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**PADM 7331:  Community Development**

Instructor: SeRena Hill

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**Catalog Description:**

Problems in Public Administration (Elective). Seminar on selected topics.

**Required Text and Resources**

* Green, Gary Paul and Anna Haines (2016). Asset Building and Community Development, 4th ed. Thousand Oaks, CA: SAGE. ISBN: 978-1-4833-4403-4
* Other required readings will be provided by instructor or on the course site.

**Course Overview**:

This course will examine developmental efforts on the community level in the United States; relate community development to community organization; and examine current efforts, especially those based on the concept of self-help, to generate and implement community development programs.

**Objectives:**

1. To explain, discuss, and apply clearly and accurately the key concepts and central theories, and demonstrate expertise appropriate to the discipline
2. Formulate and express important/ essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.
3. To identify, collect, analyze, and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline
4. To identify, analyze, and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories
5. To generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to the discipline
6. To communicate clearly and logically using oral, written, and/or artistic forms

In PADM 7331, the following Universal Competencies are stressed:

1. To lead and manage in public governance

2. To participate in and contribute to the public policy process

3. To analyze, synthesize, think critically, solve problems and make decisions

4. To articulate and apply a public service perspective

5. To communicate and interact productively with a diverse and changing workforce and citizenry

Upon completion of PADM 7331 you will be able to:

* Analyze community development theory and practice in the United States
* Analyze and evaluate different types of assets in community development, and apply this analysis and evaluation to an authentic community
* Analyze the process of community development and public participation

**Course Outline:**

Basics of Community Development:

* The history of community development in the United States
* Best practices of community development
* The organizations involved in community development

Community Development:

* The human-based capital in development
* The financial and infrastructural capital in development
* The nature-based capital in development

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**Course Structure:**

**Assignments & Grading**

1. **Classroom Attendance and Participation**
	1. Since there are only six in-class days, attendance is a must. Class attendance and participation are worth 150 points of the total 400 points for the class.
2. **Research Project**
	1. *Research Project Paper:*

The purpose of this final project is to incorporate everything you have learned about community development into an asset-based evaluation of a county in the United States. The output of this project would be an evaluation that a county government, community development organization, Chamber of Commerce, or anyone else in the community could use to make development decisions. As we know, the evaluation is the first step in asset building, and this is a useful tool for policymakers, public administrators, and community leaders.

Each student will pick one county to do an asset-based analysis on. The paper will have three components: (1) an analysis of the social, financial, infrastructure, education, healthcare, cultural, and natural capital currently available in the community; (2) a discussion of one industry that you think the county should focus on for economic development purposes going forward and why; and (3) a discussion of what the county will need to do to increase the capital mentioned in Part 1 in order to recruit or grow businesses in the industry you chose in Part 2 and what you would recommend that county to do in order to meet that increase. Data in your paper should come from such sources as the U.S. Census Bureau, U.S. Brookings Institute, MacArthur Foundation, and other reputable sources. Selection of counties will occur during the first weekend of the course. The final paper will be two weeks after the second meeting of the class.

Please reference the additional information on accompanying documents for more information about the requirements for the paper and updated deadlines.

* 1. *Research Project Class presentation:*

Each student will present a brief presentation (5-10 minutes) with an overview of the final project during the last class meeting. This will serve as a peer review process to get feedback from the instructor and fellow students on the research project.

1. **Midterm:**
	1. The midterm will be handed out at the conclusion of the first weekend. This examination checks your learning of material in classes 1-3. The midterm is a combination of case study and short response questions. Midterms will be turned in at the start of the second session (4th class).

You may use any written or media resources you choose, as long as it is properly cited. You may *not*, however, consult with other students or others outside the class.

Although some questions may require longer responses than others, **your full exam response should be no fewer than two pages but no more than six pages in length (excluding citations)**. Follow APA format for writing your responses. Documents should be double spaced, with 1-inch margins, 11- to 12-point type size, and Times New Roman font.

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| ***Assignment*** | ***Points*** |
| Classroom Attendance and Participation | 150 total (6 classes x 25 pts) |
| Midterm | 100 |
| Research Project |  |
|  Research Paper | 100 |
|  Research Project Presentation | 50 |
| **Total Possible Points** | **400** |
| Grading:**Points: % Range Grade**358-400 90% - 100% A318-357 80% - 89% B278-317 70% - 79% C238-277 60% - 69% D0-237 0% - 59% F |
| University Grading Policies:http://ualr.edu/policy/home/student/grades-and-grading-grad/ |

**Course Content:**

* An updated weekend schedule will be posted to Blackboard prior to class each weekend

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| **Date** | **Topic** | **Assignments** |
| 1. Friday, 9/27 | What is Community Development? | - Course Introductions- Course Overview- Read Green & Haines, Chapters 1&2\*- PA Times Article- Presentations/ Topics:1. Defining Community Development2. Foundations of CD3. Framework for Community & Economic Development |
| 2. Saturday, 9/28 | 1. Community Sustainability2. Community Development Process & Actors | - Read Green & Haines, Chapters 3-5\*- Additional materials to be distributed |
| 3. Sunday,9/29 | Human and Social Capital | - Read Green & Haines, Chapters 6-7\* |
| 4. Friday, 10/18 | Physical and Financial Capital | - Midterm Exam due- Read Green & Haines, Chapters 8-9\* |
| 5. Saturday, 10/19 | Cultural Capital | - Read Green & Haines, Chapter 12\* |
| 6. Sunday, 10/20 | Environmental CapitalFood, Energy, & Community | - Read Green & Haines, Chapters 10, 13\*- In-class presentation of research project |
| \* Assignment should be read prior to start of class |

Course lectures and material covered may change dependent upon availability of guest speakers

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**General Policies:**

* **Skills:** Students are expected to possess basic computer skills. If you are not comfortable in a technology environment, you must meet with me ASAP.
* **Assignment Submission:** Assignments MUST be submitted by the assigned time.
* **Late Work**: I expect assignments to be handed in on time. When this is not possible, you must make arrangements with me **prior to the due date**. Make Up work will only be given in the case of a legitimate, documented emergency.
* **Classroom Etiquette:** I ask that you attend class on time and ready to participate. Entering the class more than a few minutes late can be very distracting and should be avoided whenever possible. Please refrain from talking, reading outside materials, and eating meals in class. You are not available to take phone calls or text messages during this class. There will usually be an intermission where phone usage is permitted.
* **Plagiarism Policy** Anyone caught plagiarizing will be disciplined according the UALR Student Handbook regulations. A slideshow on academic integrity (of which plagiarism is a part) is available at <http://www.ualr.edu/copyright/articles/?ID=4>

**Students with Disabilities:**

* Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at <http://ualr.edu/disability/>.

**UALR Non-Discrimination Policy:**

* UALR adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran’s status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action.

Any person who believes they have been discriminated against should contact the Human Resources Office to obtain assistance and information concerning the filing of complaints, (501) 569‐3180.

Harassment which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Nondiscriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

* **A Note on Incompletes:** Be aware that I will only grant Incompletes to students who a) have completed (and passed!) a majority of the required work b) have legitimate reasons for requesting an extension, and c) have arranged a reasonable plan for completion of the required work
* **Syllabus Changes:**

Although every effort has been made to present accurate, complete information, this syllabus is subject to change. If a change is necessary, the instructor will notify the class in advance.



**PADM 7331:  Community Development**

**Research Project Guidelines: Asset-based Evaluation of a County**

The purpose of this final project is to incorporate everything you have learned about community development into an asset-based evaluation of a county in the United States. The output of this project would be an evaluation that a county government, community development organization, Chamber of Commerce, or anyone else in the community could use to make development decisions. As we know, the evaluation is the first step in asset building, and this is a useful tool for policymakers, public administrators, and community leaders.

These guidelines outline the expectations for the project. If you have any questions please e-mail the instructor, visit during office hours, or ask during in-class days.

Formatting, Style, and Sources

You should use American Psychological Association (APA) formatting style. If you are unfamiliar with this style, review the information provided on Purdue University’s Online Writing Lab (OWL) APA formatting page.

The final paper should be roughly 12–17 pages long, double-spaced, with 12-point font and Times New Roman font.

You are expected to use cited work in your description, argument, and analysis. Academic journal articles are a good source of information, theories, and previous studies that you can use in your paper. *Journal of Appalachian Studies, Economic Development Quarterly, Journal of the Community Development Society,* and *The Journal of Community Practice* are examples of journals dealing with community and economic development issues. If you need help with using/ identifying academic journals, please let me know well in advance.

The research paper is not only an *academic* paper but also a *practitioner* paper that could be used in policymaking. Therefore, you will need to use data from government and nonprofit sources. You are expected to use data from the U.S. Census, U.S. Bureau of Labor Statistics, federal or state Department of Education, Pew Charitable Trust, Brookings Institute, MacArthur Foundation, and other reputable sources. Additionally, you could cite community development stories about your county from local, state, and national newspapers. You should cite the source when discussing the data you used, theory, previous studies, policies, current county efforts, and other elements that you bring into your paper.

Outline and Content

Introduction

In your introduction, discuss the county and its history, current trends, political ideology, unemployment rate, poverty rate, median income, or anything else you deem important to a reader’s understanding of that county. Ideally, your introduction should be 1-2 pages long.

Assets

This is where you take what you have learned in this course and apply it to the county you have chosen. You will have subsections discussing the current **human**, **social**, **physical**, **financial**, **environmental,** and **cultural capital** assets of the county. Use data, previous studies, and news stories to describe in detail the various types of assets the county currently possesses. This section will be the bulk of your paper: roughly 7–8 pages long.

Industry

In this section you will first discuss the current employment trends of the county. Use data from the Census or Bureau of Labor Statistics to discuss which industries are the major sources of employment in the county. Second, you will choose and describe, in detail, either an industry currently providing jobs in the community or an industry you believe should come into the community. One of the industries could be mining, agriculture, ecotourism, healthcare, manufacturing, retail, or any other potential industry in the economy. You are not discussing one particular business but, rather, an entire industry. Describe the industry you hope to expand or enter into the county by discussing what kind of jobs it would provide, what is the average wage of employees in that industry, the benefits of that industry’s presence, and the consequences of its presence. This section will be roughly 2–3 pages in length.

Recommendations

In this section you will connect the second section of your paper (*Assets*) with the third section (*Industry*). Identify the major assets needed to grow the industry you chose in the county. Do they need strong technical training programs, good healthcare facilities, developed food systems, or something else? Then discuss whether the county has the assets to meet the needs of the industry. More than likely, some assets will not be developed sufficiently for the industry, so you will need to provide recommendations on how to build those assets to encourage growth in that industry. Could the local high school develop a training program for the industry, or does the program need to be housed in a local community college or university? Do more clinics need to be located into the community? Should the local government have regular farmers’ markets or serve as a conduit for farmers and restaurants? These are just some examples of questions you need to answer, depending on the assets available and the industry you have chosen. This section will be 2-4 pages in length. This paper will seem like a significant amount of work, but once you get going, it should flow quite easily. The result should be an evaluation that you could take to the leaders of the county you have selected as a tool that they would use.

