SYLLABUS

The term “community development” has many possible meanings, and it is associated with many content areas and desired outcomes for a broad range of geographical and governmental jurisdictions. This course views “community development” as a change process involving government, non-governmental organizations and, in particular, citizens from various constituencies (the business sector, neighborhood associations, etc.) at the local level. It is most applicable to communities within the United States.

The course has two main, concurrent tracks. The first track consists of general concepts of community development practice that are pertinent to communities of most sizes and demographic characteristics. The second track is a case study of the community of Bloomington, Indiana. Cutting across both tracks and addressed sequentially (general track, then Bloomington track; general track, Bloomington track; etc.), are seven subsystems that are commonly addressed in community development: economic development, land use, transportation, food, energy, water/sewage, and waste reduction/recycling.

It is important to recognize that community development – wherever it is taking place and whatever subsystems are involved – occurs in the larger global/national context. So the course first presents overviews of major phenomena that are heavily influencing community development in this country and elsewhere: global warming, ecosystem damage to water, forests and biodiversity, and energy use. As another part of the context-setting for local community development, you will read - and then discuss in class – a recently published book that analyzes the existing economic system and its impact on the environment and society.

Course Objectives

By the end of this course, you should be able to
a) specify important, realistic objectives for Bloomington community development in each of the seven subsystems, including the methods, steps, tools and key players needed to help attain such objectives;
b) summarize the main points of the economic system that affects community development; and
c) create a future-focused scenario for desirable community development in Bloomington for one of the seven subsystems discussed in the course.

Text

There is one book which you must obtain for the course:

The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability. James Gustav Speth, Yale University Press, 2008.

Course Components

The primary components of the course are:

1. Classes: Lectures, guest presentations and student discussions.
2. Student Assignments:
   Book Summaries: Written summaries by each student for the three parts of the text.
   Community Development Objectives: Written reports by each student for each of the seven subsystems.
   Individual Final Paper: A written paper by each student describing a subsystem of Bloomington in the year 2020.
Here are the details of the work I expect you to complete:

**Student Work**

*Book Summaries.* The book for the course has three parts, with a total of twelve chapters. However, you will write four Summaries, each covering three chapters. Each summary is worth five points, for a total of 20 points. Each summary must be one full page in length. The four summaries are:

- **Summary One:** Part One, chapters 1-3.
- **Summary Two:** Part Two, chapters 4-6.
- **Summary Three:** Part Two, chapters 7-9.
- **Summary Four:** Part Three, chapters 10-12.

For each summary, make a list of only the main points of each chapter. Organize your summary by chapter number. Do not list the chapter title or subheading titles - just list the main points of that chapter. Be as thorough as possible in listing main points. Don’t write narrative paragraphs; list the main points. Don’t short-change the last chapter of a part, or sections within that last chapter; if you must, drop out main points from earlier chapters in order to have an approximately equal number of main points from each chapter. Be sure to fill the page – you’ll have plenty of material to include. Keep rhetoric and opinions out of your summaries – you’ll have a chance to voice your reactions in class.

*By the way:* I strongly urge you to read the book’s Preface and Introduction so you can see where the author is coming from. He’s had quite an interesting journey that I believe well-qualifies him to make the case he is making in the book. And you don’t have to agree with him – just understand his argument.

You must use the format specifications described below.

*See the Schedule for due dates for each summary.*

**Community Development Objectives.** You will write seven “Objective Reports,” one per subsystem topic. Each report will be worth eight points, for a total of 56 points. The reports are due in this sequence:

1. Economic Development
2. Land Use
3. Transportation
4. Food
5. Energy
6. Water/Sewage
7. Waste Reduction/Recycling

*See the Schedule for the actual due dates.*

For each subsystem you will create one objective that you feel is important for the Bloomington community. It must be concrete and measurable (I will describe in class what this means). Your written report for each subsystem must have these two numbered sections:

1. Objective (stated in measurable terms), including why this is important. **Four points.**
2. How to achieve the Objective - steps/tools/initiatives, key players/roles (that is, who must do what and why they are the right ones to do it). **Four points.**

You must use the format specifications described below.
Important Note: There will be a **required class on October 7th** on writing these objectives. Missing this class will earn you an automatic reduction of **ten points** from your final point count – plus you probably will not do as well as you might if you attend.

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**Final Paper.** You must write your own final paper. It will be a description of **one** of the seven subsystems in Bloomington *as of the year 2020*. The paper must be **two full pages** in length. It is worth **24 points**.

For your paper you must have the following sections:

1. *Description of Bloomington’s ______ subsystem in the year 2020.* Write this in *present tense*, as if you are in the year 2020, looking around Bloomington and describing what exists. This part is worth **twelve points**.

2. *How things got that way.* Write this in *past tense*. In this section you will describe
   a) the *process steps, activities, tools, initiatives and timing* since 2010 to create what exists in 2020; and
   b) the *key players and their roles* in what happened.

Parts a and b are worth **six points** each (total, **12 points**).

You must perform appropriate *research* on your subsystem in order to do this assignment well. That means you will need to get started well in advance of the paper’s due date (see the Schedule). I expect to see evidence of such research, to include - but not limited to - mention of *position titles* (not actual names) inside and outside of local government, businesses, NGOs, etc. You may be creative, of course – just have good explanations of how things came to be the way they are in 2020.

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**Format specifications for all written assignments:**

- Top line: topic, date due, your name (last, first),
- Single-spaced
- One-inch margins all around
- 11-point type in Times New Roman font
- No skipped lines (except between the top line and the text)
- Left-justified; do not indent the book summary lists of main points; use a dash (-) for each main point
- Identify each part of your assignment only with the numbers shown in this syllabus – no subheads
- Text only; no illustrations, footnotes, charts, etc.
- Fill the page
- Double-side one sheet of paper for final paper

Failure to follow these specifications will result in points lost.

I require these specifications in order to get an equal amount of content from all students (a level playing field), which then allows me to focus on the quality of your report.

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**Attendance**

**Attendance is required.** I can assure you that what is presented in class by me and guests will be relevant to the work you must do. Seeing connections in your assignments to in-class content and discussion will motivate me to give more credit to your work. The opposite is also true. The penalties for unexcused absences are:

1st absence: minus *one* point
2nd absence: minus *three* points
3rd and additional absences: minus *five* points each
Absence penalties will be deducted from your final point count in the course after all assignments are graded. Only absences documented by a doctor, lawyer or other authoritative figure may be excused. Notifying me in advance, where possible, is always a good idea.

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**Grading**

There are a total of **100 points** available for you to earn:

- **20 points** – four Book Summaries, five points each
- **56 points** – seven Objective Reports, eight points each
- **24 points** – the Final Paper

*There are no exams for this course.*

There *may* be extra credit opportunities for the class during the semester, but I can’t guarantee that.

Final grades will be based on the points you earn for the three components listed above:

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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97 – 100 =</td>
<td>A+</td>
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<tr>
<td>93 – 96 =</td>
<td>A</td>
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<tr>
<td>90 – 92 =</td>
<td>A-</td>
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<td>87 – 89 =</td>
<td>B+</td>
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<td>83 – 86 =</td>
<td>B</td>
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<td>80 – 82 =</td>
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<td>73 – 76 =</td>
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<tr>
<td>70 – 72 =</td>
<td>C-</td>
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<td>67 – 69 =</td>
<td>D+</td>
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<td>63 – 66 =</td>
<td>D</td>
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<tr>
<td>60 – 62 =</td>
<td>D-</td>
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<td>59 or less:</td>
<td>F</td>
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SPEA Academic Policies

Academic Dishonesty
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 Student Rights, Responsibilities, and Conduct, which can be accessed at http://dsa.indiana.edu/Code/ 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.

Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he/she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
   d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Civility
Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual’s and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Communication between Faculty and Students
In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30

Course Withdrawals
Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. Poor performance in a course is not grounds for a late withdrawal.

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

<table>
<thead>
<tr>
<th>Withdrawal Deadlines</th>
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<tbody>
<tr>
<td>Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)</td>
<td>Week 1 (last day)</td>
</tr>
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</table>
| Withdrawal with automatic grade of W (Advisor signature IS required) | Week 2 – Week 7 (regular session)  
Week 2 – Week 3 (summer session) |
| Withdrawal with grade of W or F (Advisor and instructor signatures ARE required) | Week 8 – Week 12 (regular session)  
Week 3 – Week 4 (summer session) |
Incompletes
A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at http://www.indiana.edu/~registra/Registration/genreginfo.html#inc, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

Students Called to Active Duty
SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at http://registrar.indiana.edu/Services/reserves.html

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Please feel free to discuss the course with me at any time. I welcome the opportunity to get to know you better and hear what you think.
Aug.
31: Course Overview. **This is a very important class – don’t miss it!**

Sep.
02: Global Context – Climate, Water.
07: Global Context – Forests, Biodiversity.
09: Global Context - The Global Energy System; Peak Oil.
14: Speth Part 1. **Summary due in class. Discussion.**
16: Speth Part 2. Chapters 4-6. **Summary due in class. Discussion.**
21: Speth Part 2. Chapters 7-9. **Summary due in class. Discussion.**
23: Speth Part 3. **Summary due in class. Discussion.**
28: Sustainable Community Development.
30: City of Bloomington Government: Structure and Functions.

Oct.
05: Citizen Participation in Community Development; Local Nongovernmental Organizations (NGOs).
07: How to write a community development objective. **Attendance required!! Absence = Minus ten points.**
12: Economic Development in Bloomington.
14: Economic Development.
19: Land Use/Urban Form in Bloomington. **Economic Development Objective due at start of class.**
21: Land Use/Urban Form.
26: Transportation in Bloomington. **Land Use/Urban Form Objective due at start of class.**
28: Transportation.

Nov.
02: Food in Bloomington. **Transportation Objective due at start of class.**
04: Food.
09: Energy in Bloomington. **Food Objective due at start of class.**
11: Energy.
16: Water and Sewage in Bloomington **Energy Objective due at start of class.**
18: Water and Sewage.

**Thanksgiving Break!!**
30: Waste Reduction & Recycling in Bloomington. **Water & Sewage Objective due at start of class.**

Dec.
02: Waste Reduction & Recycling.
07: Course Review. **Waste Reduction & Recycling Objective due at start of class.**
09: NO CLASS.
12: Final Paper due in SPEA Room 341 mailbox NOT LATER THAN 12 noon.

Please be sure to read this schedule carefully and note when assignments are due.