

Indiana University
School of Public and Environmental Affairs
V462/V450: Community Development

Christy Langley, AICP

Adjunct Instructor

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Spring 2017, V450-V462

Classes: M&W 9:30AM – 10:45AM

BH 340

Class Goal:

The student should be familiar with multiple approaches of community development and able to apply the theories at an introductory level. Community development cuts across many fields and specialties, economic development, civic engagement, public administration, planning and community empowerment. This class will bring also of the above aspects of community development together for students to get a better understanding of meaning of “community” and how they can affect positive improvement.

Course Objectives:

This course is built around readings from *An Introduction to Community Development: Theory, Practice, and Service Learning* written by Jerry W. Robinson and Gary Paul Green. We will also be looking at professional journal articles throughout the field, TedTalks online, and various professional/practitioner guest lectures to supplement the reading and discussion. The book can be found in area bookstores or online.

This course will help students understand the many complexities of the community development field and describe the various ways to interact in larger social, political, and economic systems on behalf of the community. We will review today’s efforts and their effectiveness at solving these problems.

Achieving Course Goals:

This course is designed to give students a baseline of the multi-disciplinary approach to community development, being able to process procedural and programmatic ideas and models, able to verbally discuss, analyze, and present ideas to community groups, and make entry level recommendations on steps to creating a more sustainable and cohesive local impact.

Learning Outcomes:

- *Understanding of the basic community development process and terms*
- *Ability to review and analyze community and local issues*

- *Ability to identify, apply, and/or implement community service-learning activities and programs within communities.*
- *Ability to write professional recommendations concerning community development issues and assist in the implementation phase*

The Instructor's Background:

Christy Langley is a certified professional planner who is currently the Director of Planning & Transportation for the City of Bloomington. She previously served as the Director of Planning & Development/Deputy Mayor for the City of Noblesville for the past 4 years and as the Asst. Director for Economic Development 5 years prior. She hopes to integrate practical application of some of the theories learned in this class with real world examples.

Office Hours:

The best way to reach Professor Langley is via email at myers.christy@gmail.com. Because of the adjunct nature of her position she will rarely check her Indiana University mailbox so please be sure to correspond through the email above.

Class Structure:

This course will be *interactive* in nature, meaning that each student is expected to be prepared for every class by completing all of the required readings. The instructor will not lecture for the whole class period; instead there will some lecture but mostly we will have discussions and work sessions about the topics of the day. The beginning of each class will start with a daily tip and general discussion as an ice breaker.

There will also be certain days where we will suspend class lecture for community service-learning opportunities. You will be able to pick from a list of service opportunities to not only talk/learn about how to improve your community but also put those concepts into action and expand your volunteerism network.

Requirements and Grading Criteria:

The instruction will consist of lectures, guest speakers, and interaction with appointed and elected public officials. Student interaction will also play an important role in the overall success of the class. The following items will account for your grade in this class; three scheduled exams, required attendance, class participation and a current event paper. ***There is not a final exam in this class.***

Grading:

Exam I (<i>Monday, February 15th</i>)	15%
Exam II (<i>Monday, March 21st</i>)	15%
Exam III (<i>Wednesday, April 18th</i>)	15%
Paper on Section 1 (<i>Friday, February 17th by 5PM</i>)	10%
Paper on Section 2 (<i>Friday, March 31st by 5PM</i>)	10%
Class Project Presentation (<i>Either April 24th or 26th</i>)	10%
Class Project Paper (<i>Due by April 28th by 5PM</i>)	10%
Class Attendance/Participation & Reflections (<i>End of Semester</i>)	15%
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Total	100%

The Grading Scale for the Class

Score	Grade
98 – 100	A+
94 – 97	A
90 – 93	A-
88 – 89	B+
84 – 87	B
80 – 83	B-
78 – 79	C+
74 – 77	C
70 – 73	C-
68 – 69	D+
64 – 67	D
60 – 63	D-
00 – 59	F

Schedule of Class Sessions

<u>Date</u>	<u>Class Topic</u>
January 9	Class objectives, class policies, first assignment: what are your expectations from this class? <i>Students should come to class prepared to discuss the syllabus and ask questions as needed.</i>
January 11	<i>Developing Communities</i> Reading Assignment: <i>An Introduction to Community Development</i> , pages 1-9
January 16	No Class (Martin Luther King Holiday)
January 18	<i>An Historical View of Community Development</i> Reading Assignment: <i>Introduction to Community Development</i> , pages 11-34
January 23	<i>Community Development and Natural Landscapes</i> Reading Assignment: <i>An Introduction to Community Development</i> , pages 35-53
January 25	<i>The Technical Assistance Approach</i> Reading Assignment: <i>An Introduction to Community Development</i> , pages 55-70
January 30	<i>The Self-Help Approach to Community Development</i> Reading Assignment: <i>An Introduction to Community Development</i> , pages 71-83
February 1	<i>The Interactional Approach to Community</i> Reading Assignment: <i>An Introduction to Community Development</i> , pages 85-100
February 6	<i>The Role of Conflict in Community Development</i> Reading Assignment: <i>An Introduction to Community Development</i> , pages 101-118
February 8	Service Learning Work Day
February 13	<u>Exam 1</u>
February 15	Guest Speaker
February 20	<i>Action Research and Evaluation in Community Development</i> Reading Assignment: <i>An Introduction to Community Development</i> , pages 119-139

- February 22 ***The Role of Leadership Behaviors and Structures in Community Development***
Reading Assignment: *An Introduction to Community Development*, pages 141-154
- February 27 ***Principles of Working Together: Developing Relationships That Support Community Development Initiatives***
Reading Assignment: *An Introduction to Community Development*, pages 155-168
- March 1 ***Communities in Rural America: Current Realities and Emerging Strategies***
Reading Assignment: *An Introduction to Community Development*, pages 169-191
- March 6 ***Community Development Challenges of Inner-City Neighborhoods***
Reading Assignment: *An Introduction to Community Development*, pages 193-208
- March 8 ***Engaging Youth in Community Development***
Reading Assignment: *An Introduction to Community Development*, pages 209-227
- March 13 No Class Spring Break**
- March 15 No Class Spring Break**
- March 20 ***Health: A New Community Development Challenge***
Reading Assignment: *An Introduction to Community Development*, pages 229-244
- March 22 Service Learning Work Day
- March 29 Exam 2**
- April 3 ***Guest Speaker***
- April 5 ***Schools and Community Development***
Reading Assignment: *An Introduction to Community Development*, pages 245-259
- April 10 ***Sustainable Communities: Sustainability and Community Development***
Reading Assignment: *An Introduction to Community Development*, pages 261-277
- April 12 ***Globalization and Community Development: Synergy or Disintegration***
Reading Assignment: *An Introduction to Community Development*, pages 279-294
- April 17 ***Emerging Issues in Community Development***

Reading Assignment: *An Introduction to Community Development*, pages 295-302

- April 19** **Exam 3**
- April 24** **Class Presentations**
- April 26** **Class Presentations – Final Class of Semester**
- April 28** **Class Project Paper is due by 5PM by email**

Attendance – You are expected to attend all class sessions. In order to get full points for class participation/class work you need to attend class. I will be giving class exercise from time to time during the semester and the work will be graded. You are also expected to arrive on time and stay for the entire class; if unexcused arrivals or departures persist you will be given a written warning before class participation/work grade is deducted. Per university guidelines, any student who will have a university-sanctioned absence for an extracurricular activity must see me in advance of the absence.

Course Project:

This textbook and class is predicated upon the fact that community starts with you. In order to develop the community you must put time and effort into an enrichment activity. That enrichment activity is through the act of volunteerism. You will be required to volunteer for 16 hours over the semester. You will be given two class periods to compensate for some of this time although you are not required to volunteer during those particular hours. The additional time is to be counted as service-learning research.

You can find various opportunities online to volunteer at sites such as

- Bloomington Volunteer Network: <http://www.bloomingtonvolunteernetwork.org/>
- VolunteerMatch: <https://www.volunteermatch.org/search/index.jsp>

You will be required to have your location and activity approved by the instructor to ensure that the opportunity has appropriate supervisory and accountability standards. You will also be required to keep a log of your hours and get sign-offs from supervisors at the specific locations. At the end of the semester you will write a 6-8 page paper on your experience and how you feel like your own and others volunteer time develops the community. You may focus on any angle that you like but you must use examples that correlate with ideas from the textbook and readings. The more hours you volunteer, the more substance you will have for your paper.

Class Presentation:

There will be a class presentation during this course based upon the paper outline above. The presentation will occur on either April 24th or 26th. The presentation should be no longer than 5 minutes in length and should cover your experience and its relevance to Community Development. The presentation will require a slide presentation that should be submitted to the instructor by the date of the presentation. The instructor will provide a grading rubric for the paper and presentation sometime during the first few weeks of class.

Exams:

This course will have three (3) exams during the semester that will cover the material from the readings, lectures, class activities and class assignments. These exams will have 25 multiple choice questions from the course and 8 fill in the blank questions and 1 essay question. There will be 34 total questions for each exam. Some of the multiple choice exam questions will come directly from the lecture and will not be found in any of the assigned materials; others will come from the material but not covered in class. You will have the entire class to complete the exam and it will also be open book (this does not include electronic devices). There will be no make-up exams unless there is an extreme circumstance. If such a situation arises please contact me via email prior to the exam. The student must document the situation. The instructor will decide if the reason warrants missing an exam and will give a grade of zero if it does not. The instructor also reserves the right to format different questions on any make-up exam. Students who fail to take an exam will receive a grade of zero.

Short Papers:

There will be two (2) short papers, 2-3 pages double spaced, reviewing the first two sections of the class lectures and readings (there will be a question-prompt provide for analysis/scope). These papers will be completed by each student and should include topics covered during that section. These papers should be seen as a mini-progress report on how the classroom readings and lectures are preparing you to complete the final class project. There will be a grading rubric and detailed information concerning the required content of these papers posted on Canvas.

Reflections:

You will be assigned a weekly reflection assignment to be posted on Canvas about a discussion topic in class. All reflections should be at least 250 words but no more than 500 and submitted by Sunday at 11:59pm at the end of each week. These are easy points that you should try to incorporate into your weekly routine. Many times there will be no 'wrong' answer but I do want to see some independent thought going into the responses.

Policy Regarding Late Assignments:

Digital versions of all assignments, with the exception of the reading assignments, are due on Canvas at the posted times. Alternative due dates will be granted only in the event of serious personal or family illness. All communications regarding alternative due dates must be via email. The instructor must receive an email from you explaining the reason behind the request and the student must receive a response from the instructor confirming your extension. In the absence of both emails, the assignment is due on the date listed in the syllabus. Late assignments will not be accepted without a penalty.

Class Behavior:

This is an open classroom, meaning that there will be a great deal of student interaction during the lectures. This procedure makes the class more interesting for both the students and the instructors.

Although electronics are allowed to be used during the course lectures, if they are found to be disruptive the student may be asked to put them away. Although this instruction is important to your continued education, ultimately you are all legal adults and it is up to you on how much you do or do not pay attention—just please be respectful of the other students and the instructor.

Speaking of respect, we may not all agree on certain topics but everyone will be allowed to express their opinions as long as they are in compliance with university policies. A major portion of the learning process is listening to others.

Textbook Supplements

Oftentimes the instructor will assign additional reading or audio/visual material from a number of online journals and websites. These supplemental learning tools may be included on exams and should be seen as required reading in addition to the text.

Academic Dishonesty and Civility

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Students Rights, Responsibilities, and Conduct, which can be accessed at <http://www.indiana.edu/~code/code/index.shtml> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

You should also be aware of the SPEA's Student Honor Code. The full version of the Honor Code is posed on oncourse under the resources tab. The instructor will strictly follow the Honor Code both in academic violations and civility/professional conduct in the classroom.

The issue of plagiarism is also a concern on this campus as well as other campuses across the country. SPEA's Student Honor Code goes into great detail concerning what is plagiarism and how faculty should deal with these violations. Since we will have a number of written assignments during this course the instructor will be checking all papers using anti-plagiarism software to determine violations. If you ever have a questions concerning writing a paper for this class please check with the instructor **before** turning in the assignment.

Syllabus Disclaimer

The instructor reserves the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via email about the change(s).