ENR 3500: Community, Environment and Development
Tuesdays & Thursdays: 5:30 – 6:50PM
Kottman Hall 104
Fall 2018 Course Syllabus

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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,”
2) Explore a variety of applied community development strategies,
3) Utilize the Community Capitals Framework to examine the community development process and practices used in development to achieve specific community-level outcomes,
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) Describe several different theoretical approaches to understanding community, such as ecological, interactional, and conflict approaches,
2) Explain what is meant by community development and possess an in-depth understanding of the various forms of capital comprising the Community Capitals Framework,
3) Report and describe basic community-level indicators used to evaluate the community development process,
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.

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 discuss indicators and methods of measuring these capitals.
2. The second section is dedicated to community theory. 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.” We will explore numerous theories, which will inform our approach to building community sustainability in the future.

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.

Required Readings
There is one recommended (not required) textbook for this course: Lyon, Larry and Robyn Driskell. 2012. The Community in Urban Society (second edition). Long Grove, IL: Waveland Press. There are two copies of this book on reserve at the CFAES Library. You can monitor the availability of this book at the CFAES library by clicking here. This book will be used during a specific few weeks during the semester. If you want to save money, then I encourage you to share the book with class/group project mates. In addition, assigned readings in the form of journal articles and popular media, which are available via 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. Percentages are taken from 1000 total points available in the class. Each point is worth 0.1% of your final grade.

<table>
<thead>
<tr>
<th>Course Assignments:</th>
<th>Due Date</th>
<th>Point Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Role Play Assignment 1: Community Introduction, History, and Setting Community Development Goals/Action Steps</td>
<td>Sept. 11</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1</td>
<td>Sept. 13</td>
<td>100</td>
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<tr>
<td>Community Role Play Assignment 2</td>
<td>Oct. 4</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>Oct. 9</td>
<td>100</td>
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<tr>
<td>Community Power Dynamics Assignment</td>
<td>Oct. 30</td>
<td>50</td>
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<tr>
<td>Community Role Play Assignment 3</td>
<td>Nov. 1</td>
<td>100</td>
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<tr>
<td>Exam 3</td>
<td>Nov. 6</td>
<td>100</td>
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<tr>
<td>Community Role Play Assignment 4 – Class Presentation</td>
<td>Dec. 4</td>
<td>50</td>
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<tr>
<td>Community Role Play Assignment 4 – Paper Submission</td>
<td>Dec. 4</td>
<td>200</td>
</tr>
<tr>
<td>Exam 4</td>
<td>Dec. 12</td>
<td>100</td>
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<tr>
<td>Classroom Attendance and Participation</td>
<td>n/a</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
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We will use the OSU Standard Grading Scheme. Course is comprised of 1000 total points.

- A \( \geq 93\% = 930 \text{ points} \)
- A- \( 90\% \)
- B+ \( 87\% \)
- B \( 83\% \)
- B- \( 80\% \)
- C+ \( 77\% \)
- C \( 73\% \)
- C- \( 70\% \)
- D+ \( 67\% \)
- D \( 60\% \)
- E \( < 60\% \)
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. Four to five 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 located on a map of a nation that includes various landscape attributes and transportation networks. Each community will be given a rating on each of the seven community capitals on a range from 1 (lowest) to 10.

- The Community Role Play activities will occur over several processes, it is expected that communication and work will take place 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 (50 points)**
On September 11, 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. This is the opportunity for the community to determine “who they are” and “what they want to achieve” by setting community development goals and specific action steps to achieve those goals, which will greatly impact their reactions to future opportunities and challenges. *Additional details will be provided in-class and on-line by August 30.*

**Community Role Play Assignments 2 and 3 (100 points)**
Specific details of these assignments, due October 4 and November 1, will be provided no less than two weeks prior to their 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 least two references (journal articles, newspaper/magazine articles, websites, expert informant interviews, books, etc.) that lend support to the proposed action.
Assignment 4 (200 points) and Assignment 4 Presentation (50 points)

In-Class Presentation and Electronic Paper Submission Due: December 4
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.

Peer Evaluations (required)
At the conclusion of two team project submissions, student members of each community will be asked to rate the performance of other community members. 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. These ratings will be factored into the 50-point Participation grade outlined below. Additional points could be deducted from the reviewed assignment. Submission of peer evaluations is required and individuals failing to submit evaluations could lose all points for the given assignment. 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 instructor. Failure to participate in the Peer Reviews leaves a student subject to receiving 0 points for that team’s assignment.

Note: group project work can always be frustrating and some group members will be more active than others. Sometimes this is the fault of the student and sometimes it is the fault of group dynamics. If for some reason a group is not working out for you, please let your designated TA or SIA know and we will do our best to improve the situation.

Four Short Exams (100 points per exam; 400 points total)
This course is divided into three sections. In-class exams will occur at the end of each section period, with the exception of Section 2 (focused on “Community Theory”), which will be split into two exams. In these exams 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 dates of these exams are: September 13 (100 points), October 9 (100 points), November 6 (100 points), and December 12 (100 points). These in-class exams in total are worth 400 points. In total 40% of your final grade will be in exam form.

Community Power Dynamics Assignment (50 points)
Following our viewing of The Garden film in class we will have an in-depth exploration of issues related to community power dynamics. Additional details will be provided in-class and on-line in mid-October.

Classroom Attendance and Participation (50 points)
While evaluating attendance and participation in a large lecture class such as this is difficult, we will use random TopHat, Carmen-based quizzes or handwritten attendance checks to determine your attendance and participation score. You will receive 5 points for each of the attendance checks you complete for a maximum of 50 points (5% of your grade). There will be a total of 12 attendance check quizzes. Therefore, you will be able to drop 2 of your lowest scores. 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 (5:30pm), the end of class (6:50pm), at both times, or anytime in between.

**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/ 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 instructor.

**Statement about the availability of accommodations**
If an accommodation based on the impact of a disability is needed, students should contact the instructor 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.

**OSU Links:**
Office of Disability Services: http://ods.osu.edu
Center for the Study and Teaching of Writing: http://cstw.osu.edu/writing-center
Student Wellness Center: http://swc.osu.edu
Youskin Success Center: http://youskinsuccess.osu.edu
Counseling and Consultation Services: 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. Dr. Campbell will hold himself to the same standards; if he’s 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 Dr. Campbell using his 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

August 21, Session #1: Course Introduction, Expectations, Syllabus and First Attendance Quiz

August 23, Session #2: The Concept of “Community” and the Community Capitals Approach
- Review Lyson and Driskell, Chapter 1 and Emery and Flora (2006), the CCF and the community development process
- Lyon and Driskell Text Chapter 1 for definitions and concept of “community”

August 28, Session #3: Community cont’d and Overview of the Community Role Play Activity
- Review Community Role Play activity, timeline, grading, and group assignments
- Application of community development principles to the CRPA

August 30, Session #4: The Concept of “Development”
- Definitions and concept of “development”

September 4, Session #5: Community Development Goals and Action Plan Case Study

September 6, Session #6: Indicators for Community Development and Asset-based Approaches
- Review examples of Community Capitals Framework indicators
- Design Community Development Goals and Action Plans

September 11, Catch-up and Section 1 Exam in-class exam review
- Community Role Play Assignment 1: Community Introduction, History, and Development Goals/Action Steps due on Carmen by midnight

September 13, Exam 1

September 18 Session #7: Introduction to Community Theory
- Introduction to Community Theory Section

September 20, Update on community role play activities and discuss next steps in group projects

September 25, Session #8: Typological Approaches
- Lyon and Driskell Text Chapter 2

September 27, Session #9: Ecological Approaches
- Lyon and Driskell Text Chapter 3

October 2, Session #10: Network/System Approaches
- Lyon and Driskell Text Chapter 4

October 4, Catch-up and Review on Community Theory
- Community Role Play Assignment 2 due on Carmen by midnight

October 9, Exam 2

October 11, Autumn Break, No Class
October 16, Session #11: Conflict Approaches
- Lyon and Driskell Text Chapter 5

October 18, Session #12: Community Power and Community Organizing
- Lyon and Driskell Text Chapter 12

October 23, View “The Garden” Part 1

October 25, View “The Garden” Part 2 and discuss the film

October 30, Session #13: Conflict, Community Power and Community Development
- Community Power Dynamics Assignment due

November 1, Review Exam 3 material and Group Project Work Session
- Community Role Play Assignment 3 due on Carmen by midnight

November 6, Exam 3

November 8, Session #14: Climate Change, Natural Disasters and Community Adaptation Part 1

November 13, Session #15: Climate Change, Natural Disasters and Community Adaptation Part 2

November 15, Session #16: Pres. Maritza Pierre on Gender, Community and Agroforestry

November 20 and 22 No Class, Thanksgiving

November 27, Session #17: (Former) Pres. Josh Fergen on the Fargo-Moorehead Dam

November 29, Exam 4 Review and Group Project Work Session

December 4, Class Presentations and Final Paper Assignment Due

December 12 (Wednesday night) from 8:00pm-9:45pm Exam 4