenges of contemporary Chicago communities.
- Compare and contrast community development that grows out of the history and culture of neighbors versus the Progressive model of planned, top-down, professional interventions.
- Explain how many of the urban systems that affect community development have evolved in Chicago and what methods have been successful in creating positive change.
- Walk through a neighborhood with increased awareness of the cumulative effects of generations of city dwellers interacting with their environmental, social, cultural, and economic surroundings.

Assessment Methods: Students will be assessed on four criteria:

- Attendance: Program guidelines will determine policies
- Participation: It will be expected that all students will participate in class discussions in a respectful manner that demonstrates their engagement with the course materials as well as the opinions of the instructor and their fellow students
- Written assignments: There will be at least three written assignments tied to the course topics. One of these assignments will deal with the history and community involvement of a faith community, one will deal with personal interactions between students and neighborhoods of their choosing, and the final written assignment will draw on the earlier assignments as they relate to the students' vision of community development.
- Oral presentations: Students will be expected to share the theses of their written assignments with the class and lead discussions on the specific neighborhoods and institutions they investigate.

Evaluation of Learning:

Student participation: 40% total course grade

Written assignments: 30% total course grade

Oral presentations: 30% total course grade

University Policies: Please note that university policies pertaining to academic dishonesty, drop/add procedures, and grade appeal should be followed by students enrolled in this class.

The title of this course is "Social Change in Urban Systems," and you are in a program about "Community Development." The purpose of this course, therefore, is to explore the ways individuals and groups create change—for better or, sometimes, for worse—in the systems that determine the quality of life for people who live in cities. These change agents do not always call themselves "Community Developers." Some are politicians; others are religious leaders, community-based organizations, policy "think tanks," or just plain good citizens. But they all are dedicated to shaping urban systems to fit their own vision of what life should be like for their fellow citizens.

This is also, in large measure, a history course. Most of the case studies we will use to explore community development will be taken from the history of Chicago. We will be learning about people and organizations that have been instrumental in shaping—in many different ways—the city you see around you. By studying their ideas, activities, and strategies, we can learn much about how systems can be changed. At the same time, however, we will be exploring and telling each other about people and organizations that are currently working for change in Chicago's systems.

We will have 12 sessions of 2½ hours each. What follows is a sketch of those 12 sessions. In brief, the course will be divided into three parts. The first part (two weeks) will consist of an introduction to the course and to Chicago politics and culture in general. The next eight weeks will be devoted to specific systems within urban societies, which are primary targets of urban community development. The final two weeks will be your opportunity to share your final projects with the class.

Class Outline:

Session 1

Introductions, course review, explanations, etc. Also, today we will consider Chicago's origins: Why is it here? Who started it? What role did geography and environment play in the founding and early development of the city?

Session 2

Chicago Politics: A brief introduction

Readings: Selections from Spinney; Selections from Elizabeth Taylor, *American Pharaoh* (to be distributed); Selections from Pierre Clavel and Vim Wiewel, *Harold Washington and the Neighborhoods* (to be distributed)

Session 3

Immigration

Case study: The Irish and the Polish of Chicago

Readings: Selections from *Ethnic Chicago: A Multicultural Portrait* edited by Melvin G. Holli and Peter d'A. Jones.

Session 4

Finances, budgets, and taxes

Case study: Neighborhood Capital Budget Group (NCBG)

Readings: Selections from papers issued by the Neighborhood Capital Budget Group (NCBG), to be distributed or downloaded from the internet.

Session 5

Education

Case study: John Dewey

Readings: To be announced.

Session 6

Religion

Case study: Monsignor John Egan

Readings: *Ethnic Chicago*, Kantowicz (pp. 574-603)

Selections from Margery Frisble, *An Alley in Chicago* (the biography of Monsignor John Egan--to be distributed), or other selections TBA

Session 7

Welfare and social services

Case study: Jane Addams

Session 8

Urban environment

Case study: Daniel Burnham

Readings: Selections from Daniel Burnham, *Plan of Chicago*; Robert Bullard, *Unequal Protection: Environmental Justice and Communities of Color* (to be distributed); William Cronon, "Getting Back to the Wrong Kind of Nature," (to be distributed)

Session 9

Housing

Case study: The CHA

Readings: To be announced

Session 10

Transportation

Case study: The Dan Ryan Expressway

Readings: Selections from papers issued by the Center for Neighborhood Technology (CNT), to be distributed or downloaded from the internet.

Session 11

Class presentations

Session 12

Class presentations and course summary/celebration