

Community Development and Civic Engagement

FYC 6320, Section 237B- Spring 2017

Time/Location: Tuesdays, 4-6 Period (10:40 am - 1:40 pm). Ustler 104

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Office Hours and Consultation Policy: I am available by appointment. Contact me about my availability by email to make a face-to-face appointment. Also, if you have a question or want to discuss something, the best way to contact me is by email.

Course Description: This course will examine the process and methods for community development with an emphasis on research related to civic engagement and public participation. Students will develop skills for managing change in communities.

Community development, as a discipline and profession, promotes democratic practices that build the capacity of citizens and decision-makers of local institutions to make sound decisions about community challenges, to recognize their diverse resources, and to align their efforts to put community, governmental, and private resources into action. What role do or should community residents have in determining a community's future? The concept and role of citizen participation and civic engagement is not that straight-forward in community development. Some researchers do not feel increased public participation leads to better decisions. Others maintain we have a "civic crisis" in the United States with declining interest and lack of trust among the populace to be engaged in public decision-making activities. Others contend that citizens are often compromised in the local decision-making process. Some content we will never have full the role civic engagement. However, state and local government managers are often mandated to involve the public in the decision-making process, but do not have the adequate training or resources to do so effectively. What are the answers to these questions?

Students will review the basic concepts of asset-based community development and explore the evolution of the historical concept of public participation and its evolution in the United States. We will investigate some of the dynamic tensions that exist today, such as the role of citizen versus the role of the government in community development activities and the issue of the role of the citizen versus the role of the technical expert in complex, "wicked" issues that individuals and communities face today. Students will also learn about different approaches, techniques, and public participation processes that may lead to more active citizen participation and civic engagement at the local level. We will particularly focus on the role of the art and humanities in advancing change in communities.

Course Format and Instructional methods: This course includes lectures, discussions, group activities, outside speakers, in-class exercises, written assignments, field trip, case study project and final examination.

Course Goal: Students will gain knowledge on the concepts and theories of community development and will be able to apply public participation processes, methods and techniques that will assist in managing for change in local communities.

Course Objectives: After completing this course, the students will be able to:

1. Identify and explain the key concepts of asset-based community development to other professionals and to citizen groups;
2. Analyze processes of public participation and how these affect relationships among citizens, government officials, technical experts and professionals;
3. Make recommendations on tools, techniques and methods of public participation that are most likely to succeed in specific contexts and/or development processes;
4. Provide leadership to organizations in planning and implementing meaningful public participation programs that address local community needs, issues and problems.
5. Understand and be able to utilize a creative place-making process that can improve a community's social, economic and environmental condition.

Textbooks:

Borrop, T. 2011. *The Creative Community Builders' Handbook: how to transform communities using local assets, art and culture*. New York, NY: Turner Publishing Company. ISBN-13 978-0-940069-47-3

Phillips, R. and Pittman, R. 2015.(editors). *An Introduction to Community Development*. (2nd Edition). New York, NY: Routledge. ISBN-978-0-415-70355-0

Supplemental Readings (will be provided by instructor):

Schupbach, J. and Ball, D. 2016. *How To Do Creative Place-making: an action-oriented guide to arts in community development*. New York, NY: National Endowment of the Arts.

Instructor will also provide supplemental readings from research journals and other contemporary materials throughout the course.

Assignments

1. **Weekly Assignments:** Read assigned materials for seminar-type discussion in class.
2. **Weekly Assignments:** Read an article (from print or online media), starting in week three where participation, civic engagement or cultural arts and community development are part of the issue. Email a one to two page synopsis of the article and your perspective to the instructor on the Monday evening, prior to class. For week two, provide a short "story of self" that will help lay a foundation into our study into the area of community development and civic engagement.
3. **Community Project:** Students will be asked to be involved in a group "creative activity" as part of Gainesville 352Creates, that will be held March 24-25 in the city of Gainesville.
4. **Annotated Bibliography.** Provide a short annotated bibliography that includes at least ten citations of outside readings in your investigation of participation, civic engagement or cultural arts and community development. This will be due no later than **Friday, April 7th**.
5. **Project Assignment:** Develop a creative community building plan that actively involves the public in the decision-making framework. You will present an oral summary of the plan in class (scheduled during the last class period). The final written plan will be provided to the instructor no later than **Friday, April 14st**.

6. Final examination: This will be a written take-home exam that will address critical concepts, theories and applications in the course. Answers to the written exam should be typed, double-spaced in AP format and provided to the instructor no later than **Tuesday, April 25th**.

Class participation: Students are expected to demonstrate their understanding of the course material through active participation in group discussions. Your participation is very important to your learning and that of other students in this class.

Class Schedule: The following lists the general topics of discussion and readings for each week, but are subject to revision as interests develop during the course.

<u>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings</u>
1	1/10	Introductions, Review of Syllabus What is Community Development? The Role of Community Assets Cultural Arts in Community Development Background, Story of Self, Us and Now	Phillips, Ch. 1 Borrupt, Part One
2	1/17	The Story of Self, Us, and Now Community Development and Wicked Issues (Jeff Pufahl, UF Art in Medicine Program)	Ganz (2006), Ganz, worksheet (2006), Phillips, Ch. 3, Rittel (1973), Ramaley (2014) Xiang (2012), Waddock (2012),
3	1/24	Participation, Engagement, Democracy The Role of the Public Citizen Engagement in the U.S.	Dewey (1937), Thomas (2014) Arnstein (1969), IAP2 Nishishba (2012)
4	1/31	The Role of Citizen Citizenship and Democracy Citizen versus Expert/Government Increasing Participation through cultural arts	Irvin & Stansbury (2004), Campbell, 2015, Boyte (2005), Fung (2006), Boyte (2009), Snider, (2010) Borrupt, Ch. 3
5	2/7	The Land Grant University in the 21 st Century The Preeminent University and City Designing a Public Engagement Program	Martin (2001) Peters (2014), Spranger (2015) UF Strategic Plan (2016) Spranger (2014), Bryson, etal (2012),
6	2/14	Cultural Capital	Phillips, Ch 18, APA (2011), Spranger (2014) Schupbach, Ch 1.
7	2/21	The Arts and Government The Arts and Physical Infrastructures	Schupbach, Ch 4 Schupbach, Ch 5
8	2/28	Developing a Community Cultural Plan	Borrupt, Part Three
9	3/7	SPRING BREAK	
10	3/14	Social and Political Capital Power and Public Deliberation Navigating Power Dynamics The Deliberative Participatory Process (Guest Lecturer: TBA)	Phillips, Ch 4, Kadlec & Friedman (2007) White (2009), Bhatia (2013) Carcasson (2009)

11	3/21	The Cultural Arts Community Identity and Belonging	Schupbach, Ch 3
12	3/28	Housing and Community Development (Dr. Randy Cantrell, UF Asst. Professor)	Philips, Ch. 19, Cantrell & Stafford (2013) Cantrell (2015)
13	4/4	Role of Community-Based Organizations Business Retention and Development	ICMA (2013), (Field trip; Gainesville CRA)
14	4/11	Community resiliency and sustainability Arts in Disaster planning and recovery Examples: New Orleans, Live Oak, & Japan	Busch and Givens (2013), Calvin (2012), Wilson (2008), Spranger,(2014), Thompson (2014).
		Future of Community Development Challenge and future of Citizen Participation The Global Citizen	Phillips, Ch. 22, Ch. 25. Thomas (2013), Fung (2015) Barber (2011)
14	4/18	Project Presentations	

Final Written Public Participation Plan Due: Final project (creative community building plan) due on **Friday, April 14st**.

Final Examination Due: Take-home examination that will address critical concepts, theories and applications in the course should be emailed to instructor no later than **Tuesday, April 25th**.

Grade Components

<u>Grade Components</u>	<u>Distribution</u>
• Class Preparation and Participation in weekly discussions	15%
• Leadership in exercises and class community project	20%
• Peer Assessment of Class Participation and Leadership	5%
• Bibliography Used for Class Discussions and Class Project	10%
• Course Project (creative community building plan)	25%
• Final Take Home Examination	<u>25%</u>
Total	100%

Grading Scale

A	95.0 - 100.0	A-	90.0 - 94.9	B+	87.0 - 89.9	B	83.0 - 86.9
B-	80.0 - 82.9	C+	77.0 - 79.9	C	73.0 - 76.9	C-	70.0 - 72.9
D+	67.0 - 69.9	D	63.0 - 66.9	D-	60.0 - 62.9	E	< 60.0

General Grading Criteria

- 1. Application of concepts learned in class.** Applications of concepts, theories and methodologies learned in class are important to demonstrate that you understand the concepts and know how to apply the concepts. Critical thinking involves how you can synthesize and see how differing concepts can be utilized in community development activities. Your understanding and application should be evident in class discussions, your class project and the final examination.

- 2. Independent learning.** Assigned readings are only a starting point toward an understanding of community development and the role that participation and civic engagement plays in the process. It is the expectation that you will explore additional materials in your areas of interest, weekly assignments and class project. Document all materials (books, journals, newspapers, internet, or videos) that you explore during the course, and bring these to the attention of the class, when appropriate. You will provide the instructor with an annotated bibliography that includes at least ten sources you found useful during your course of study.

Specific Grading Criteria

- 1. Class preparation and participation in weekly discussions. (15 points).** As a graduate student, you should participate in all activities. Our discussions will involve the assigned readings, other readings that you may explore on your own, and personal experiences. Our class discussions 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, experiences and synthesize these with new information is an integral part of critical thinking.

Each week you will be asked to discuss an example of a contemporary event or issue that you read about that has a public participation or civic engagement component. You will be prepared to provide a brief oral summary of the issue, the public participation components (or lack thereof) and any application to the core tenets of the course.

- 2. Leadership in class exercises and community project (20 points).** We will discuss the Gainesville 352 Creates Community event in the first month of class, and plan for some type of art/cultural activity that will take place on March 24 and 25. Students will be involved in the planning, implementing and evaluating of this activity.
- 3. Peer Assessment of Class Participation and Leadership (5 points).** Peer review of your work in class is another important way of providing feedback to you and the instructor. Each class member will be asked to assess your contributions to the course during the year on a 1-5 point scale following the last scheduled class.
- 4. Annotated bibliography for class discussions and creative community plan. (10 points).** As you delve into the topics in this course, you will find much rich information on citizen participation and civic engagement. You further will find additional sources of information as you develop your class project. You will provide short annotated bibliography that includes at least 10 citations of outside readings in your investigation of community development and civic engagement. Title the email and the document as: **YourLastName_6320_Bibliography**. This will be **due no later than Friday, April 7th**
- 5. Course Project - Creative community building plan (25 points).** You will develop a creative community building plan that involves the public into the decision-making framework. The template and process for developing the plan will be found in *The Creative Community Builder's Handbook* (Borrup, (2011)). The plan will be written so individuals without knowledge about the topic can understand your project, why participation is needed, the logic that you took in selecting the activities that were used, as well as how you will evaluate the success of the project. This plan will be presented orally to the class during the last class sessions. Your written plan will be **due no later than Friday, April 14st**.

- 6. Final Take Home Examination (25 points).** A written take-home examination will address critical concepts, theories and applications in the course. You will be asked provide short answers to questions that will allow you the ability to demonstrate your understanding of the concepts, as well as how you synthesize them in differing community development issues. Make sure this is in AP format, and with citations to back up your answers. The written exam will be **due no later than Tuesday, April 25th**.

COURSE POLICIES

Attendance: Students are expected to attend each class period. If you cannot attend a period for any reason, notify the instructor by telephone or 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.

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

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 11-12 point (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

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. Please be considerate as computer usage is distracting to your instructor, 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: Our learning environment is based on mutual respect and open discussion of ideas and thoughts. As 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, 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 to uphold the Honor Code, and 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/>.

My Teaching Philosophy: I have been influenced by the writings of Dewey and Kolb. 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 might be applied to different settings. This approach can be facilitated through readings, class discussions, in-class activities and reflection through questions, team exercises and written assignments. Upon completion of the course, the student will have an increase in subject matter expertise and gained new critical thinking skills as well. The student will also have a better appreciation and understanding of independent learning that may 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. In graduate courses, 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 experience as well. Lectures should be mixed with group assignments, class discussions on assigned readings from books and research articles, and exploration of case studies.

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/

Disclaimer: *This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*