ENR 3500: Community, Environment and Development  
Tuesdays & Thursdays: 9:35-10:55 AM  
Kottman Hall 103  
Spring 2016

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Office Hours: After class to 11:30am;  
Tuesdays 3 to 4pm; or by appointment

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Office Hours: By appointment

Student Assistant: Katie Brokenshire  
brokenshire.4@buckeyemail.osu.edu

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, 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) Collect and describe basic community-level data related to measuring community sustainability,
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, 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 current issues affecting community, environment, and development that are most interesting and relevant to you. Potential topics include: localism, community resilience and socioeconomic shocks, energy extraction and local/civic agriculture. These case studies will tie into the theory and methods aspects of the course and will also be useful in informing your community role play activities.

**Required Readings**

In addition, assigned readings in the form of journal articles and popular media and will be made available via the class’ 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 100 total points available in the class. *Each point is worth 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—Introduction: provide community History summary and identification of community outcomes</td>
<td>Jan. 28</td>
<td>5</td>
</tr>
<tr>
<td>Section 1 Exam</td>
<td>Feb. 2</td>
<td>15</td>
</tr>
<tr>
<td>Community Role Play—Stage 1: Development response</td>
<td>Feb. 16</td>
<td>10</td>
</tr>
<tr>
<td>Community Role Play—Stage 2: Development response</td>
<td>Mar. 3</td>
<td>10</td>
</tr>
<tr>
<td>Section 2 Exam</td>
<td>Mar. 10</td>
<td>15</td>
</tr>
<tr>
<td>Community Role Play—Stage 3: Development response</td>
<td>Mar. 31</td>
<td>10</td>
</tr>
<tr>
<td>Section 3 Exam</td>
<td>Apr. 14</td>
<td>15</td>
</tr>
<tr>
<td>Community Role Play—Stage 4: Final assignment</td>
<td>Apr. 19-26 May 1</td>
<td>5 (presentation) 10 (paper)</td>
</tr>
<tr>
<td>Classroom Attendance and Participation</td>
<td>n/a</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
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We will use the OSU Standard Grading Scheme. Course is comprised of 100 total points.

- A ≥ 93% = 93 points
- A- 90%
- B+ 87%
- B 83%
- B- 80%
- C+ 77%
- C 73%
- C- 70%
- D+ 67%
- D 60%
- E < 60%
Additional detail regarding the 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. During the third class session, students will be organized into communities. Six to five students will be randomly 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 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 a development action. Your team is responsible for submitting to the appropriate action drop box on Carmen by the assigned date.

**Community History, Identification of Community Outcomes, and Action Plan (5 points)**

**Due January 28,** your community team will:

1. select a name for your community
2. submit a photo that captures the look of your community;
3. provide a summary of your community’s history (200 word minimum);
4. identify at least three community development outcome goals and an action plan to achieve these outcomes (300 word minimum)

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,” which will greatly impact their reactions to future opportunities and challenges.

**Three Development Responses (10 points each)**

**Due: February 16, March 3, and March 31, respectively.** During the course of the semester, each community will be affected by three different “plot twists” (e.g., natural disasters, socioeconomic shocks, policy changes) that reflect an unanticipated crisis or opportunity that your community will need to respond to. An event may impact one, a couple, or all communities.

In response to a “twist” or event, communities will be responsible for narrating a “development reaction,” that is a use of one or more of their seven community capitals to address the challenge embodied in the twist or event. A community’s development reaction may be in addition to or in replace of a community’s normal action. Your team is responsible for providing between a 1,000 and 2,000-word “development response,” which is outlined by the five requirements below. At minimum, your team’s response must:

1. explain the effect that a twist or event has on the stock of each of the seven community capitals (natural, cultural, human, social, political, financial and built capital) in your community (min. 200 words)
2. discuss how this response relates to past “cumulative causation” effects and your community’s history, goals and actions plan (min. 300 words)
3. discuss how the community chose to respond to the scenario, paying specific attention to the details of the response, including (min. 300 words):
   a. whether the response was coordinated or uncoordinated within the community,
   b. how was the response action decision (if any) reached by the community,
c. who (if any) were responsible for determining how to implement the response,

d. how were different parts of the community represented,

4. speculate (based on course material and outside research) on how the community will “spiral up” or “spiral down” following the scenario and the community’s response (min. 200 words)

5. provide at least two references that influenced your team’s work.

Actions 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. You can decide to not do something based upon the references cited. For example you could follow this approach:

“In 2012 the City of Columbus created a sustainability council to discuss the long-term management and use of the city’s natural resources, but this effort failed because there was no funding to support it (Reference, 2012). Our community researched this case study and learned from Columbus’s experience. Based upon this experience, as well as in our research of other sustainability council creation attempts (provide additional citations here), the City Council of our community decided not to pursue a sustainability council because there is no funding. Instead they developed a strategic plan on sustainability that …”

In other words, you are encouraged to create new ideas and approaches for community development; but you need to reference where these influences come from.

Grading Rubric

<table>
<thead>
<tr>
<th>An excellent (approx. 10 points) written response:</th>
<th>An acceptable (5 points) written response:</th>
<th>An unacceptable (0-2 points) written response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an explanation for how the scenario addresses each community capital; references prior class assignments (e.g., the Community History, Identification of Community Outcomes, and Action Plan document); provides cited information for the decision the community made (e.g., investments, project developments); attempts are made to draw on multiple sources from class and other materials (such as newspaper and media reports, outside books, reports, thought leaders); opinions on the state of the community and its decisions are supported by research. Sources are cited.</td>
<td>Provides information for each community capital but references/influencing factors are limited; community decisions are not strongly supported by research.</td>
<td>Does not provide information for all community capitals; community decisions are not supported by prior examples or research. Sources are not cited.</td>
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Final Presentation (5 points) and Assignment (10 points)

**Presentation Due: April 19-26**

In the final presentation assignment you will have approximately 5 minutes to present your community’s history, development outcome goals, action plan and how you’ve responded to the various scenarios this semester. A grading rubric will be provided prior to Spring Break.

**Paper Due: May 1**
This reflective assignment is a culmination of each stage of your community role play activities. For this final assignment your group will be given a tailored 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. A grading rubric will be provided prior to Spring Break.

At the end of the semester, student members of each community will be asked to rate their own performance and that of other community members on a scale of 0 to 5. Each member of the community is required to rate the contribution of each individual community member, including themselves. Students should evaluate themselves and their peers according to how engaged their peers were in the formulation and submission of the development actions and responses. Students should be rated as excellent (score of 5) to no participation (score of 0). These ratings will be factored into the 5 point Participation grade outlined below. Submission of peer evaluations is required and individuals failing to submit evaluations will be docked 2 points off their final assessment grade. Any concerns individuals may have relating to the peer evaluation process should be addressed to the instructor.

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 Joe, Jazz or Katie know and we will do our best to improve the situation.

Three Short Exams (15 points per exam)
This course is divided into three sections. In-class exams will occur at the end of each section period in which 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: February 2, March 10, and April 14. These in-class exams are worth 15 points (15% of your final grade) each, so 45 points (45%) of your final grade will be in exam form.

Classroom Attendance and Participation (5 points)
While evaluating attendance and participation in a large lecture class such as this is difficult. We will use random TopHat quizzes, as well as the final rating scores from the Community Role Play activity to determine your attendance and participation score. You will receive 0.5 points for each of the attendance checks you complete for a maximum of 5 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.
Course Timeline
Section 1—“Community,” “Development” and the Community Capitals Framework

January 12, Session #1: Course Introduction, Expectations and Syllabus

January 14, Session #2: The Concept of “Community” and the Community Capitals Approach
- Review Lyson and Driskell, Chapter 1

January 19, Session #3: 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

January 21, Session #4: Community Development Goals and Action Plan Case Study

January 26, Session #5: The Concepts of “Community” and “Development”
- Lyon and Driskell Text Chapter 1 for definitions and concept of “community”
- Definitions and concept of “development”

January 28, Session #6: Indicators for Community Development and Asset-based Approaches
- Lyon and Driskell Text Chapters 8 and 10: Community Development and Community Indicators
- Review examples of Community Capitals Framework indicators
- Community Role Play assignment due — Community History, Identification of Community Outcomes, and Action Plan

February 2, Section 1 Exam

Section 2—“Community” Theory

February 4, Session #7: Community Theory
- Updates on Community History, Identification of Community Outcomes, and Action Plan, and discuss next steps in group projects
- Review and introduction to Community Theory Section

February 9, Session #8: Typological Approaches
- Lyon and Driskell Text Chapter 2

February 11, Session #9: Ecological Approaches
- Lyon and Driskell Text Chapter 3

February 16, Session #10: Network/System Approaches
- Lyon and Driskell Text Chapter 4
- Community Role Play assignment due—Stage 1 Response

February 18, Session #11: Conflict Approaches
- Lyon and Driskell Text Chapter 5

February 23, Session #12: Community Power and Community Organizing
- Lyon and Driskell Text Chapter 12
- Provide Development Response Stage 1 updates and discuss next steps in group projects

**February 25, Session #13: Community Organizing**
- View “The Garden” Part 1

**March 1, Session #14: Community Organizing & Multiple Approaches to Community**
- View “The Garden” Part 2
- Lyon and Driskell Text Chapter 6

**March 3, Session #15: Multiple Approaches to Community & Measuring Local Power**
- Lyon and Driskell Text Chapter 6 cont’d and Chapter 13
- Community Role Play assignment due—Stage 2 Response

**March 8, Session #16: Section Review & Group Project Work Session**
- Review Section 2 material; in-class Q & A
- Present Development Response Stage 2 updates and discuss next steps in group projects

**March 10, Section 2 Exam**

**March 15-17, Spring Break, no class**

**Section 3—Case studies and current events**

**March 22, Session #17: Civic Agriculture**
- Guest Lecture: President Jazz Glastra

**March 24, Session #17: Sustainable, Organic and Local Agriculture**
- Guest Lecture: Paige Kelly, OSU SENR Master of Science candidate
- Kloppenburg et al. (1996). “Coming into the Foodshed.” Agriculture and Human Values, 13(3) p. 33-42
- White paper: “Why Worry About the Agriculture of the Middle?”

**March 29, Session #18: Food Justice**
- Guest Lecture: President Jazz Glastra
- View “Food + Justice = Democracy”

**March 31, Session #19: In-Class Group Project Work Session**
- Brief update on Communities and opportunity for cross-community dialogue
- Community Role Play assignment due—Stage 3 Response
April 5, Session #20: Community Resilience and Natural Disasters
- Green and Haines (2016) “Natural Disasters and Climate Change: the Role of Community Assets”

April 7, Session #21: Community Resilience and Climate Change

April 12, Session #22: “Green” Infrastructure and Transportation & Section 3 Review
- Articles and other media TBD
- Review Section 3 material; in-class Q & A

April 14, Session #23: Section 3 Exam

April 19, Session #24: Class Presentations: Campbellstan

April 21, Session #25: Class Presentations: Jazzland

April 26, Session #26: Class Presentations: Brokenia

May 1, Final Paper Assignment due
Formatting Requirements for all Written and Submitted Group Assignments

- Write your: community’s name and all team members on your assignment. Unlabeled submissions will not receive credit.
- All assignment submissions must be uploaded to Carmen dropbox by midnight of the day that an assignment is due in order to receive full credit.
- Use 12 point font and between ½ inch and 1 inch page margins. Single or double spacing is okay.
- Please write complete sentences in paragraph form.
- Must be stapled and have page numbers.
- Title pages are not necessary and front-to-back printing is encouraged (the less paper used the better!).
- Preferred APA style citation format: http://www.library.cornell.edu/resrch/citmanage/apa (scroll down to Reference List section). The examples below for interviews and online articles are adequate or this class:

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
Younkin Success Center: http://younkinsuccess.osu.edu
Counseling and Consultation Services: http://www.ccs.osu.edu

Academic Links:
OSU Libraries: http://library.osu.edu
Google Scholar: http://scholar.google.com
Purdue OWL: https://owl.english.purdue.edu/owl/