

# Bexley Seabury

**Community Development for the New Age**  
**ML 577/677**  
**3 credits**

**Term and Year Offered: Summer 2022**

**Learning Environment:** Intensive Onsite in Waukegan, Illinois

**Meeting Dates/Times/Place:**

**Summer 1 Session – May 31 to June 24, 2022**

- Reading week: May 31 to June 3
- **Onsite class begins at 2 pm central on June 6 at Christ Episcopal Church, 410 Grand Avenue, Waukegan, Illinois** <https://www.christchurchwaukegan.org/>
- Onsite class ends at noon on June 10

Students should anticipate being together from **8:00 am to 8:00 pm central** unless otherwise indicated in the schedule. Please do not add additional meetings, obligations or visits with friends and/or family during those times.

Housing for the week: Each student is welcome to secure their own housing for the week. Two hotels are in close proximity to the course activities: Sonesta Simply Suites Waukegan (1151 S. Waukegan Rd, Waukegan, IL 60085 - (847) 578-5250 and Country Inn and Suites, 1100 33rd Street, Zion, IL 60099 - (847) 746-0101.

Transportation will be arranged each day from several locations. Those arrangements will be communicated prior to the start of the course.

## **About Your Instructor(s):**

### **Eileen Shanley-Roberts**

**Contact Information:** [eshanleyroberts@bexleyseabury.edu](mailto:eshanleyroberts@bexleyseabury.edu)

Cell: 847-894-7986 - Please contact via e-mail or text to determine times to meet either in person, via phone or Zoom

**Office Hours:** Available prior to the start of class via phone or Zoom; time available during the week of class as well.

### **Emlyn A. Ott (she, her, hers)**

**Contact Information:** [eott@bexleyseabury.edu](mailto:eott@bexleyseabury.edu)

Cell: 614-314-7017 – Please contact via e-mail or text to determine times to meet either in person, via phone or Zoom

**Office Hours:** Available prior to the start of class via phone or Zoom; time available during the week of class as well.

**Course Description:** This course offers an overview of the history, theology and practice of community development and community organizing strategies which are connected to the life, death, resurrection and teachings of Jesus. Participants will be exposed to agencies and programs developed out of these perspectives in the community of Waukegan, Illinois, a majority minority urban community with a population of approximately 90,000 located 45 miles north of Chicago. Cultural competency and antiracism will be integrated into this formative class experience.

### **Course Goals and Outcomes:**

**Goal 1:** Students who successfully complete this course will develop perspective on the biblical, theological and practical foundations for community development and organizing.

**Course Learning Outcome(s):** You will be able to demonstrate and describe the basis for community development strategies in the resources of the church's stories of formation and faith principles. (Curricular Outcome: DMin 1.1, 1.2, 2.1, 2.2, 3.2; MDiv 4.2, 5.3)

**Assessment:** This outcome will be assessed by daily Canvas journal questions and responses.

**Goal 2:** Students who successfully complete this course will develop a historical view on the development of community and institutional capacities as well as community organizing.

**Course Learning Outcome(s):** You will be able to view how the church has responded and changed (or not) in response to experiences in community and organizational interventions. (Curricular Outcome: DMin 1.1, 1.2, 2.1, 3.2; MDiv 5.3, 5.4)

**Assessment:** This outcome will be assessed by daily Canvas journal questions and responses; final paper.

**Goal 3:** Students who successfully complete this course will learn about the Theology of Radical Involvement, contextual analysis, asset management and appreciative inquiry.

**Course Learning Outcome(s):** You will be able to have an overview of the theologies that have shaped community development and some of the strategies and processes that have developed in response to the theological viewpoints of community development and organizing. (Curricular Outcome: DMin 1.1, 2.1, 3.2; MDiv 4.3, 5.3)

**Assessment:** This outcome will be assessed by daily Canvas journal questions and responses; 1:1 interview summaries; final paper

**Goal 4:** Students who successfully complete this course will have experience practicing concrete ways to implement theological and practical approaches to community development during class and in their own context.

**Course Learning Outcome(s):** You will be able to implement concrete and practical community development strategies in your own community context. (Curricular Outcome: DMin 1.1, 1.2, 2.2, 2.1; MDiv 4.2, 5.3)

**Assessment:** This outcome will be assessed by daily Canvas journal questions and responses; class participation and small group engagement; final project.

### **A Word About Assessment: From Course Outcome Assessment to Program Assessment**

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the final project with narrative description.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, [lfry@bexleyseabury.edu](mailto:lfry@bexleyseabury.edu)), or the Academic Dean, (Jason Fout, [jfout@bexleyseabury.edu](mailto:jfout@bexleyseabury.edu))

**Learning Methodology:** This course was designed with a framework that is consistent with the best current practices in community development and organizing in mind. You are expected to complete all required readings before the beginning of the onsite experience in Waukegan. This will provide the space for consideration of the importance of experience in theological reflection and action. Experiences with colleagues, guests, faculty and community leaders will provide the bridge into integration of the readings.

Students will have the opportunity to participate in a daily rhythm of worship, presentations, full and small group discussions and projects as well as Canvas posts. Students will be offered practical skills, one of which is the 1::1 relational meeting. We will practice 1::1 meetings as part of our in-class work.

Each day will include engagement with community organizations and the leaders associated with them in areas of immigration, racial equity, environmental concerns, mental health, eldercare, education, and housing. Social activities exploring the neighborhood and diverse culture of Waukegan are included each day, including meals in local community centers. Friday's session will include the challenge for students to engage in the issues associated with their own communities.

### **Course Required and Recommended Resources: Readings for MDiv, DAS and DMin Students:**

Crutchfield, Leslie. *Forces for Good*. San Francisco, CA: Jossey-Bass, 2008.

Kretzmann, John and John McKnight. *Building Communities from the Inside Out*. Evanston, IL: ACTA Publications, 1993.

Salvatierra, Alexia. *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*. IVP Books, 2013.

Thurman, Howard. *Jesus and the Disinherited*. Beacon Press, 1996.

McClain, George. *Claiming All Things for God: Prayer, Discernment, and Ritual for Social Change*. Abingdon Press, 1998.

### **DMin.Students:**

Christens and Speer, “Community Organizing: Practice, Research and Policy Implications” in *Social Issues and Policy Review*, Vol 9, No. 1, 2015, pp. 193-222. (Posted on Canvas)

Bobo, Kendall and Max, *Organizing for Social Change: Midwest Academy Manual for Activists*, 4<sup>th</sup> edition. The Forum Press, 2010.

### **Lifelong Learning Students:**

Thurman, Howard. *Jesus and the Disinherited*. Beacon Press, 1996.

This course involves engagement with relationship development, diverse experts, communities, and social issues during the intensive week.

Students are expected to access the “Tech Help” resources via the button at the bottom of the Canvas home page for a description of technology requirements.

### **Course Expectations and Assignments**

- Students are expected to **complete the reading of all books/articles prior to the start of class and be present and actively participant in each session of class**. Demonstration of the readings will be expected to be integrated into the reflection Journal each day as well as the final project. **(20 points)**
- Each student will have access to a personal **reflection Journal** on the course Canvas site. **One prompt will be posted prior to the start of class**, with the expectation that the entry be made before the start of class on June 6. **(10 points)**
- A prompt will be given to each class member for their **Journal after each day’s activities** and conversations. The expectation is that the journal entry for each day be approximately 3 pages or 750 words, 12-point font and double spaced and posted prior to the start of class on the following day. **(30 points)**
- The **final project**, which will be rooted in the student’s context and include a narrative description and explanation of the project, its relevance to the community, and reference at least 3 resources from the class as methodological support.
  - For MDiv students, this project will focus on internal congregational engagement and development.
  - For DMin students, the expectation is that the project will bridge the congregational setting and the broader community. **(40 points)**

**CEU students and auditors** will be expected to read *Jesus and the Disinherited*, participate in all class sessions and actively engage in small group work.

Participation in worship, while not required, is an integral part of students' formation. Student planning groups for worship are a part of this course plan.

### **The importance of Course Evaluations**

Course evaluations are an important part of the educational process. They help instructors understand what is working well for a course and what might benefit from some changes. Over the years, the Community Organizing class has evolved in direct response to student feedback, including the more explicit incorporation of theological foundation of this work earlier in the course material as well as examples of successful community organizing and development occurring in smaller and less resourced contexts. Student completion (and submission) of the course evaluations allows you to be a partner in course development and implementation.

Students taking the course for credit are expected to complete the evaluation as part of their participation in the learning experience. Auditors are encouraged to complete the evaluation as well. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.

### **Course Grading & Feedback:**

- Late submissions will have 5 points deducted from the assignment per day.
- Students will receive feedback in the form of peer conversation during the activities included in the course plan. The instructors will provide feedback on the final project within two weeks of the completion of the course.
- DMin students are graded on a Pass/Fail basis. MDiv students always receive letter grades unless the seminary expressly lists the course as a pass/fail course or offers a pass/fail option. The equivalent of a C is the minimum passing grade for a Pass/Fail course.
- Please be aware that the Canvas gradebook reflects cumulative grades for assignments for your course, but the final official grade for the course will be recorded manually by the instructor in Populi.

<b>Bexley Seabury requires a minimum grade of C to pass a course.</b>		
<b>Grade</b>	<b>Points</b>	<b>Description</b>
A (4.00)	96-100	Superior/Mastery
A- (3.67)	90-95	Excellent
B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
<b>A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.</b>		

### **Course Schedule or Calendar: Monday, June 6<sup>th</sup> –**

Arrival at Christ Episcopal Church by 2 pm central.

### **Theme- Welcome and It's All About Relationships -**

Worship

Introductions – Emlyn Ott

Guest – The Rev. Peter Matthews, Pastor of McKinley United Methodist Church - Overview of community organizing and asset-based development, theological underpinnings for these approaches including interactive exercises.

A brief history of Waukegan and Lake County, IL, and plan for the next several days – Eileen Shanley-Roberts

Development of worship for the week

Attending to details (and relationships) – Emlyn Ott

Dinner together at Big Ed's Barbeque

[www.bigedslc.com](http://www.bigedslc.com)

[4030 Northpoint Blvd, Waukegan, IL 60085](http://4030NorthpointBlvd.Waukegan,IL60085)

### **Tuesday, June 7<sup>th</sup> – Theme: The Environment –**

Worship – The Rev. Peter Matthews preaching

Debrief and Case Study of McKinley United Methodist Church, Dayton, Ohio – The Rev. Peter Matthews

Overview of the Issue and Its Impact – Eileen Shanley-Roberts

Lunch: Mom Corn [www.momcornburnee.com](http://www.momcornburnee.com)

[5101 Washington St Ste 2, Gurnee, IL 60031](http://5101WashingtonStSte2,Gurnee,IL60031)

Conversation with Sierra Club, Clean Power Lake County, and Faith in Place.

Toxic tour of Waukegan and Zion

Evening: Waukegan Band Concert - check out the beach and board walk. Evening meal on the road.

**Wednesday, June 8<sup>th</sup> – Theme: Immigration -**

Worship

Interactive exercise – Emlyn Ott

Mano a Mano.

Lunch: Mexican food – weather permitting we will walk to one of the spots close to the church. In case of inclement weather, we will venture a little farther to one of the places on Washington St. (El Conchal or Toluca).

Puente Latino/Nuestra Senora de Guadalupe (2415 N. Butrick) and the complex relationships among the Episcopal Churches in the Waukegan Deanery

Evening free.

**Thursday, June 9<sup>th</sup> – Theme: Dealing with Systemic Issues -**

Worship

Interactive Exercise – Emlyn Ott

Issues that face communities that impact people across oppressions.

Lunch - Papa Marcos *papamarcosrestaurant.com*

[622 Grand Ave, Waukegan, IL 60085](https://www.papamarcosrestaurant.com)

Christ Church as a Jubilee Center/Ministries housed at Christ Church – Eileen Shanley-Roberts & Fr. Jean Beniste

Housing and mental health (Current members of Lake County United)

Education - Waukegan to College staff and families

ElderCARE

Evening – Small group work on proposals for projects.

**Friday, June 10<sup>th</sup> – Theme: Bringing It Home -**

Worship

Interactive exercise – Emlyn Ott

Tying it all together – Eileen Shanley-Roberts and Emlyn Ott

Small groups – What is going on in your community? Where are the relationships in place?  
What needs to be developed?

Whole class – Share thoughts about projects.

Review of the long-term nature of this kind of work. What is the impact of living like Moses, and not seeing the outcome (importance of succession planning).

Closing worship and departure by noon.

**Academic Policies**

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism