ENR 3500: Community, Environment and Development
Tuesdays & Thursdays: 9:35 – 10:55 AM
Kottman Hall 103
Spring 2020 Course Syllabus

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All Office Hours are by appointment; please contact the individual directly by email to arrange a meeting.

This course focuses on:
1) “Place-based” communities,
2) The assets that form and shape these communities,
3) The process of community and sustainable development that seeks to maintain or improve local quality of life in those communities.

In this course you will:
1) Examine several different theoretical approaches to understanding the concept of “community” and “development,”
2) Utilize the Community Capitals Framework to examine the community development process and practices used in development to achieve specific community-level outcomes,
3) Explore a variety of applied community development strategies,
4) Explore the complexity of the community concept and address holistic approaches to evaluating community sustainability.

When this course is completed, you will be able to:
1) Explain what is meant by community development and possess an in-depth understanding of the various forms of capital comprising the Community Capitals Framework,
2) Report and describe basic community-level indicators used to evaluate the community development process,
3) Describe and critically assess several different theoretical approaches to understand community and social change, community conflicts and power dynamics,
4) Apply knowledge of community structure to several environmental and natural resource contexts to formulate strategies to improve community quality of life, community resilience and sustainability, and address conflicts.

The course is divided into three sections:
1. In the first section of this course we will define “community” and “development.” In this section we will introduce the Community Capitals Framework, a tool that is used to categorize the assets within a community in order to assess the strengths (and weaknesses) of each community. We will
discuss how this framework applies to your Community Role Play assignment as well as utilize community capital indicators to examine outcomes of community development process.

2. The **second section** is dedicated to community theory and social change. Theory is the foundation of analysis in the social sciences, without it there is no basis from which to classify our observations or make predictions about those things we don’t know. In this section we look for a basic understanding of the way theorists (mainly from sociology) have described the foundation and function of “community development.” We will observe how theories are constantly evolving to keep pace with the major social changes. We will explore numerous theories, which will inform our approach to building community sustainability in the future. Through the application of these theoretical approaches in the context of our social reality and your community assignment, we will identify strengths and weaknesses of these theories.

3. In the **third section** we discuss issues of climate change and community resilience in response to natural disaster and other socioeconomic shocks, as well as other current issues that are most interesting and relevant to you. Other potential topics include: energy extraction, environmental justice, local/civic agriculture. These case studies will tie into aspects of the course and will also be useful in informing your community role play activities.

**Course Readings**
There is no required textbook. Required readings in the form of journal articles, book chapters/sections, links to visual and audio materials are posted on the class’s Carmen page.

**Course Requirements and Grading**
Classroom time will include lectures, guided discussion, active learning exercises, presentation of supplemental audio-visual material, and small group project work. Lectures will focus on reviewing and enhancing understanding of the day’s topic, including the introduction of supplemental content provided through lectures or guest presentations. Assignments to be completed outside of class will facilitate in-class work. **Grades will be assigned according to student performance on several different assignments. The breakdown of each assignment’s weight as a part of the final grade is as follows.**

<table>
<thead>
<tr>
<th>Course Assignments:</th>
<th>Due Date*</th>
<th>Point Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Feb. 4</td>
<td>100</td>
</tr>
<tr>
<td>Community Role Play Assignment 1: Community Introduction, History, and Setting Community Development Goals/Action Steps</td>
<td>Feb. 9</td>
<td>140</td>
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<tr>
<td>Exam 2</td>
<td>Feb. 20</td>
<td>100</td>
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<tr>
<td>Community Role Play Assignment 2: Community Response to Crisis, Conflicts and Solutions</td>
<td>March 22</td>
<td>140</td>
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<tr>
<td>In-class Quiz</td>
<td>March 24</td>
<td>30</td>
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<tr>
<td>Community Power Dynamics Assignment</td>
<td>March 26</td>
<td>100</td>
</tr>
<tr>
<td>Community Role Play Assignment 3: Future: Press and Pulse Disturbance – Paper Submission</td>
<td>Apr. 9</td>
<td>140</td>
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Each point is worth 0.1% of your final grade.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Community Role Play Assignment 3: Future: Press and Pulse</td>
<td>Apr. 14 and 16</td>
<td>80</td>
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<tr>
<td>Disturbance, Conflicts and Solutions – Presentation</td>
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<tr>
<td>Final Take Home Exam: Reflection</td>
<td>Apr. 27</td>
<td>70</td>
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<tr>
<td>Classroom Attendance and Participation</td>
<td>n/a</td>
<td>70</td>
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<tr>
<td>Peer-review Evaluation (twice during the semester)</td>
<td>Mid Feb. and</td>
<td>30</td>
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<td>Late Apr.</td>
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<tr>
<td>Optional Extra Credit: Environmental and Social Sustainability</td>
<td>n/a</td>
<td>20</td>
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<tr>
<td>Research Experience Program (ESSREP)</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
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*Assignment dates are subject to change over the course of the semester.*

This Course uses the OSU Standard Grading Scheme and is comprised of 1000 total points. For example, 930 points earns 93% course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B</td>
<td>83%</td>
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<tr>
<td>B-</td>
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<td>C</td>
<td>73%</td>
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<td>C-</td>
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Additional detail regarding class assignments:

**Community Role Play Activity**

A significant component of the class will be an extended community role play activity to provide a hands-on experience in the community development process. In the first two weeks of the semester, students will be organized into communities. About four students will be assigned to a community and will take a third person, omniscient perspective to its development. Students will be presented a very brief community summary and “stock” of the seven community capitals in the Community Capitals Framework (natural, cultural, human, social, political, financial and built/physical capital) in their community. Each community will be given a rating on each of the seven community capitals on a range from 1 (lowest) to 10. Each community will be located on a map of a nation that includes various landscape attributes and transportation networks.

- The Community Role Play activities will occur over several processes, it is expected that communication and work will take place inside and outside of the classroom to accomplish the task of developing and submitting each assignment.

- Your team is responsible for submitting to the appropriate action drop box on Carmen by midnight on the assigned date. Updates to the Community Role Play Activity will occur through various course websites, which will be provided during the course of the semester.

- Formatting Requirements for all Written and Submitted Group Assignments, in addition to specific Grading Rubrics, will be attached to those assignments and provided in advance.

**Community Role Play Assignment 1: Community Introduction, History, and Setting Development Goals and Action Steps (140 points)**

**On February 9,** your community team will submit its first group project assignment. This will require the development of a group communication strategy and preliminary strategy for accomplishing the required
tasks. Communities will need to become familiar with their history and interpret their current status relative to an understanding of their assigned “community capitals” scores. Your community history and description of assets should be informed from the examples of at least two real communities in or outside the U.S. The parallels should be relevant to the socio-economic, cultural, and environmental contexts of your own communities. The examples you identified should be supported with a specified number of references (journal articles, newspaper/magazine articles, websites, expert informant interviews, books, etc.). Besides determining “who they are,” your will also support the community by setting community development goals and specific action steps to achieve those goals (“what they want to achieve”). These goals and action steps will greatly impact the community’s reactions to future opportunities and challenges. Additional details will be provided in-class and on-line in mid-January.

Community Role Play Assignment 2: Community Response to Crisis, Conflicts and Solutions (140 points)
Specific details of this assignment will be provided no less than two weeks prior to its due date. Community Role Play Assignment responses will be evaluated in terms of their clarity (well written and free of grammatical errors), how well they reflect an appreciation of course content and/or supplemental research material, and the extent to which they demonstrate a consideration of prior planning efforts on the part of the community. To do this you will need to identify at a specified number of references (journal articles, newspaper/magazine articles, websites, expert informant interviews, books, etc.) that lend support to the proposed action.

Community Role Play Assignments 3: Future Press and Pulse Disturbance (140 points) and Assignment 4 Presentation (80 points)
Specific details of these assignments will be provided no less than two weeks prior to their due date. This reflective assignment is a culmination of each stage of your community role play activities. For this assignment your group will be given a development twist that will have a major impact upon your community’s direction of achieving its community development goals. You need to provide a similar comprehensive response projecting forward and determination of whether your community was successful in achieving its three community development outcome goals specified in the Community History, Identification of Community Outcomes, and Action Plan assignment. In addition, your team will present a presentation assignment.

In-Class Presentations and Q&A will take place on Apr. 14 and 16.

Peer Evaluations (30 points)
Collaborative skills, including the ability to take leadership on tasks and to be effective listeners and team participants are a prerequisite for community-related jobs and activities. At the conclusion of two team project submissions, student members of each community will be asked to rate the performance of other community members, such as ability to meet deadlines, contribute fairly, communicate effectively and resolve differences. Each member of the community is required to rate the contribution of each individual community member. Students should evaluate their peers according to how engaged their peers were in the formulation and submission of the development actions and responses. Submission of complete Peer Evaluations before the deadline is worth 15 points. Failure to participate in the Peer Evaluations leaves a student subject to receiving 0 points. Points are also deducted for late and/or incomplete evaluations.

Peer evaluation will be factored into the Community Role Play Assignments individual grade. Points could be deducted from or added to the reviewed assignment based on the feedback of group members. Additional instructions are provided on the Student Evaluation of Individual Contributions to a Team Project form.
posted on Carmen. Any concerns individuals may have relating to the peer evaluation process should be addressed to the instructors.

*Note: group project work can be frustrating and some group members will be more active than others. Sometimes this is attributed to an individual as well as the broader group dynamics. If for some reason a group is not working out for you, please let your designated SIA know and the Course Instructors will do their best to improve the situation.*

**Individual work**

In total 50% of your final grade will be in from individual assignments, such as short exams and quizzes and two take home assignments (Community Power Dynamics Assignment and Reflection), as well as your class attendance and individual performance on group work.

A total of **up to 20 points** will be possible as extra credit through your participation in research studies by Environmental and Social Sustainability Research Experience Program.

**Two Short Exams (100 points per exam) and one In-class Quiz (30 points)**
(230 points total)

To assess your mastery of the course material’s first and second sections we will have a combination of two exams (Exam 1 and 2), a short quiz (30 minutes). In these exams 1 and 2 students will be asked to answer a series of short answer, essay, matching and/or multiple choice questions concerning course materials covered during the section period, with the possibility of some materials being included from the start of the course up to the date of the exam. The quiz will be include matching and/or multiple choice questions concerning course materials.

The dates of these exams are: Exam 1 – **Feb. 4 (100 points)**; Exam 2- **Feb. 20 (100 points)**; Exam 3 as in-class quiz – **March. 24 (30 points)**. In total, these in-class exams and quiz are worth 230 points.

**Community Power Dynamics Assignment (100 points)**

Following our viewing of *The Garden* film in class we will have an in-depth exploration of issues related to community power dynamics and the application of theoretical approaches to conflict. *Additional details will be provided in-class and on-line in mid-March.*

**Final Take Home Exam (70 points)**

The final exam will be as a take home essay. Students will be asked to reflect on a statement using evidence from the course and give examples of their own to illustrate concepts. **Submission Due: Apr. 27**

**Classroom Attendance and Participation (70 points)**

While evaluating attendance and participation in a large lecture class such as this is difficult, we will use random Carmen-based and other handwritten attendance checks to determine your attendance and participation score. You will receive 7 points for each of the attendance checks you complete for a maximum of 70 points (7% of your grade). There will be a total of 10 attendance checks. Attendance checks are used to solicit information to incorporate into the class and/or guide future lectures or discussions. Checks may include but are not limited to the following: a short survey question on a current topic about the environment and community, a request for you to briefly react to a reading and/or lecture materials, a group activity, or simply your printing and signing your name on a piece of paper. Other optional activities may be offered to supplement attendance checks.
Note: Classroom Attendance checks can occur at the start of class (9:35am), the end of class (10:50pm), at both times, or anytime in between.

Extra Credit (20 points)

Environmental and Social Sustainability Research Experience Program (ESSREP)
The goal of ESSREP is to enhance student’s understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to a current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research opportunities you will first need to create a Sona account using your .osu email address at [https://osu-essrep.sona-systems.com](https://osu-essrep.sona-systems.com). You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please see our website [https://ess.osu.edu/subject-pool/research-option](https://ess.osu.edu/subject-pool/research-option) for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.

- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website [https://ess.osu.edu/subject-pool/papers-option](https://ess.osu.edu/subject-pool/papers-option) for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at Slagle.44@osu.edu by January 17.

A total of up to 2 research credits will be possible as extra credit for this course, equivalent to 20 points of your aggregate individual assignments score.

If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Kristina Slagle at Slagle.44@osu.edu. Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.

APA Citation formatting will be used in this course. For helpful information on references and citations please use the Purdue OWL: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) or the APA Reference Guide provided on Carmen.

Academic misconduct of any kind will not be tolerated. Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations and laboratory exercises. See Code of Student Conduct: Rule 3335-31-02. This and other rules can be found in the Resource Guide for Students or in the back of the Student Telephone Directory. Individual effort is expected on all assignments. If you have a question about approaches and procedures that might constitute academic misconduct, see the instructors.

Statement about the availability of accommodations
If an accommodation based on the impact of a disability is needed, students should contact the instructors and GTA to arrange an appointment as soon as possible. At the appointment the course format can be discussed and any needs and potential accommodations can be anticipated. This class relies on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If students have not previously contacted the Office for Disability Services, they
are encouraged to do so if appropriate to their needs.

**Participation in group project work is a required component of this class.** If the student has a recognized SLDS disability and has concerns about group project work then they need to meet with the course instructors and GTA within the first two weeks of class to discuss and document a working strategy for the semester.

We encourage the students with a recognized SLDS disability to discuss and set up **Attendance and Deadline Modifications Agreement (ADM)** in order to determine the level of flexibility and find a balance of the individual needs and core requirements. **Disability Services requires that ADM agreements be in writing. Written clarity avoids future confusion.**

**OSU Links:**
Office of Student Life’s Disability Services: http://slds.osu.edu
Center for the Study and Teaching of Writing: http://cstw.osu.edu/writing-center
Student Wellness Center: http://swc.osu.edu
Younkin Success Center: http://younkinsuccess.osu.edu
Counseling and Consultation Service: http://www.ccs.osu.edu

**In-Class Expectations**
- Participation and preparedness is a significant aspect of community development and your grade. We will do our best to return your dedication and commitment. This preparation carries over to attending class on time and remaining in class for the entire period. The instructors will hold themselves to the same standards; if they are late for a class then you can be late to a class.
- Our time together is limited therefore we respectively ask that you minimize the use of electronic devices (laptops, tablets, cellphones) to only note-taking and course related materials during class time. We shouldn’t hear these items during class. Outside materials, such as non-course related websites, games, etc. are not permitted. If you catch the instructors using their cellphone or any other electronic device not directly related to the class during the class period, then you are welcome to do the same for the class period.
Tentative Course Timeline. Please note this schedule is subject to change over the course of the semester. Most of our sessions will feature required readings prior to class. Please refer to the Course Reading guided posted on Carmen to prepare for each session.

Week 1 – Jan. 7 and 9

Session #1: Course Introduction, Expectations, Syllabus and Attendance Check #1: Community selection

Session #2: Explore the concept of “community,” community assets, the Community Capitals Framework (CCF), and “cumulative causation”

Week 2 – Jan. 14 and 16

Session #3: Outline the key development Actors (Market, State, Civil Society, and Community). Explore social change and community, and how market, state, and civil society influence the community. Discuss development as a balance between market, state, and civil society.

Session #4: Revisiting the Concept of “Development”: From Economic and Political Development to Community Development. Community and development: moving beyond economic development:
- Example of India and Ladakh region
- Modernization
- Neoliberalism
- Globalization
- Neoliberal globalization
- Collective agency

Week 3 – Jan. 21 and 23

Session #5: Re-visit the CCF and models of community development, including:
- Technical Assistance Model (theoretical and historical background)
- Power (Conflict) Approach (theoretical and historical background)
- Self-help
- Appreciative inquiry approach

Session #6: Guest Speaker: Glennon Sweeney (Senior Research Associate, The Kirwan Institute for the Study of Race and Ethnicity) on the structural drivers of inequality and spatial stratification in communities.

Week 4 - Jan. 28 and 30

Session #7: Community Development Goals and Action Plan Case Study focusing on the Jefferson County, Ohio “Community Investment Plan” (2008). Group work: on community history and finding community examples; and how to design Community Development Goals and Action Plans.

Session #8: Community Development in Other Contexts: Applying CCF, including the CCF in aboriginal protected area gateway communities Livelihood enhancement through CCF and SLF – Uganda Resiliency building in Suriname. Exam 1 Content Catch-up and Exam Review.

Week 5 – Feb. 4 and 6
Session #9: Exam 1

Session #10: Introduction to Community Theory (structure, power and shared meaning) and to why theory is important to community development. Explore the three main theoretical perspectives in sociology (Functional analysis, Symbolic interactionism, Conflict theory). Hearing other voices: race (Du Bois) and social activism, women and children (Addams)

Community Role Play Assignment 1: Community Introduction, History, and Setting Community Development Goals/Action Steps is due by midnight, Sunday, Feb. 9.

Week 6 – Feb. 11 and 13

Session #11: How Can Functionalism Guide Community Development Practice (Part 1)? Describing the loss of “Gemeinschaft” community in the modernized world

Session #12: How Can Functionalism Guide Community Development (Part 2)? Identifying local community patterns within the mass society

Group-work: describing gesellschaft and gemeinschaft patterns in your community

Week 7 – Feb. 18 and 20

Session #13: Exam 2 Content Catch-up and Exam Review

Session #14: Exam 2

Week 8 – Feb. 25 and 27

Session #15. Power and conflict at the community-level. Defining power, conflict and perspectives from Coleman, Gamson, and the Urban Political Economy

Peer Evaluation 1 is announced

Session #16: Community power and community organizing case studies, including Pluralist, Elitist, and the Growth Machine.

Week 9 – Mar. 3 and 5

Session #17: View “The Garden” Part 1

Session #18: View “The Garden” Part 2 and discuss the film

Week 10 – Mar. 10 and 12, no class, Spring Break!

Week 11 – Mar. 17 and 19

Session #19: Review power and conflict at the community-level. Applying the “Regime Theory” to group work on Community Role Play Assignment 2: Community Response to Crisis, Conflicts and Solutions
Release Community Power Dynamics Assignment

Session #20: Review power and conflict at the community-level. Applying the “Regime Theory” to group work on Community Role Play Assignment 2: Community Response to Crisis, Conflicts and Solutions continued

Community Role Play Assignment 2: Community Response to Crisis is due by midnight, March 22.

Week 12 – Mar. 24 and 26

Session #21: Exam 3: Multiple choice quiz in class (30 minutes). Feedback on the quiz and Community Power Dynamics Assignment podcast

Session #22: Community Power Dynamics Assignment due prior to class, and in-class discussion of assignment. Release Community Role Play Assignment 3.

Week 13 – Mar. 31 and Apr. 2

Session #22: Future Press and Pulse Disturbance and in-class discussion

Session #23: Community Adaptation to Climate Change, Natural Disasters and Socioeconomic Restructuring continued

Week 14 – Apr. 7 and 9

Session #24: Community Adaptation to Climate Change, Natural Disasters and Socioeconomic Restructuring continued and Group Project work time

Session #25: Group Project work time

Peer Evaluation 2 is announced.
Community Role Play Assignment 3 is due by midnight, April 9.

Week 15 – Apr. 14 and 16

Session #26: Presentations

Session #27: Presentations review; Release Final Take Home Exam: Reflection assignment and review content materials.

Week 16 – Apr. 21 and 23, no classes or assignments due

Week 17 - Final Take Home Exam is due on Carmen by 10:00am on Monday, Apr. 27