

Urban and Rural Communities in Transition

FYC 4126, Section 0924 - Fall 2017

NOTE: THIS IS A HYBRID COURSE (in class and online components)

In-Class Lecture/Discussion: Mondays and Wednesdays, Period 5 (11:45 am - 12:35 pm)
Location: Leigh Hall, Room 104
Online/Community Component: Fridays

Instructor: Mike Spranger, PhD.
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Office Hours: By appointment only

Course Description: Communities are being confronted with a number of significant changes and transitions. Various regions and communities in the United States and around the world often experience these shifts in different ways. This course is designed to explore some of the past, present, and emerging issues confronted by urban and rural communities across the United States, as well as looking at examples from different countries. The course will also examine various strategies and concepts used to address these issues. Special emphasis will be placed on the dimensions of community development that are necessary for increasing the local capacity that is needed for improving the quality of life.

Course Format and Instructional methods: This course will include lectures, discussions, small group activities, in-class exercises, written assignments, research paper and final examination.

Course Objectives:

After completing this course students will be able to:

1. Articulate the issues faced by rural and urban communities
2. Explain the impact of community transition on the emerging issues for these communities
3. Compare/contrast different approaches that address these issues at the community level

REQUIRED MATERIALS

Textbooks:

Flora, C., Flora, J., & Gasteyer, S.P. (2016). *Rural Communities: Legacy + Change* (5th ed.). Boulder, CO: Westview Press.

Lyon, L., & Driskell, R. (2011). *The Community in Urban Society* (2nd ed.). Long Grove, IL: Waveland Press.

Additional Readings: Instructors will provide supplemental readings from other textbooks, research papers, journal articles and contemporary publications that will be used to enhance the student's understanding of concepts and issues discussed in the course. PDF files for these readings will be uploaded to CANVAS and will be housed under *Files - Additional Readings*.

Other Resources: This course utilizes CANVAS for all course access including the online component, additional materials, and course grades; thus, consistent, reliable internet access is REQUIRED. Access to the *APA Manual* (6th ed.) is also mandatory. Any/all assignments that utilize referenced materials must use the citation method (in-text and references) outlined in the 6th edition of the *APA Manual*.

Teaching Philosophy: I am influenced by the writings of such researchers and philosophers as Socrates, John Dewey and David Kolb. I believe that learning is best achieved when it is dynamic and when the student is fully engaged in the process. It also is beneficial if the student can reflect on what has been learned and discover how this new knowledge and skills might be applied to different settings. As such, my teaching approach uses readings, class discussions, in-class activities and reflection through questions, team exercises and written assignments. Upon completion of the course, my goal is that the student will not only have an increase in subject matter expertise, but that the student will also have gained new critical thinking skills as well. In this approach, I also feel that the student will have a better appreciation and understanding of independent learning that will eventually lead to a quest for lifelong learning.

I have a collaborative learning approach to teaching. I see the teacher as both a provider of knowledge and experience, and as a facilitator to help the student develop and take an independent approach that can lead to lifelong learning. For this to be most effective, the student needs to take an active approach in learning the subject matter area. This should also include activities where the students become providers of knowledge and experiences during class discussions.

I also view teaching in an applied and translational science context, particularly as we focus on urban and rural communities in transition. In addition to learning new knowledge and concepts, it is important to consider how one applies new knowledge and new skills to the real world. As such, I will also focus on the scholarship of engagement through the lens of community development.

COURSE POLICIES

Attendance: Students are expected to participate fully in all aspects of the course and attendance may be recorded at various points in the semester. Therefore, class attendance and participation are strongly encouraged. You are likely to do better in the course if you attend and actively participate. The mid-term and final exam will be based on required readings and class discussions, as well as presentations by the instructor and others during class.

According to the UF undergraduate catalog: "If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space available basis if you present documented evidence." This policy will be in effect and attendance monitored on the first two days of class.

If you cannot attend a session for any reason, you need to notify the instructor by email prior to start of class, if possible. If you have any extenuating situations that may hinder you from completing any assignments by designated deadlines, please discuss with instructor prior to the deadline. Additional information on university policy on attendance can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Participation: It is the expectation that students will be prepared to participate in class activities. This not only involves the assigned readings, but also experiences that you may have that can be useful in the class discussions and activities. Our class discussions and activities should be seen as collaborative learning opportunities that build upon and extend your competencies in the topics covered. The ability to assess your current knowledge and experiences and synthesize these with new information is an integral part of critical thinking.

Assignments: You are expected to complete course assignments during the timeframe specified. Late assignments (submitted after Due Date/Time) will be subject to a 5 - point loss per day it is late.

Guidelines for Written Assignments: All written work for the course must comply with APA (6th Ed.) guidelines. That is, it must be typed on 8 1/2" X 11" white paper, 1" margins, and appropriate headings and subheadings. The font should be 11-12pt (Times New Roman or similar). All papers should be proofread before they are turned in with special attention to correcting any and all spelling, grammatical, and punctuation errors. Professional use of the English language is expected. If you quote, paraphrase, or summarize the work of others, you must cite your source. Plagiarism will not be tolerated and can result in failure. Your name and date of submission should appear in upper left hand of first page. Points will be deducted if you fail to have your name or date on the paper.

Cell phones / Laptops / Tablets: Please do not use cell phones during class, including text-messaging. Laptops and tablets should be used sparingly, and only for purposes related to the course (e.g. taking notes). Be considerate as computer usage is distracting to your professor, your fellow classmates, and to your own ability to learn. Students who are in violation will be asked to cease usage (first offense) and, if they continue, will be asked to leave the room (second offense).

Rules for Class Discussion & Classroom Etiquette: The learning environment will be based on mutual respect and open discussion of ideas and thoughts related to "communities in transition." As the course content covers a diverse number of topics and students come from a variety of backgrounds, we expect a class atmosphere of tolerance and respect for each individual and her/his views. Keep the dialogue respectful of your peers *and* of the instructor. Be sure to be objective, nonjudgmental, and non-confrontational.

Regardless of class size it is important to have a minimum of distractions including: carrying on side conversations (please don't be shy to participate when a topic pertains to you) in person, texting, or on smart phones, reading material unrelated to the course, eating, excessive entering and leaving of the classroom, or other activities that disrupt the learning environment. Anyone found in violation of these expectations of respect, will be asked for explanation and/or asked to leave class.

Software use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are against university policies and rules, disciplinary action will be taken as appropriate.

Academic Integrity: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Student Complaint Process: If you have an issue or complaint about the course or study environment, please share with one of the instructors. Students wishing to file a complaint about the course should seek help from the appropriate resource located through the following link (for a residential course): https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Note: Last Day to withdraw from the course with a “W” grade is November 20 by 5:00 pm in the office of Kathryn Ivey, Academic Coordinator, FYCS Department.

GRADING: Your grade is a direct result of the effort that you put into this course. Each assignment has a maximum point value attached to it. You will earn points as you successfully complete each assignment. These points will accumulate to create your final score (see point ranges below for associated letter grade. This grading scheme is consistent with the university’s established grading policy that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Grading Scale

A	950 - 1000	A-	900 - 949		
B+	870 - 899	B	830 - 869	B-	800 - 829
C+	770 - 799	C	730 - 769	C-	700 - 729
D+	670 - 699	D	630 - 669	D-	600 - 629
E	< 600				

Student assessment for final grade in the course will be based on performance in the following assignments and activities.

	Total
Written Assignments	400
- Research Paper (300)	
Part 1 (150)	
Part 2 (150)	
- Story of Self (50)	
- Online papers (50)	
Mid-term Examination	200
Final Examination	300
Participation	100
- In Class (50)	
- Paper Presentation (50)	
Final Total	1000

Student Assignments and Activities

- 1. Group Research Paper Part 1 (150 points).** An assigned class team will write a minimum 5-7-page paper describing a specific community. Identify and describe in detail the community you will be exploring in this research paper. Use the asset-based community development mapping approach. The research paper, at minimum, should include the following:
 - a. Community Profile. This should include population, types of people, distribution number, density, SES, education levels, government services available, infrastructure, land areas,
 - b. Identify and document major issues/problems facing the community. Support with appropriate Census and other relevant data. (Describe these issues as they relate to the community)
 - c. Provide any relevant historical data that may be helpful in understanding the issues as they exist within the community. (e.g. it is a community and suffers from a lack of infrastructure, human capital, natural resources, financial capital)
 - d. Explain why you selected this community. (Why is this community meaningful to you?)

Assignment Due: Part 1 of group research paper: October 20, 11:59 pm (150 points)

- 2. Group Research paper Part 2 (150 points).** Class team will build off the information you wrote in Part 1. For this assignment, you will write an additional 5-7 pages where you will dig deeper into a major issue faced by the specific community you wrote in Part 1. For this part of the paper, you will identify one of the "wicked" social issues or problems facing that community. Your paper, at a minimum, should provide the following
 - a. Explain the issue in detail, using characteristics put together by Rittel and Weber (1973).
 - b. Is this an issue at local, state, national, and international levels? Provide evidence and examples to support your answer.
 - c. With your new knowledge of communities and community development what do you believe would be the approach (technical, conflict, self-help) and solution to this issue facing the community?
 - d. What community assets might come into play in addressing this issue?
 - e. How will you involve members of the community in addressing this issue?
 - f. What are some potential obstacles in addressing this issue?
 - g. Can you identify how other communities may be addressing this issue?
 - h. Would methods used in other communities work in your community? Why or why not?

**Assignment Part 2: Group in-class presentations following Thanksgiving break.
Final written research paper due: December 8, 11:59 pm (150 points)**

3. **Story of Self, Us, and Now (50 points).** Students will write a short story of self, based on the assigned readings of Marshall Ganz. Each student will provide a brief background and reflection of their past, what community issues they are concerned about and why the issue is important to them and others now.
Assignment Due Date: September 5, 11:59 pm
4. **Online papers. (50 points).** Students will prepare short 1-2 page papers based on assignments for their Friday, online sessions. See schedule below for when these assignments are due.
5. **Mid-term Examination (200 points):** The in-class mid-term examination will consist of multiple choice questions, true or false questions, and short questions requiring a written response. The examination will be based on class readings and classroom discussion. **When: October 4th class period**
6. **Final Examination (300 points):** The in-class final examination will consist of multiple choice questions, true or false questions, and short questions requiring a written response. Examination will be based on class readings and classroom discussion. **When: November 20th class period**
7. **Participation (100 points).** Participation will consist of two elements. The first evaluation element will include in-class participation by each student, such as asking/answering questions, providing insight to the readings and being active in classroom activities. Attendance will also be included as part of this assessment. (50 points). The second will consist of participation in the group research paper. There will be a peer evaluation by each group member (25 points) and well as instructor evaluation of the in-class presentation (25 points).

Extra Credit: Students can earn extra credit points that will be added to the final total of their assessment through the following activities.

1. Meet with faculty the first month of class. (10 points)

Getting to know you (You may do this ONLY ONCE – This will add 10 points to your final total grade). Please come to meet with me in my office for a 10-15-minute chat during the first month of class so that I can get to know you! Make an appointment with me via email. These appointments will be made on a first come, first served basis, so the earlier that you schedule the appointment the best chance you have to meet with me. Please note that in order to get the extra credit, this assignment must be completed by September 22. *If you sign up to meet with me and do not come or arrive late, you might not be allowed to reschedule. Please cancel the appointment if you are unable to attend.*

2. Participate in a local community event. (10 points)

Participate in a local large scale community event (such as a fair, arts festival, concert, or homecoming event). Interview at least 5 people, asking them why they were attending the event, what they liked about the event, what their definition of community is, and their general observations of the community (what they liked best about the community and what they did not like about the community that needed improvement. Provide a short 1-2 page synopsis of what you heard, as well as any reflections that you have, bringing in some of the course materials or topics. Please note that this extra credit must be completed by November 30th.

Disclaimer: *This syllabus represents our current plans and objectives. As we go through the semester, plans may need to change to enhance the learning opportunities. I will clearly communicate if there are any changes. Changes are not unusual and should be expected due to the dynamic nature of the topics being discussed and interests that students may have as we delve into the issues that surround rural and urban communities.*

Class Schedule and Course Outline

The following lists the general topics of discussion and readings for each week. Please note that these readings are subject to revision as interests develop during the course. Additional readings may be assigned and dates of topics may change throughout the semester, so be aware of any changes made through class announcements or announcements in CANVAS.

<u>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings</u>
1	M 8/21	Introductions, Expectations, Objectives Overview of Course	
	W 8/23	What is Community?	Lyon & Driskell, pp 1-14
	F 8/25	Online or Community Activity	Explore internet and see what you find regarding articles on "rural" and "urban Communities"

2	M 8/28	The Capital Community Framework Story of Self, Us, and Now	Flora pp. 5-32 Ganz (2006), Ganz worksheet (2006) Spranger (2016)
		Assignment: Write a reflective 3-5 page story about Self, Us, Now. Assignment Due: Tuesday, September 5, 11:59 pm (50 points)	
	W 8/30	Four Approaches in understanding community - Typological, Ecological, Social, Conflict	Lyons & Driskell, pp. 17-30, 31-42, 53-62, 63-75,
	F 9/1	Online or Community Activity	Work on Story of Self Assignment

3	M 9/4	NO CLASS (Labor Day)	
		Story of Self Assignment Due: September 5, 11:59 pm (50 points)	
	W 9/6	Social and Economic Theory & Approaches Typological, Ecological, Social, Conflict	Lyons & Driskell, pp. 17-30, 31-42, 53-62, 63-75,
	F 9/8	Online or Community Activity	What is Rural? What is Urban? (USDA, 2016) https://www.nal.usda.gov/ric/what-is-rural http://www.urban.org/
		Online Assignment 1: Find a news article (not later than 2016) that discusses an issue faced by a community? Write a summary (1-2 pages) on the issue. Identify if you think this is solely a rural issue or urban issue or does the issue pertain to both? Why do you think there are so many different rural and urban definitions? Online Assignment 1 Due: September 11, 11:59 pm (10 points)	

<u>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings</u>
4	M 9/11	Communities Lost? The Community Development Process	Lyons & Driskell, pp 91-106, 107-123 Cavaye (2000)
		Online Assignment 1 Due: September 11, 11:59 pm (10 points) "What is Rural/Urban?"	
	W 9/13	Wicked Issues	Rittel (1973), Xiang (2012), Waddock (2012), Carcasson (2013)
	F 9/15	Online or Community Activity	https://www.nifi.org/en/issue-guides
	Online Assignment 2: Visit the National Issues (NIF) Forum Web site. Select a wicked issues topic among the issues guides you see that interests you. Write a short 1-2 page summary of the issue and the options that NIF identifies for deliberation. Select the best option that you most identify with. Explain why you chose this option.		
	Online Assignment 2 Due: September 18, 11:59 pm (10 points)		
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5	M 9/18	Democracy and Civic Engagement	Arnstein, 1997, Matthews (2016), Nisishiba (2012), IAP2 (2006),
		Online Assignment 2 Due: September 18, 11:59 pm (10 points) "NIF Paper Review"	
	W 9/20	The New Urban Crisis	Florida (2017)
	F 9 22	Online or Community Activity	Community Public Meetings
	Online Assignment 3: Attend or observe a public meeting (County/city) and provide 1-2 page synopsis of major issue discussed at the meeting. Also, provide a personal reflection and observations you had of this meeting.		
	City of Gainesville, Video Streaming/taped videos http://www.cityofgainesville.org/CommunicationsOffice/Community12TV/LiveWebStreaming.aspx		
	Alachua County, Video Streaming/taped videos http://alachua.granicus.com/ViewPublisher.php?view_id=8		
	Alachua County Ed. Government Access Public Access TV, Channel 12, Cox TV http://www.cityofgainesville.org/CommunicationsOffice/Community12TV/ProgramSchedule.aspx		
	Online Assignment 3 Due: September 25, 11:59 PM (10 points)		
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6	M 9/25	Transitions – Niger, West Africa: A Case Study (1) Rural to Urban Education and Workforce (RC)	TBA
		Online Assignment 3 Due: September 25, 11:59 pm (10 points) "Community Public Meeting"	
	W 9/27	Transitions – Niger, West Africa: A Case Study (2) Rural to Urban Education and Workforce (RC)	TBA
	F 9/29	Online or Community Activity	Research Your Community

<u>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings</u>
7	M 10/2	Review past materials for Mid-Term	Review Past Readings
	W 10/4	MID-TERM EXAMINATION	
	F 10/6	NO CLASS (Homecoming)	

8	M 10/9	Cultural Capital	Flora pp. 71-95, 352 Arts Roadmap, APA Cultural Arts.Plg. (2011) Brennan etal. Culture and CD (2014)
	W 10/11	Transitions - Communities and Disasters Examples from New Orleans, Live Oak and Japan	Thompson (2014), Spranger (2014)
	F 10/13	Online or Community Activity	http://ufpreeminence.org/ http://president.ufl.edu/initiatives/uf-strategic-planning/

Online Assignment 4: Review the University of Florida' Plan for Preeminence and website. Also search the internet to see if you can find any news articles about the plan. After your research, write a short 1-2 page reflection on what Preeminence means to you, the University of Florida, and Gainesville Community
Online Assignment 4 Due: October 16, 11:59 pm (10 points)

9	M 10/16	Engagement and the Land Grant College	Martin (2001), Palmer (2014) Peters (2014), Spranger (2014)
		Online Assignment 4 Due: October 16, 11:59 pm (10 points)	
	W 10/18	Community Engagement and the University Role of the university in community issues	UF Plan for Preeminence (2016)
	F 10/20	Online or Community Activity	Research Your Community

Assignment Due: Part 1 of group research paper: October 20, 11:59 pm (150 points)

10	M 10/23	Community Development & Social Change	Flora pp.427-468, Dier (2005), Brennan, Cantrell, Spranger (2014)
	W 10/25	Studying the Community (Indicators, Surveys, Outcomes)	Lyon & Driskell, pp 143-152, 153-172
	F 10/27	Online or Community Activity	http://www.p3communities.com/case-studies/

Online Assignment 5: Select a case study (click on one of the pictures) to see how a community development consultant utilizes the Community Capitals Framework Model in their work. Write a short 1-2 page paper on the issue they addressed, and approaches and tools that they utilized. (This may be useful to you as you develop your approach to address the wicked issue you have identified for your research paper).

Online Assignment 5 Due: October 30, 11:59 PM (10 points)

<u>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings</u>
16	M 12/4	Group Research Paper Presentations	
	W 12 6	Group Research Paper Presentations Final Class and Instructor Evaluations	

Final written research paper due: December 8, 11:59 pm (150 points)

UF Campus Helping Resources:

• **Services for Students with Disabilities.** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

The Disability Resource Center has a variety of information on its webpage, www.dso.ufl.edu/drc/ that outlines their services and support. They can also be reached by telephone at 352-392-8565, fax at 352-392-8570, or by e-mail at accessuf@dso.ufl.edu. Their office is located at 0001 Building 0020 (Reid Hall).

• **University Counseling & Wellness Center,** www.counseling.ufl.edu/cwc/ Students experiencing crises or personal problems that interfere with their general well-being are also encouraged to use the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling and Wellness Center, 3190 Radio Road, (352) 392-1575.

<http://www.counseling.ufl.edu/cwc/Default.aspx>

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

• **U Matter, We Care:** If you or a friend is in distress, please contact umater@ufl.edu or call them at 352-392-1575 so a team member can reach out to the student.

• **University Police Department,** 392-1111 or dial 9-1-1 for emergencies.

• **Career Resource Center,** CR-100 or 1st Floor J. Wayne Reitz Union, 392-1602, www.crc.ufl.edu/