Rural Sociology 4500: Community Development in Practice
Course Syllabus
Spring 2019

Time/Place:
Mondays and Wednesdays: 2:20—3:40pm
333 Kottman Hall is our standard meeting room
- Note: 114 Kottman Hall will be our room on "computer lab" days:
  Jan 23; Feb 27; Mar 6; Mar 18; Apr 10

Instructor:	**Contact Info:**
Joe Campbell, Ph.D.	Office: 265 Kottman Hall
Research Associate and Lecturer,	Email: campbell.844@osu.edu
School of Environment and Natural Resources	Office Hours: by appointment
UCINET/ Social Network Analysis	**Contact Info:**
Instructional Assistant:	Prokup.4@buckeyemail.osu.edu
Andrea Prokup	Office Hours: by appointment

Course Objectives:
By the end of this course, I expect students to demonstrate an:
- understanding of the theories and models guiding the practice of community development;
- ability to apply these theories and models of community development to various social, environmental, and economic issues;
- ability to assess and apply development strategies to enhance different forms of community assets (physical, human, social, financial, political, cultural, and environmental);
- understanding of the resources, partnerships, and funding required and the trade-offs associated with these development strategies;
- improvement in confidence in their community development skills through public presentations, small group discussions, conversations with outside experts, and report writing.

Our required textbook is *Asset Building and Community Development* by Gary Green and Anna Haines. Sage Publications. 4th edition. Published in 2016.
- I strongly recommend purchasing this book online or renting it for the semester. This book is cheaper to purchase through online vendors (e.g., Amazon, Packback) rather than the OSU bookstore. There is a reserve copy of the 2nd Edition (that contains much of the same material) available in the OSU FAES Library.

Additional readings are posted on the course's Carmen site under the Table of Contents "Required Readings" section.

Assignments and Grading Rubric: This course is graded on a 1000-point basis.

Assignment:	Point Total:

1) Guided Reading assignments
        5 total assigned
	150 points
	        (30 points per 5 assignments)

2) Facilitate one Guided Reading class discussion and in-class activity	40 points
3) Facilitate one discussion on two community capitals involving theory, policy and data collection	40 points

4) Community-based organization (CBO) report
        Paper assignment
        CBO Social Network Map
        Short summary in class
        Interview reflection
	320 points
	            150 points
	            100 points
	            50 points
	            20 points

5) Identifying the power (leadership) structure of your own community
        Community selection and identification of potential interviewees
        Community Social Network Map
        Final presentation
        Final written paper
	400 points
	
	            30 points
	
	            100 points
	            70 points
	            200 points

6) Participation Final tally of your participation in-class and group discussions, debates, asking thoughtful questions to guest speakers, including attendance for each Guest Speaker and Lab Day	50 points
Total:	**1000 points**

We will use the OSU Standard Grading Scheme. Course is comprised of 1000 total points.

A	93% = 930 points	C+	77%
A-	90%	C	73%
B+	87%	C-	70%
B	83%	D+	67%
B-	80%	D	60%
		E	< 60%

Assignments Description

1) Five Guided Reading Assignments (30 points each)
Due: Jan 16, Jan 28, Feb 4, Feb 11, and Feb 20.
Purpose: to enhance understanding of key course concepts and preparation for assignments, lectures, and in-class activities.

- There are five "guided reading" (GR) assignments this semester. Each is worth 30 points. All assignment submissions must be printed out and a complete hard copy must be brought to class in order to receive full credit. If printing costs are a major issue for you then please make arrangements to discuss this with me outside of class. Emailed submissions will not receive credit. *We will consider revising this after the second or third GR assignment.*
  Grading Rubric:

Excellent (30 points)	Satisfactory (20)	Unsatisfactory (10)	Incomplete (0)
Each question is answered and support is provided in the response for each answer; if unable to answer a question then a strong effort is made to address it.	Each question is answered with some support provided in the response for each answer; if unable to answer a question, and little to no effort is made to answer that question or consider why the answer is unavailable.	Some questions are left unanswered with little to no support provided in the response for each answer.	Didn't do the assignment.

2) Facilitate one Guided Reading class discussion and in-class activity (40 points)
Date: TBD
Once this semester, your team will lead a discussion on the Guided Reading questions, develop your own set of questions to challenge students and create in-class activities based upon the assignment. For this assignment, you will:

a) Identify methods to facilitate student discussion and learning on the assigned reading,
b) Create your own questions and/or activities that further student learning on this subject,
c) Your team will have roughly 45 minutes to facilitate the discussion,
d) Options include: individual (e.g., reflective journaling) or small group facilitated discussions (e.g., sharing examples); web resources such as video or other media (e.g., Instagram photos); small quiz or survey.

3) Facilitate one community capitals theory and data collection discussion (40 points)
Date: TBD
We will examine each of the seven community capitals as it relates to community development practice in the U.S. For this assignment, your group will:

a) Select date listed for two of the community capital book chapters to review,
b) Facilitate a discussion on the key theoretical and practical components of the capital, and policy decisions that have affected the use of this capital in community development,
c) Provide potential indicators/measures of this capital for communities in the U.S. and lead the class in data collection activities.
d) Explore how the community capitals are interrelated with one another using clear exercises and examples.
e) Your team will have roughly 60 minutes to facilitate the discussion.

An excellent (40 points) score for class facilitation assignments is based upon: the team addressing each of the assigned questions (for GR assignments), developing a set of independent questions and/or activities, and utilizing the full length of time allotted for productive and engaging classwork on the assigned subject.

4) Community-Based Organization Paper, Network Analysis Map and In-Class Summary (320 points)
Due Wednesday, March 20 before Noon
Community-based organizations (CBOs) are crucial to the community development process. Often CBOs must partner with one another and other outside organizations in government, business, and other non-profits to accomplish their objectives. Your ability to analyze other organizations effectively on paper and to communicate this information to others is a critical skillset in community development. For this assignment you will select an organization from your community (*you are encouraged to conduct this assignment in conjunction with the Final Paper*) and analyze it through: a) a one-page written assignment, b) a map of the social networks surrounding your selected CBO, c) a very brief, in-class CBO summary, and d) interview one individual knowledgeable about this organization. *More on this on Feb. 27 and March 6 computer lab sessions.* Selecting a CBO that presents formally in class is not permitted. Please contact the Instructor directly if you have any questions.

a) (150 points) In your one-page written assignment (single spacing is allowed), analyze and describe a community-based organization by their:
   o   client-base - who does it serve?
   o   activities it engages in and/or services it provides - what does it do?
   o   management structure - who runs it?
   o   staff size and composition - who works there?
   o   funding source(s) and size - how much money does it have and where does that $ come from?
   o   partnerships - who does it work with to accomplish its mission?
   o   accomplishments and recognition - what does it say about itself and what do others say about it?
   o   Then provide a one or two sentence description and justification of whether you would serve with this organization as a volunteer
       o   think less about whether it has a mission you believe in, cool website, etc. and more on your educated assessment as to whether it is effective at delivering on their mission and/or serving their clients (*see grading rubric below*).

An excellent (approx. 150 points) written report:	An acceptable (100 points) written report:	An unacceptable (50 to 0 points) written report:
Provides cited information for each CBO indicator (e.g., funding sources, partnerships); attempts are made to draw on multiple sources (such as newspaper or other media reports) to identify hard to access information and/or investigate suspicious information; opinions on the state of the organization and decisions whether to volunteer are supported by research. Interviews and other	Provides information for each indicator but citations are limited; opinions are not strongly supported by research.	Does not provide information for all 7 items; information is not supported or cited with facts.

sources are cited. Includes the social network map for the CBO.		

Last, (20 points) Please write an additional (250 word minimum) reflection that characterizes your experience researching this organization. This reflection must include comments on how the interview process with the individual knowledgeable about this organization and how their statements informed your research. It must also include discussion on how the comments can be used to inform future research on your community broadly.

b) (100 points) Develop a social network map for your CBO.
  • Building on Borgatti et al (2009) and Sharp (2001) use the ICINET Program to develop a social network map for your CBO. This map will provide an outline of funding sources, partnerships and recognition/media coverage of your CBO.
  • On March 7 we will have a lab day designated to starting this process and a grading rubric will be provided.

c) (50 points) In your brief, in-class CBO summary, describe (in the allotted timeframe) the key points associated with this organization. This summary is largely open to your interpretation, but do mention, at the least, the CBO's name and mission, and whether you would volunteer for them, provide an overview of your CBO's social network map and deliver information based on facts and research (*see grading rubric below*).

An excellent (approx. 50 points) oral summary:	An acceptable (30 points) oral summary:	An unacceptable (10 to 0 points) oral summary:
Describes the CBO within the allotted timeframe; presents the CBO social network map; provides factual support for key points; opinions are based upon research and critical thought. For example, "according to a 2011 investigative report by the Columbus Dispatch, the (CBO) provides exceptional services to (the client base)."	Provides adequate description but lacking factual support; opinions are not strongly supported by research.	Is significantly too short or too long; opinions are not based on research.

5) Identifying the power (leadership) structure of your own community (300 points)
To get things done in a community, whether to improve physical capital (e.g. housing and homelessness), environmental capital (e.g. recreational space), human capital (e.g. youth education) or a combination of capitals and causes, requires working through networks of individuals and organizations. Understanding the community's power structure is critical to these efforts. The purpose of this assignment is to apply the practices of community development and to tie your knowledge gained back to theory. There will be various activities related to this assignment throughout the semester, including at least three interviews with knowledgeable individuals in your community, so start early!

Assignments Related to the Final Paper

a. Community selection and identification of potential interviewees (30 points)
Due Monday, Feb. 18 before Noon
- Select a community to study (preferably your "hometown") and community asset that you care passionately about, as well as list a potential community-based organization (CBO) in your community that you want to study.
- Identify at least five residents in the community (and/or knowledgeable of the community) by: a) name; b) position/title; c) organization; d) contact information; and e) justification for why they would be a useful "knowledgeable" (information source) in your community.

b. Final presentation (70 points)
Present in-class Tuesday, April 30
- Must be submitted to Carmen by Tuesday, May 1 before noon on the date prior to your presentation and you must receive a receipt of email by me that your submission was successfully loaded.
- (no more than 5 minutes) Presentation that incorporates: a) description of the community demographics and seven community capitals/assets; b) map featuring the community power and power structure based upon primary and secondary data.
- Cite data sources in presentation.

c. Community Social Network Map (100 points)
Due Tuesday, May 1 before noon
- Draw links between various actors or organizations in your community surrounding an issue area or place of your choice.
- This assignment will require you to bring research materials to class, and will be conducted in conjunction with the CBO social network map assignment and the lab assignments 2 and 3 (March 8 and April 5 respectively).

d. Final written paper (200 points)
Due Tuesday, May 1 before noon
In no more than 10 pages, 1) draw upon the community network mapping activity, CBO assignment, required reading exercises, interviews and other sources to produce a final written paper on your community's power structure and identification of community capitals/assets; 2) and, relate these findings back to course material.

An excellent written report will:
- Describe your community based upon demographic, economic, and geographic characteristics using primary (your own data collection) and secondary sources (data from another entity, such as the U.S. Census Bureau and local Chamber of Commerce).
- Compare your unit of analysis to the state or a comparison unit (city to county; township to county)
- A description of: a) the community's stock of each of the seven community assets *(see the community capitals indicators handout provided)*,

- Prior to your final presentation, interview (preferably face-to-face but Skype/Facetime, phone, or email are acceptable) at least three individuals knowledgeable about community-level leadership in your community, investigating:
  - Which individuals and organizations have the strongest effect on an asset you are passionate about in your community?
  - What visions does the community have of itself and its past, present and future?
  - Whether the major leaders and organizations work together, against one another, or separately?
  - What are the major clusters of community leaders and organizations?
- Produce a concise description of the community power structure and broader community structure, and relate back to at least three different required course readings. At minimum this should include what organizations and actors exist in the community to link players in the community. You must use data to support these descriptions, including:
  - Use interviews and other research methods to identify the community's power structure.
  - Describe the power dynamic of the community and compare it to the community structures identified by Sharp (2001).
- Use your understanding of your community's power structure to predict how a community asset that you are passionate about will be enhanced, degraded, preserved or developed into another form in the next two years.
- Includes your Community Social Network Map, which is a visual to aid the reader in understanding the networks of relationships between key actors and organizations.
  - The Community Social Network Map should be displayed alongside the previously submitted the CBO network map to compare and contrast the similarities and differences in their respective network structures.
- Provide citations of interview and other primary and secondary data sources.

Written Paper Formatting Requirements:
For guided reading assignments and all papers
- Write your name on your assignment. Unlabeled submissions will not receive 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.
- Title pages are not necessary.
- 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:
  - Interviews: J. Campbell (Instructor RS 4500), in-person interview, January 1, 2016.
  - Online newspaper/magazine: McConnell, Kitty. (December 15, 2013). CEO E.J. Thomas: Habitat for Humanity leader tries to treat people right. *The Columbus Dispatch.* Retrieved from http://www.dispatch.com/content/stories/business/2013/12/15/habitat-leader-tries-to-treat-people-right.html

7) Participation (30 points)
Your participation in small and full group discussions, during lectures and asking thoughtful questions to guest speakers is critical to your success in this course. In addition, participation in "lab" sessions are a required aspect of this course. The lab days should not be missed. These days are: Jan 23; Feb 27; Mar 6; Mar 18; Apr 10

If taking notes through a lecture format isn't your ideal learning format, then please make the best use of your discussion time in class. If you are not comfortable speaking and asking questions in front of large audiences, then please use the multiple opportunities for small group discussion to demonstrate your knowledge of the material. I will also be taking attendance each day, which will factor into this grade.

In-Class Expectations
- You are prepared for each session, having read the required material prior to class. Participation and preparedness is a significant part of community development and your grade! I will do my best to return your dedication and commitment.
- This preparation carries over to attending class on time and remaining in class for the entire period. I will hold myself to the same standards; if I'm late for a class then you can be late to a class.
- Our time together is limited therefore I respectively ask that you do not bring electronic devices (laptops, tablets/iPads, cellphones) to use during class. I shouldn't see or hear these items during class. There will be specific class dates where you will be invited to use these technologies. If you catch me using my cellphone or any other electronic device not directly related to the class during the class period, then you can have a day with full electronic access!

Academic Misconduct:
For all assignments for this course, the Code of Student Conduct of The Ohio State University applies. Academic misconduct is defined as any activity that compromises the academic integrity of the university or subverts the educational goals of this course, including plagiarism. Specifically, plagiarism is the representation of another's work or ideas as one's own, including the unacknowledged word-for-word and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. It also includes submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted. For an extended version of these examples, please refer to: http://studentaffairs.osu.edu/resource_csc.asp.

Students with Disabilities: All students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office for Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Or visit the internet address of this office at http://www.ods.ohio-state.edu for more information.

Course Schedule – Spring 2019

Date	Class Topic:	Reading:	Assignment Due:
January 7/Mon.	Introduction to course, syllabus and expectations	None	None
9/Weds.	Asset Building and Community Development	Textbook Chapter 1	None
14/Mon.	How and Why do Homo Sapiens Cooperate?	Harari (2015)	Submit guided reading question notes
16/Weds.	Community Power Structures	Sharp (2001)	GR 1
21/Mon	Martin Luther King Day - no classes, offices closed		
23/Weds	Lab Day Room 114 Kottman	Borgatti et al (2009)	Lab Exercise – submit at the end of class
28/Mon	Community Development Process and the Ten Commandments of Community Development	Textbook Chapter 4 and Dodge (1980)	GR 2
30/Weds	History of CD in the U.S. and Structural Socioeconomic Forces	Textbook Chapter 2	*Democratic Promise* viewing guide and small group discussion – submit at the end of class
February 4/Mon	Research Methods for Measuring Local Power; Primary and Secondary Data Collection	Powers (1975) pp. 5-11 and Lyon and Driskell (2012) pp. 191-201	GR 3
6/Weds	Community-Based Organizations	Textbook Chapter 5	None
11/Mon	Community Capitals Indicators	Special Issue of *Community Development* (2013) pp. 527-550	GR 4
13/Weds	No Class – watch EPN Breakfast Keynote		
18/Mon	Our Town: Economic restructuring and immigration	Optional preview of topic; link here *Our Town* listening guide and small group discussion	Community selection, CBO and ID of interviewees
20/Weds	Social Networks, Social Capital and Collective Action	*A) Freakonomics Podcast* "Trust Me" B) Textbook Chapter 7: "Social Capital" read only pp. 165-175 C) *This American Life Podcast* "Cops See it Differently, Part One"	GR 5
25/Mon	CBO and Community Research Methodology and Practice	TBD	None

27/Weds	Lab Day Room 114 Kottman	CBO Research Example	Lab Assignment 1 – submit at the end of class
March 4/Mon	TBD		
6/Weds	Lab Day Room 114 Kottman	CBO Network Map	Lab Assignment 2 – submit at the end of class
11—15 Spring Break No Class			
18/Mon	Open computer lab session		
20/Weds	CBO Social Network Analysis Map and CBO Report Presentations		
25/Mon	Human and Cultural Capital Discussion and Data Collection	Textbook Chapters 7 and 12	Facilitate discussion and data collection
27/Weds	Physical and Financial Capital Discussion and Data Collection	Textbook Chapters 8 and 9	Facilitate discussion and data collection
April 1/Mon	Environmental and Political Capital Discussion and Data Collection	Textbook Chapters 10 and 11	Facilitate discussion and data collection
3/Weds	Finalize Community Capitals Indicators	None	None
8/Mon	No class – EPN Signature Event attendance encouraged		
10/Weds	Lab Day Room 114 Kottman	Community Research	Lab Assignment 3 – submit at the end of class
15/Mon	TBD – Nominated Community Development practice topic or guest speaker		
17/Weds	Optional Computer Lab Session 114 Kottman		
21/Mon	Designing Regenerative Cultures and Course Reflection		
Note Final Exam Time: Tuesday, April 30 from 4:00 – 5:45pm **Community power structure presentations**			

Note: Tuesday, May 14 EPN Community Development and OSU Extension Program Presentation Opportunity