

Instructor Information

Mickie Swisher
meswisher@ufl.edu
352-273-3538

Consultation Policy

Office hours for this class are 3 to 5 p.m. every Tuesday or by appointment. I will meet with you any time that I am free. Please contact me at any time if you have a question or just want to discuss something.

Late Submission Policy

I reserve the right to refuse to accept assignments and other work submitted after the due date, in which case I award zero (0) points. If I can accept late submissions, I may not be able to grade them quickly and I will reduce the grade by 5% per day late.

Course Description

This course examines modern and post-modern social theories relevant to research, practice and the public discussion about contemporary communities.

Course Goals & Objectives

This course will provide you with knowledge and skills needed to apply classic, modern and post-modern theories to research and practice in contemporary communities. After completing this course, you will be able to:

1. Analyze how the work of nineteenth-century modernity theorists underpins and lays the basis for contemporary social theory
2. Identify and explain how characteristics of communities or community context influence the nature, origins, expression and extent of social problems, issues and needs
3. Recognize the role of different theoretical perspectives in assertions about the nature, cause and potential solutions to issues, needs and problems in communities
4. Evaluate the degree to which different theoretical perspectives used to understand problems, issues and needs and guide practice in communities are supported (or not) by research
5. Discriminate between public discourse about the issues, problems and needs facing communities and other forms of public expression
6. Differentiate between the theoretical bases presented both overtly and less obviously in the public discourse about the problems, needs and issues faced by communities

The Structure of the Course

I have built this course around three components.

The first is the Allan book. This book provides you with an understanding of major social theories and theoretical perspectives. It is well organized. It gives a good overview of key theories and theoretical concepts, although not an in-depth treatment. Most students find it easy to read. I am not going to lecture about what the material in the textbook. Rather, I expect you to be versed in the material in Allan prior to class. Therefore, preparing for class is crucial to success in this course. Please take these suggestions about how to use the Allan book to prepare for class seriously.

I do not provide a study guide for each week for this class as I do in some of my classes. This is because the Allan textbook **has a study guide in each chapter**. Each chapter ends with a section called "Building Your Theory Toolbox." Look at the section "Seeing the Social World" **before** you read the chapter. The list of key terms and the questions that follow the list will guide your reading. As you read the chapter, focus on understanding the theoretical meaning of the terms and on being able to answer Allan's questions.

After you read the chapter, try to write the 250-word synopsis. **After** you read the chapter, explore the sections "Engaging the Social World" and "Weaving the Threads." These exercises move you past the lower levels of mastery (knowing and understanding what was in the text) to higher levels of applying, analyzing and evaluating the ideas. Select one or two items from each and try to answer the questions for yourself. Our focus in this course is to use social theories to understand and address problems, issues and needs at the community level. Reframe some of the questions in these two sections in a community context. For example, Allan suggests finding the job loss rate and explaining how Marx's theoretical ideas would explain this on p. 70 (2nd Edition) under "Engaging the Social World". Reframe his question in a community context by comparing the unemployment rate in two or three cities – like Detroit, Los Angeles and Jacksonville. Are the rates different? Would Marx's theory account for these differences? If not, what specific characteristics of these three cities may be important in explaining the differences? Under "Weaving the Threads" on p. 70 Allan asks: "What is the fundamental structure of inequality in society? How is inequality perpetuated?" Consider different neighborhoods or communities in a city that you know. Identify the inequalities among those communities. Use Marx's theory to explain the differences. This kind of in-depth class preparation will make it possible for you to gain full benefit from this course and to participate actively and usefully in our class activities. In summary, dig deep into the Allan chapter each week and come to class ready to apply the concepts.

The second component of the course relies heavily on the Blackshaw book. It offers discussions of how different theoretical perspectives play into the discussion about what constitutes community, what kinds of communities are present today, how we can improve research and practice in communities, the theoretical perspectives reflected in public policy for communities, and the processes that define and distinguish communities. Each section is short and easy to read. Read for key ideas, not detail. Most important, think about how the theoretical ideas we cover in Allan apply to the issues and concepts that Blackshaw presents. For example, one section in Blackshaw discusses community action. As you read this section, think about how different theories would define community action, how theoretical perspective guides professionals in community organizing, and how theory informs how power, inequality and rights are viewed. We will use the readings in Blackshaw for activities in class in which you will apply

what we have learned about social theory to the discourse about the nature, value, and role of the community in contemporary society.

The third key component in this course is a case study of one city, Detroit, Michigan. You have probably heard about “what’s happening in Detroit.” I lived in Detroit for several years and have both a personal interest in and understanding of this city. More to the point for you, it presents an outstanding opportunity to explore how different theoretical perspectives influence how we see, understand, and act on the problems, issues and needs of community. I have provided several readings about Detroit from my personal library and other sources on e-reserve. Please examine these materials before class in the weeks indicated. We are going to try to answer some “big questions” about Detroit this semester. What happened to Detroit? Why does it “look like it does” today? How have different communities in Detroit fared? Is there a single “Detroit experience” or have different communities had different experiences? How do different theories and theoretical perspectives influence how we, the general public, the media, and policy makers view the implications of what has happened to Detroit for the city, for the U.S., and for other cities in the world? How do different theories lead us to different solutions for Detroit? How do they underlie the public discourse about “what to do about Detroit”? What are Detroiters doing? What differences can we see between the “Detroit” view of Detroit, and the views of people who only see Detroit through the lens of social discourse? I do not expect us to come to a definitive set of answers to these questions. Rather, your job (and mine) this semester is to learn to use social theory to interpret, analyze, and act on the world around us. I encourage you to explore how different theoretical perspectives may all explain what has happened and is happening in Detroit, what we can learn from the experiences of this city, and how to apply that learning to policy, practice and research about, with and for communities. In short, there is no right answer. My assessment of your contribution to our case study will be based on the quality of the questions you ask about the Detroit experience and how well you use theory to inform your ideas about this experience.

Two Key Skills for Success

If you do not know how to use the library electronic journal search engines, you must learn to do so to succeed in this course. Finding, consulting, citing and referencing published research journal articles about the topics that we cover in this course is an absolute prerequisite for success. You have to use the electronic search engine to do so.

Being able to read and understand these articles is critical. If you do not know how to read refereed research journal articles effectively and efficiently, go to my main website. Click “Scientific Reasoning and Research Design.” You will find four useful documents there. Use them. They are: (1) Quick Guide for Selecting Reference Materials, (2) Reading & Understanding Research Reports that Use Quantitative Data Analyses, (3) Reading & Understanding Research Reports that Use Qualitative Data Analyses, and (4) Reading & Understanding Research Reviews. If you have questions about what kind of literature to consult for the assignments, make an appointment to consult with me.

Collaborative Learning

Most of us learn more effectively when we can discuss our ideas with others. I encourage you to engage in collaborative learning. I suggest that you find one or two partners for this course. Share your ideas with them. Discuss the assignments. Share materials that you find for the course. Borrow ideas from each other.

Required Textbooks

Allan, K. (2007). *The Social Lens: An Invitation to Social and Sociological Theory*. Thousand Oaks, CA, Sage Publications. **You can use either the first or second edition. The second edition is actually less expensive if you are buying new.**

Blackshaw, T. (2010). *Key Concepts in Community Studies*. Thousand Oaks, CA, Sage Publications.

Other Required and Additional Materials

I will provide required readings from other sources than the textbooks. Some additional required readings for the course consist of research journal articles. Many are materials from my personal library. All required materials, other than the textbook, will be available through the UF library. My personal materials and some articles will be available through **e-reserve**. If you do not know how to get materials from e-reserve, consult the UF libraries website for instructions. If a journal article is **not** available through the course e-reserve, you can still get it, but you will have to retrieve it yourself. If you do not know how to use the UF library system to retrieve journal articles, you **must** learn to do so to succeed in this course. Few of the articles listed under "Additional Materials" will be available through e-reserve, but they are all available through the UF library system or from me. I strongly encourage you to consult the materials listed under "Additional Materials." While these are not required readings, you will find them very helpful and save yourself a lot of time looking for material by consulting them.

Grading Philosophy and Policy

I award grades not to punish poor performance, but rather to help you understand and master the material we are covering. My goal is for every student to earn an A in this course. I expect to see increased comprehension and dominance of the concepts and ideas that we discuss during the course. Therefore, my expectations grow as the semester progresses.

Grading Scale

	%		%		%		%		%
A	95-100	B+	87-89	C+	77-79	D+	67-69	E	<60
A-	90-94	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Components in the Grade

Component	Possible Points
Class Preparation & Participation	15
Group Annotated Bibliography & Class Leadership	15
Peer Assessment	10
Semester Project 1: Problem, Issue or Need of Interest	15
Semester Project 2: Theory & Research to Understand the Problem, Issue or Need	15
Semester Project 3: Theory and Practice to Address the Problem, Issue or Need	15
Semester Project 4: Theory in the Public Discourse about the Problem, Issue or Need	15
TOTAL	100

Class Preparation & Participation (15 Points)

Make sure you understand the concepts presented and discussed in the required readings. We will not cover these readings in detail in class. Rather, class discussion and activities will build on these basic readings. Preparing for class is therefore critical and I have provided some guidelines for how to do so above (Success in this Course). Most weeks you will see a section called “Class Preparation” at the website. This section provides further guidance on how to prepare for class. Complete all preparation prior to class. If you need to submit something to me as a part of class preparation (occasionally a requirement), send it to me in an e-mail no later than **noon on the day class meets**. In these cases, we will use the materials you submit in our class activities. Submit the preparation materials in a Word document by e-mail. Make sure you put your name on the document. **Title the Word document and the subject line in the e-mail as follows: *yourlastname_date of class session_6330_class_preparation***. We will not spend much time on lectures in this class. Rather, we will engage in several different kinds of activities in most class sessions. I expect you to actively participate in class discussions and activities and show that you have prepared to do so. Be prepared to comment thoughtfully and usefully on your colleagues’ annotated bibliographies.

Group Annotated Bibliography & Class Leadership (15 points)

Objectives: After completing this assignment, you will be able to:

- Analyze and explain how theoretical perspectives evolve over time;
- Provide examples of how the work of one or more seminal theorists has evolved; and
- Demonstrate and analyze how the key concepts of the original theorist are present in contemporary social theory, research and practice.

You will be a member of a team for this project. I will assign a theorist(s) to your team. Your overall task is to show how the work of this early or seminal theorist remains relevant today. All class participants will read the appropriate chapter in Allan. You do not need to cover that basic material in your

This project has three distinct components, your review of the literature, the annotated bibliography that you develop as a product of that review, and your leadership of a class session about the application of key concepts developed by “your” theorist in contemporary research and practice. You must use published materials from journals or books aimed at a professional readership for this project. Do **not** use materials from websites, journals or books whose readership is the general public – e.g., Wikipedia is out. You can call upon several kinds of materials, but the most common are: (1) descriptions of research (research reports), including descriptions or evaluations of community-based programs, (2) literature reviews, (3) analytic or critical pieces, and (4) research reviews. **Research reports** describe an author’s original research. They typically state a research topic and question, may state hypotheses, explain how data were collected and analyzed, and conclude with a discussion of the conclusions that the author draws from the findings. **Literature reviews** are summative compilations of a body of literature that has accumulated over time. They sometimes focus on a topic and sometimes on a particular theoretical perspective. Their focus is usually on how the literature has evolved over time and they are concerned with identifying the major trends that have developed. **Analytic or critical pieces** are assessments of the validity of a body of work. They usually start by describing the major pieces of research and follow this with a discussion of the strengths and weaknesses of the body of knowledge. **Research reviews** are summative compilations of a body of research. They usually describe the major contributions and end with a general

statement of areas of broad agreement, areas where there is disagreement, and suggestions for future research. They may focus on a topic or a specific theoretical stance.

Start with a broad literature review. Gather lots of material to start your review and “skim” it to get a good feel for the contemporary work using “your” theorist’s ideas. Focus on the key concepts in the theory. One good way to start is to enter key words from the “concepts and theory” section in your text for the author. For example, I entered the phrase “class consciousness” from the selection about Marx and immediately found many articles reporting work that incorporates this key concept.

For the annotated bibliography, select five to ten items from the large body of literature that you think are critical for understanding how the key concepts developed by your theorist inform research and practice today and how this theoretical perspective has changed and evolved over time. Think of your selections as “the five or ten most important things to read to understand the range and breadth of contemporary research and practice based on key concepts of your theorist.” Show us how the theorist’s ideas remain relevant and vital to research and practice to address the needs, problems, and issues that contemporary communities confront. You **can** use materials from the course web site, except for required readings.

Each annotation should be no longer than one page (about 550 words). Submit the annotated bibliography as a Word document. Title the Word document and the subject line of the e-mail: **theorist’s_name_6330_group_bibliography**. Make sure you include the names of all members of your group in the Word document. Provide the following information in each annotation (see Example of Annotated Bibliography – Group at the home page).

1. Full citation, APA style
2. The author’s credentials
3. Indicate the type of material, a research report, literature review, critical or analytic pieces, research review, or other.
4. Give a **brief** description of the contents of the work. An annotated bibliography differs from an abstract. Abstracts are descriptive summaries of the contents of a piece of literature. An annotated bibliography goes beyond description to analyze and discuss the author’s conclusions and contributions to our knowledge base and theory. Here are some guidelines for what you need to include for each type of article.
 - **Research Reports.** What was the author’s research question and hypotheses or propositions? Identify the key concepts or constructs in the theory that formed the basis for the research. Describe the kind of data collected briefly, but focus your annotation on the results and especially the author’s conclusions. Explain how this article extends or builds upon the concepts and work of the original theorist. Cite specific examples.
 - **Analytic or conceptual piece.** Identify the key concepts or constructs in the theory that the author addresses in his/her analysis. What is the author’s thesis or proposition? For example, is the author criticizing one or more of the original key constructs or concepts? Is s/he arguing for a different definition of constructs? Does the author argue for a different causal or explanatory relationship between constructs? What logical arguments does s/he make? Overall, what are the author’s contributions to the theoretical framework?
 - **Literature review.** What period does the review cover? Identify the key concepts or constructs in the theory that the author addresses in the review. What body of literature does the review describe? For example, does it focus on the application of the theory to certain topics or types of research questions? Does the author describe

- an evolution or trends in the literature over time? What conclusions does the author reach about the body of literature? For example, does the author indicate that key concepts in the theory are poorly represented in the literature?
- **Research review.** What are the main bodies of research that the author covers topically and/or temporally? Identify the key concepts or constructs in the theory that the author discusses in the review. Does the author describe how research has matured or changed over time? What does the author conclude about the strengths and weaknesses of the body of research as a whole? Does s/he make suggestions for directions for future research and, if so, what are they?

Your class leadership has three components. First, provide a **maximum 15-minute summative overview** of what you learn about contemporary research and praxis that draws on the contributions of your theorist in class. The presentation should include the four or five key points about the evolution of this theory and its contemporary relevance that you want us to remember. This summative overview should rest on the larger body of literature that you review, not just the items included in the annotated bibliography, which we can read for ourselves. I will be a very strict timekeeper.

Second, you have **20 minutes** for a class exercise. Your class exercise should draw on and build our understanding of the material in the required reading in Allan and your annotated bibliography. A major objective is for you to help us understand the evolution of ideas about the central themes in social theory. Allan identifies these themes and the importance of understanding how our theoretical perspectives about these themes have evolved over time. He says: "There are central themes about which most of our theorists speak. These themes include modernity; social institutions such as the state, economy, and religion; culture; diversity, equality, and oppression; social cohesion and change; and empiricism. ...one of the ways we can build theory is through synthesis: Compare, contrast, and bring together elements from different theorists." This is your job in your class exercise.

I have two suggestions for getting good ideas for class exercises. First, look at the sections "Engaging the Social World" and "Weaving the Threads" at the end of each chapter in Allan. Our focus is on the community and the application of social theory to community research and practice. Try taking some of Allan's ideas and using them to explore communities and community needs, issues and problems. For example, at the end of Chapter 2 (2nd Ed.) about Spencer, Allan asks: "What is the basis of political power in society? What factors bring about changes in the type of state and its structure?" (p. 38, end of Chapter 2). A class exercise could examine the basis for political power in a specific community – like Downtown Gainesville. We could explore what gentrification of downtown means in terms of how changes in community structure affect the political power of different groups in Gainesville. Your objective is to draw out comparisons and contrasts between the different theoretical perspectives of the seminal theorists we cover in this first part of the course.

Here are some other standard techniques that you might want to try.

Technique 1. Write a question for each class member (except your team) about the key concepts in your theory, drawing on the textbook, the annotated bibliographies, and your presentation. These questions should focus on comparisons between the theorists. For example, if I were in the Marx group, one of my questions for someone in the Gilman & DuBois group could be "How does Marx's view of the coincidence of race and poverty in inner city communities differ from that of DuBois?" Another example for someone in the Durkheim group would be "How does Marx's concept of identity differ from that of Durkheim? How would the two

explain the development of identity communities in the U.S.?” Distribute the questions to your colleagues (one each) in a written format. Give your colleagues 10 minutes to answer the question. Call on several colleagues to explain their answers to the class as a whole.

Technique 2. Have your colleagues collect in their respective groups (Marx, Durkheim, etc.). Tell each group to consider the readings in the text, the annotated bibliographies and your presentation for this exercise. Have each group write down the three main differences they see between “their” theorist and yours in terms of some aspect of community practice, policy, or intervention. For example, “How would Marx, Weber and DuBois explain the suburbanization of poverty that we see today? How would they differ in terms of the kinds of interventions or actions that they think society should take to prevent or reduce the suburbanization of poverty?” Give groups 10 minutes to develop their responses. Call upon each group to give a brief (2 minutes or so) explanation of the differences they identified.

Technique 3. Develop a list of four or five contemporary social issues, problems or needs that confront communities. Examples might include food insecurity, high unemployment, high incidence of crime, or inadequate transportation. Give each problem or issue to at least two colleagues, each of which is studying the theoretical perspectives of a different early theorist. Ask each colleague to compare and contrast how “his/her theorist” and “your theorist” would explain the prevalence of the problem. For example, Marx, DuBois and Weber would have very different explanations of the root causes of school violence. If you are in the Marx group, this would be a very good issue to assign to the DuBois and Weber groups. Give your colleagues 10 minutes to develop their responses. Call upon people in sets of two (same problem) to give a very brief explanation of the differences.

Close the class session with **5 minutes** of summation of key contrasts and comparisons among these theorists that emerge from the class exercise.

Grading Criteria –Group Assignment

Criteria	Possible Points	Your Points
Followed all instructions, including use of APA Style and identifiers on e-mail & document	10	
Included at least 5 refereed journal articles in the annotated bibliography that illustrate the range and breadth of contemporary research and practice based on key ideas and concepts of the theory	10	
Provided a robust explanation of the main points in each reference and stated the authors’ major theses, concepts, conclusions or perspectives	10	
Explained how this article extends or builds upon the selection in our text about this theorist	15	
Compared and contrasted contemporary theorists’ perspectives with those of the original theorist; demonstrated how the theoretical perspective has evolved over time	25	
Showed how the concepts and ideas presented in the annotated bibliography and class presentation are relevant to research and practice to address the needs, issues and problems that face communities	20	
Were well prepared to lead the class exercise and conducted a well-organized exercise; stayed on time	10	
Total	100	

Peer Assessment (10 Points)

Your peers will evaluate your (1) contribution to the group project and (2) leadership of the class session. Use the “Team Member Assessment Procedure” at the course website home page to evaluate each of your fellow team members. Submit this form to me within one week of your class session. Title the subject line of the e-mail

GroupName_YourLastName_TeamMemberEvaluation.

Use the “Class Leadership Assessment Procedure” at the course website to evaluate each team’s leadership of a class session. Please bring this document with you to class – you need to make some notes and the document provides some ideas about what you should include in your notes. This is a **team evaluation**, not an individual evaluation. Send the completed form to me after all groups have completed their class leadership, no later than September 27, 2011. Use the following e-mail subject line **YourLastName_6330_ClassLeadershipAssessment**

Semester Project 1: Problem & Community of Interest (15 Points)

Objective: After completing this assignment, you will be able to

- Distinguish, analyze and explain how community context and characteristics affect the occurrence and expression of social problems, needs and issues.

Components in the Assignment

Select a social need, problem or issue of interest to you. The only constraint on your selection is that the need, problem or issue must differ with regard to prevalence, form of expression, severity or intensity in different communities. We are interested in phenomena that vary due to the community context, even though the problem may and usually does express itself at the individual or household level. For example, obesity expresses itself at both the individual and household level. In fact, there is strong evidence that genetic differences influence individual propensity for obesity. However, there is also strong evidence that the community context plays an important role in both the **incidence and severity** of obesity. Residents of low-income communities typically exhibit both greater incidence and severity of this health problem, and obesity has been linked to community characteristics like density of supermarkets, fast food outlets, and convenience stores. In this course, you should focus on exploring the role of these kinds of community characteristics on the problem of obesity, rather than individual traits. I understand that this distinction is not an easy one to make, and I am not forcing you to ignore individual and household traits. Rather, I want you to focus on how community context affects the individual or household. Use the following name for the e-mail and the file name for the Word document: **YourLastName_6330_SemesterPart1Problem**

1. **Define and describe the extent and nature of the problem, issue or need that you will address in your semester project – maximum 500 words (about one page), excluding reference list.** See the example below, which contains 470 words.

(Definition) Homelessness is a condition in which a person is without permanent and/or stable shelter for any period. According to the U.S. Department of Housing and Urban Development, a homeless person is defined as “an individual who lacks a fixed, regular, and adequate nighttime residence,” and “a person whose primary nighttime residence is...a public or private shelter ... an institution ... a public or private place not designed for ... a regular sleeping accommodation for human beings” (HUD, 2007). However, current social

research about homelessness suggests that this definition is problematic contingent with the actual nature of homelessness in the U.S. According to the research, a large proportion of homeless people are part of a group known as the “hidden homeless,” or those who live in the homes of friends or family members and often do not seek public assistance for their condition (Rollinson, 2007).

(Extent & nature of the problem) The most current survey of homelessness in the U.S. puts the number of homeless around 754,000 nationwide (National Alliance to End Homelessness, 2005; Associated Press, 2007). The number of homeless people with severe mental health disorders has been consistent over the years, but current research points to a greater prevalence of these conditions in the chronically homeless (Caton et al., 2005; Weinreb, 2006). Poverty and market forces are significant contributors to homelessness today just as they were in the post-depression era (Dale, 2004; Rollinson, 2007). Work opportunities are declining consistently despite increases in real wages. The real value of the U.S. minimum wage was 26% lower in 2004 than it was in 1979 (The Economic Policy Institute, 2005). Falling real wages reduce an individual’s ability to secure housing. Public assistance has declined since the mid 1990’s (National Coalition for the Homeless, 2007). The current level of assistance from several major sources, including Temporary Assistance for Needy Families (TANF), is below the poverty level in every state by an average of 29% (Nickelson, 2004). In addition, fewer people are enrolled in and/or qualify for welfare benefits as a result of current welfare reform laws. These families struggle to obtain medical care and even to meet basic needs like housing. Current economic and real estate trends have decreased affordable and low-cost housing units. Between 1973 and 1993, the availability of low-rent housing units decreased by over two million units, despite the fact that the number of people in need of these units has soared (Daskal, 1998). In addition, the amount of federal support for low-income housing decreased by 49% between 1980 and 2003 (National Low Income Housing Coalition, 2005). These trends have created waiting lists for affordable housing units supported by government subsidy or private agencies like Habitat for Humanity. Other factors that contribute to the prevalence of homelessness are inability to secure healthcare or healthcare benefits, domestic violence, substance abuse, and mental illness (National Coalition for the Homeless, 2006).

2. Compare the prevalence, extent or severity of the problem, need or issue in several communities. You might select rural and urban communities, for example. Select several communities and find data. This will help you with question 3 in this assignment and with all of the remaining parts of the semester project. If the prevalence, extent or severity of the problem does not vary across communities, it is not an appropriate choice for this class. **Maximum two pages, including tables and graphs, excluding reference list.**

3. Identify and describe the characteristics of communities (the community context) that are associated with variance in the problem, need or issue of interest. For example, I recently reviewed a body of literature about food insecurity. These are just a few examples of community characteristics associated with food insecurity and I have super-summarized here, but this may give you an idea of what I mean by “community context and characteristics” and some indication of the kinds of literature and sources of information you can use. As a professional, expertise in the nature, extent and community context of the problem, need or issue that you address is critical. Do not accept truisms as fact. The phrase “everyone knows that ...” often means that the individual simply has not actually examined the evidence. Quite often, it turns out that the claim is poorly supported by evidence. Explore the literature in depth. **Maximum three pages, excluding reference list.**

Examples of characteristics/context. Households in principal cities of metropolitan areas have a higher prevalence of food insecurity than those outside principal cities (Economic Research Service, 2009), although food insecurity also occurs in rural communities (Smith, 2009; McEntee & Agyeman, 2010). Economic, physical and social characteristics of the community co-vary with food insecurity. Low-income communities in both rural (Smith, 2009) and urban (Freedman and Bell, 2009; Mammen, Bauer & Richards 2009; Walker, Keane & Burke 2010) settings experience both a higher percentage of food insecure households and a higher percentage of households in the very insecure USDA category. However, overall spending on food purchases has declined over the past three years for the U.S. as a whole (Economic Research Service, 2009) and food insecurity is a problem in “middle class” suburban communities as well, possibly reflecting the trend of increasing poverty in suburban communities (Kneebone & Garr, 2010; Raphael & Stoll, 2010). Nonetheless, the evidence that poverty *per se* is the cause of food insecurity is not robust (Quan et al., 2000; Bhattacharya, Currie & Haider, 2004; Champagne et al., 2007; Rose et al., 2009). Physical characteristics of the community that co-vary with food insecurity include low density of supermarkets (Wrigley et al., 2003; Cummins, 2007; Lytle, 2009; Larson, Story & Nelson, 2009; Laraia et al. 2004) and high density of fast food outlets and convenience stores (Sturm & Datar, 2005; Morland, Roux & Wing, 2006; Liese et al., 2007; Black et al., 2010; Timperio et al., 2008). Social characteristics of importance ...”

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22. Wrigley, N., Warm, D. & Margetts, B. (2003). Deprivation, diet and food-retail access: Findings from the Leeds 'food deserts' study. *Environment & Planning A* 35(1), 151-188.

Criteria	Possible Points	Your Points
Followed all instructions, including use of APA Style	10	
Provided a clear definition of the problem, need or issue and cited relevant literature used to develop the definition	10	
Provided evidence of the extent and nature of the problem, issue or need and cited reliable sources of information	10	
Demonstrated that the nature, extent and/or severity of the problem, issue or need does vary among communities and provided references	20	
Provided a robust discussion of the characteristics of communities or community context in which the problem, issue or need expresses itself	30	
Cited and referenced relevant, reliable sources of information	20	
Total	100	

Semester Project 2: Theoretical and Research to Understand the Problem, Issue or Need (15 Points)

Objective: After completing this assignment, you will be able to

- Compare and contrast how different theoretical perspectives explain the causes and nature of the problem, need or issue of interest
- Distinguish between different theoretical perspectives as they are described, discussed and used in the research literature
- Select specific mid-range theories that are relevant to the problem, issue or need of interest and analyze how they are related to broader (grand) theoretical perspectives
- Use research findings to compare and evaluate the relevance of these theories to your topic of interest

Use the following to title the Word document and for the subject line in the e-mail when you submit this assignment: **YourLastName_6330_SemesterPart2Research**

Your task in this assignment is to identify, compare and contrast the research findings based on **at least two** of the contemporary theoretical perspectives we examine in this class. Select theories that professionals (researchers or practitioners) use to understand and help solve the problem of interest, and try to select perspectives that are quite different in terms of their fundamental assumptions. For example, structural inequality and identity theory rest on comparatively distinct key assumptions, whereas critical and world systems theory share many basic assumptions. You may select more than two perspectives, but I do not want you to spend excessive time on this part of the semester project and trying to incorporate many theoretical perspectives may multiply the work you do. Further, since some perspectives do share basic assumptions – are not “mutually exclusive” viewpoints – your choice will not limit your ability to explore related literature. My advice, therefore, is to keep it simple and select two contrasting perspectives, but the decision is yours. You already have several sources of material about the problem, need or issue of interest from Part 1 of the Semester Project. You probably consulted some materials for that project that were purely descriptive (e.g., the Economic Research Service data in my example), but you most likely also have a number of articles that go beyond description to try to explain the problem, issue or need and how to address it. You can “reuse” those references for this assignment.

You may not be familiar with some of the perspectives you encounter, but the Allan text provides a good summary overview of the key concepts in each of the major contemporary theoretical perspectives. Consult his summaries to complete this assignment. For example, a considerable body of literature about food insecurity uses structural inequality to analyze and explain this problem. According to this perspective, inherent social and economic inequalities in American society are the root cause of food insecurity in general and account for the differences in food security among communities. Another perspective relies more on identity theory. According to this perspective, cultural differences in food preferences account for many dietary choices and result in *de facto*, but under-recognized, food insecurity for specific communities and groups of people within communities. Social interaction theory strongly underlies one set of solutions for food insecurity – the development of community gardens as a way of meeting the food needs of underserved communities. Professionals who adopt this perspective see meeting food needs through a shared process of producing food builds social networks, social capital, and helps develop a sense of place and ownership in the community.

Allan's descriptions are of the broad theoretical perspectives, the "meta" or general theories. Each of these perspectives has generated an array of mid-range theories. You will probably find that research about your topic of interest is based on one of these more limited "mid-range" theories. Mid-range theories are more "concrete" or specific than the overall theoretical frameworks on which they are based. Researchers and practitioners usually work with mid-range theories rather than the broader theoretical frameworks described in Allan. Social learning theory is a mid-range theory based on the exchange theory framework. It deals with a specific kind of behavior, how people learn. This is a typical example of the relationship between a mid-range theory and the broader theoretical framework. Exchange theory provides an explanation of human behavior in general. Social learning theory applies that explanation to a specific aspect or type of human behavior. The various websites linked on the course home page will give you a lot of examples of mid-range theories and, in most cases, tie them to a specific theoretical perspective.

Most research also focuses on one or a few of the key constructs in a specific theory. In fact, it is very difficult to conduct research that incorporates all of the constructs in a theory and the linkages between them. The task simply becomes overwhelming in terms of data collection, if nothing else. It may help you limit your task and use time more efficiently if you focus your review of the research literature on the body of research that explores one or a few constructs in each theory of interest to you. This is your choice.

Components in the Assignment

1. Start with a broad review of the literature. Consult and cite at least 12 **authoritative and reliable** sources of information, including research reports, literature reviews, or research summaries that provide a theory-based explanation of the nature of the problem, need or issue. The idea here is to take a wide "sample" of the theoretical perspectives in the literature. You can "re-use" research reports from this question in your detailed review of the research literature (question 6 below). Focus on materials that go beyond numbers or description to explain why the problem, issue or need exists, how it arose, and what social constructs help explain its prevalence, extent and severity. The more clearly the author states his/her theoretical framework, the easier this part of the project will be. Look for materials that explain the origins of the problem or justify a specific approach to solving the problem. Start with a wide range of perspectives so that you can narrow your focus to just a few, preferably just two, contrasting ones (see question 3 below – that's where you narrow to two). We often use references in one article to find other articles. This is a fine procedure, but it can lead you to discover only a narrow range of perspectives.

Of course, you should use the information available in peer-reviewed journals. However, for this part of the assignment you may also want to consult other sources of information. The problem is which other sources can you consider as "authoritative"? For example, you definitely would not want to use a website I found about that contains a diatribe about "the new welfare bums," unsupported by a single reference. However, the range of information sources includes a large body of reports, analytic pieces, and other documents that are not peer-reviewed or "scholarly," but that are often available through the Internet. This literature is sometimes called the "grey literature" and it can be very helpful in understanding how different theoretical perspectives treat a problem, particularly with regard to practice or the interventions that are proposed for solving a problem, issue, or need. Some of this literature is widely accepted as authoritative and reliable. Government reports and publications of professional societies (such as the American Planning Association) are widely accepted because they are almost always the work of panels of experts in the subject matter and are

subject to review and comment prior to publication. The course home page contains links for some places besides the UF library where you can look for reliable resources of high quality, including government reports and such.

More difficult to judge are reports by private firms, advocacy organizations, and other non-governmental organizations. Your judgment will be critical in evaluating these sources of information. I strongly encourage you to consider at least three factors as you decide whether to rely on non-refereed sources of information. (1) Examine the credentials of the organizations or individuals involved to determine whether they have the right expertise and experience. (2) Make sure you know where they got their information or data. Are they just repeating information from another source, and, if so, how reliable is that source? (3) If they collected data of some sort, see if they provide a detailed explanation of sampling, data collection and data analysis and, if so, whether these aspects of the study are valid. (4) Avoid materials where there is clear evidence that the organization or individuals' approach seems focused on finding support for "pre-determined" conclusions. Here are two examples from my review of the literature about food insecurity.

Examples. I found one study titled "Multiplier Effects of Local Food Systems." It sounded interesting since my group was interested in building local food systems. However, I rejected this source of information for five reasons. (1) The website where the document is available is called "Studies to Support Local Economies." This is a strong indication that the research may consist of a search for data to support a pre-determined conclusion, rather than a robust data collection production used to develop a conclusion – in short, bias. (2) All of the studies, four or five of them, at the site were completed by the same private consulting firm. (3) The site did not provide, even upon searching, any description of this firm's relevant expertise. (4) The "methods" section of the study consisted of a couple of paragraphs only with a very vague description of sample selection, data collection techniques, and data analysis. (5) I could not find any description of the credentials of the authors on the report. On the contrary, I did use the information from another report (*Hunger in America 2010*), also completed by a private firm (Mathematica Policy Research) and submitted to a non-profit organization, Feeding America. I used this report for several reasons. (1) The methodological section was very detailed and provided ample information for me to evaluate the adequacy of their sampling approach, how they developed and tested their data collection instruments, and how they analyzed the data (including how missing data were treated). (2) The website provides excellent documentation of the expertise and previous experience of Mathematic Policy Research in conducting similar and related research. (3) Feeding America is a very well recognized organization (an "umbrella" non-profit with over 200 member organizations, mostly food banks) whose information is frequently used by both public and private agencies. (4) The specific researchers who conducted the research provide their credentials, and in fact provide good descriptions of the research assistants for this project. (5) The report's conclusions are not sensationalist and are phrased in careful, precise language, including cautionary information about the extent to which the data can be generalized beyond the sample.

2. Develop a **three-page maximum** analysis that compares and contrasts the key conclusions in the work you reviewed. Provide an analytic discussion, not a summary of each author's conclusion. Discuss the material you review by theoretical perspective. For example, you might find four or five theoretical perspectives in the literature. Explain the differences among the literature you review as a whole. Cite and draw examples from each resource you used in this discussion. Explain how the different perspectives and authors differ with

regard to their conclusions about why the problem, need or issue exists, how it arose, and what contributes to it.

3. Based on your broad review of literature, select two (more if you want, but not necessary) perspectives that you want to explore in more detail. Explain the key concepts of each of these perspectives in your own words, *emphasizing the concepts or ideas that are most important from the perspective of explaining the problem, issue or need within the community context*. Draw on the summary of each theorist's work in Allan, Blackshaw and other material that you find to develop this component in the assignment. **Limit one page per perspective.**
4. Compare and contrast how the two perspectives treat the problem, need or issue of concern to you. For example, global systems theory treats food insecurity as an essentially inescapable outcome of the global domination of capital of the life world. While most critical theorists would agree that different communities experience food insecurity to a different degree, the emphasis is on the role of capital and globalization in *creating* a "disjunction" in a basic human process, producing and consuming foods. Yes – communities will differ, the global systems theorist will argue, but we are *all* alienated from the life world by capital's control over food. Identity theorists, on the other hand, will focus much more on how food insecurity reflects socially defined processes like racial oppression. These theorists will point to the high density of "fast food" outlets in African American neighborhoods, for example, as a visible expression of racial discrimination and of the at best uncaring and at worst deliberate "dumping" of unhealthy foods on people of color. **Maximum two pages.**
5. Develop a **two-page maximum** discussion of how the themes and concepts you identified in the previous question use the key ideas of the seminal theorists we have discussed in this class. For example, some authors clearly tie food insecurity to the concept of class inequality. They draw heavily on Marx's early work. Others point to the prevalence of food insecurity in some African-American and Latino communities and argue that ethnic and cultural food preferences are critical, drawing on key concepts introduced by DuBois. Yet other authors explore the severity of food insecurity in female-headed households, taking a feminist perspective that draws on the early work of Martineau and the later work of Gilman. In Allan's terms, "link backward" from the contemporary literature you review to the early theorists and theoretical perspectives.
6. Provide a robust discussion of the strengths and weaknesses of each theoretical perspective with regard to their utility in addressing the problem, need or issue that is the focus of your work. Assess the degree to which the research findings provide evidence that supports the relevance or validity of the constructs and processes proposed in each theoretical perspective. In simpler terms, how much confidence do you have that each of the two perspectives provides a reliable, useful explanation of the problem, its origins and how to solve it? Compare and contrast the two perspectives in terms of the strength of the research findings. Which, based on the research you reviewed, appears to be the most plausible and/or useful perspective? Explain and clearly justify your responses to these questions. Base your response on the research (evaluative and explanatory) that you reviewed. **Three-page maximum.**
7. Provide a **one page maximum** annotation of at least 10 **research reports** from refereed journals using the two perspectives (about five for each) and dealing with the problem, need or issue of concern. "Reuse" of articles from previous assignments is fine and you may

“reuse” research reports from the broad literature review (question 1) in this assignment. Include the following in each annotation:

- Full citation, APA style
- Indicate the theoretical perspective used in the work
- Provide a **robust** description of the contents of the work.
 - State the author’s research question and hypotheses or propositions.
 - Identify the key concepts in the theory that formed the basis for the research.
 - State the key findings from the study. Findings refer to the results of the study. For example, a researcher might compare the density of fast food outlets in communities with different ethnic composition and different income levels. S/he might say: “Density of fast food outlets was negatively correlated with median income in the ten communities. There was no relationship between % minority population and fast food outlet density.”
 - Explain the author’s key conclusions in theoretical terms. Conclusions refer to the author’s interpretation of what the findings imply more broadly and in this course we are specifically interested in theoretical conclusions. In the example of fast food outlets, the author might conclude that: “These findings support Wilson’s theoretical framework, suggesting that class is a more important predictor of disenfranchisement and exclusion than race or ethnicity.”

Criteria	Possible Points	Your Points
Followed all instructions, including use of APA Style	5	
Selected at least 12 reliable sources of information about the problem, issue or need of interest that illustrate the <i>range and breadth</i> of contemporary research and theoretical perspectives	10	
Demonstrated an understanding of how the material reviewed differs in terms of the key conclusions that are reached and how these differences reflect different theoretical stances	10	
Explained how at least two perspectives treat, view or explain the problem issue or need of interest in your own words; was able to give specific examples that show the two perspectives differ in their treatment of the problem, issue or need	20	
Explained how the different perspectives, ideas and concepts you found in the literature you reviewed builds upon one or more of the seminal theorists; provided examples that show that you understand how key concepts in the original perspective persist in contemporary research	20	
Evaluated the two perspectives with regard to their strengths and weakness in understanding, explaining and addressing the problem, need or issue of concern; drew conclusions about the relative advantages and disadvantages of each and justified your conclusions	20	
Provided a good variety of annotations of research reports using the two theoretical perspectives; demonstrated in-depth assessment of the research literature	15	
Total	100	

Semester Project Part 3: Theory and Practice to Address the Problem, Issue or Need

Objectives: After completing this assignment, you will be able to:

- Evaluate the degree to which theory is used to inform practice and interventions created to address problems, needs or issues of contemporary communities;
- Analyze the degree to which interventions and programs adapt theoretical perspectives in the process of implementing them in their practice and evaluate the effects (positive or negative) of doing so on the efficacy of the intervention;
- Assess the effectiveness of programs and interventions

The degree to which programs and interventions draw upon a theoretical framework varies greatly. Head Start, for example, drew very heavily on Bronfenbrenner's bio-ecological theory. "Just Say No" was an a-theoretical approach to reducing substance abuse by youth. Other cases are not as clear. Some programs do draw upon theory, but "adapt and adopt" the theory. Adaptation may represent an improvement on the original theory because of practitioners' insights into the nature of the problem, issue or need. In some cases, however, adaptation becomes so extensive that the fundamental theoretical approach is "lost," often resulting in failure to implement the intervention or program successfully. Your task in this assignment is to examine two programs or interventions that address the issue, need or problem of interest to you. These can be programs or interventions made by public or private organizations, for profit or non-profit. Use the following title for the e-mail and Word document:

YourLastName_6330_SemesterPart3Practice

1. Identify at least two **community-based** programs or interventions that address the problem, need or issue of interest. These two programs or interventions should differ with regard to the approach adopted to addressing the problem, need or issue. You will find this assignment easier to complete if you select two programs that differ greatly. Explain the **community component** in the program. E.g., justify why you consider each program a community-based program.
2. Describe the key features of each program. Explain how the program or intervention is implemented. Explain the anticipated outcomes of the program (e.g., reduce teen pregnancy by 25% in Morgan County). If you can find the information, discuss the evaluation procedures used. If available, either from the program itself or in the research and evaluation literature, explain how goals, objectives and outcomes are evaluated.
3. Identify the theoretical approach underlying each program. Explain how the program is "supposed to work" from a theoretical perspective. For example, a program to help people lose weight that draws upon the theory of planned behavior might focus heavily on enhancing the self-efficacy of participants through reward for success. One based on a social exchange model might rely heavily on group reinforcement. You may find that the theoretical framework is not stated overtly or that there is no theoretical framework used. Try to figure out the theory behind the program, but if you honestly believe that the program is an a-theoretical one, explain why you drew this conclusion.
4. Compare and contrast the key theoretical features of each program, demonstrating how the different theoretical frameworks that inform the two programs are expressed in the program. Use examples to show how the theory behind the programs is reflected in implementation,

goals and objectives, and measureable outcomes. Analyze the programs to determine the key theoretical constructs that are the focus of program implementation (e.g., self-efficacy in the example of weight loss).

5. Assess which of the two programs is most efficacious. Draw upon the published information from the program itself and the published research and evaluation literature. Even if you cannot find published research literature about the specific program, you may be able to find literature that analyzes the success of programs based on the same theoretical framework. Explain why you think one of the programs is more successful both “practically” and from a theoretical perspective.
6. Based on your understanding of the theoretical framework that informs the program you consider most successful, would you make any suggestions for improvement? If so, what changes in program implementation or evaluation would you suggest? Justify your conclusions from both a theoretical and a practical perspective.

Criteria	Possible Points	Your Points
Followed all instructions, including use of APA Style	5	
Showed that you understand the difference between community-based programs or interventions and those that do not incorporate community in programmatic development	10	
Explained how the two programs selected address the problem, issue or need of interest in your own words; was able to give specific examples that show the two perspectives differ in their treatment of the problem, issue or need	25	
Demonstrated that you can identify and explain programs differ with regard to theoretical underpinnings, even when the theoretical framework is not clearly described; showed that you understand how theory is reflected in practice	25	
Evaluated the two programs with regard to their strengths and weakness in addressing the problem, need or issue of concern; drew conclusions about the relative advantages and disadvantages of each and justified your conclusions	25	
Was able to apply your theoretical understanding to suggest improvements for the program you consider most effective	10	
Total	100	

Semester Project Part 4: Theory in the Public Discourse about the Problem, Need or Issue (15 Points)

Objectives: After completing this assignment, you will be able to:

- Identify underlying theoretical perspectives, even when they are not explicit, that underlie the public discourse about problems, issues and needs in contemporary communities
- Apply your understanding of theory to analyze and explain to others the social constructs and explanations or understandings that appear in the public discourse about the issue, problem or need of interest

- Explain how differences in theoretical perspective express themselves in different agendas for policy, interventions, the role of public and private agencies, use of public funds, and other “hot topics” in contemporary society
- Explain your own conclusions and be able to make justifiable arguments for them based on theory

Use the following title for the Word document and for the subject line of the e-mail for this assignment: **YourLastName_6330_ProjectPart4Public**

Although it may not be obvious, theory underlies much of policy and public discourse about community problems, needs and issues. Many engaged in policy formulation and more generally in the public discourse probably have adopted a theoretical perspective without being aware of it. For example, many people routinely make comments blaming “government and agri-business” for food insecurity. I have seen arguments that government food policies (like the school lunch program or food stamps) are designed to create poor health outcomes like obesity. They have adopted a theoretical perspective, although many cannot identify the perspective and may not understand it well. Even very successful applications of specific theoretical frameworks go unrecognized. For example, Bronfenbrenner’s bio-ecological model formed the theoretical basis for HeadStart, one of the more successful child development programs we have seen in the United States. Many professionals are unaware of the theoretical underpinnings for this program. Your task in this assignment is to examine the public discourse about the problem, need or issue and the proposed solutions.

The term public discourse does not mean the same thing as “public discussion.” The [Witherspoon Institute](#) sponsors a website called “Public Discourse” that provides a good discussion of what this term means (see What Is Public Discourse?). We will use their definition for this assignment. Here is one succinct statement from that site: “Proponents of competing positions must communicate—not just to those who already share their views, but to those who don’t; they must be part of a public conversation. This conversation is not just, however, an exchange of views. It must be an exchange of reasons. It must have the character of a public argument.” Therefore, a public discourse has two characteristics. First, it involves two or more people, organizations, or groups with different views on a subject. In the contemporary world, this exchange of views may be asynchronous. A debate with two people standing side-by-side exchanging views is an example of a synchronous discourse. The same discourse can occur, however, over time, for example, an exchange on the internet or through the publication of differing editorial comments in newspapers. Second, the individuals, groups or organizations involved must **justify** their conclusions; they have to explain their **reasoning and evidence** as a part of the discussion. Different theoretical perspectives usually underlie the differences in reasoning and evidence offered by the competing positions in a public discourse. The discussants may not be aware of the role that theory plays in their logic and arguments, or may not elaborate the theoretical perspective fully in what they say, but theory typically informs how they analyze the problem and how they propose solving it. Please read the short article so that you know how to distinguish public discourse from general name-calling, propaganda, demagoguery, and other forms of public statements, discussions and exchanges that do not rise to the standard of a discourse.

Components in the Project

1. Annotate at least 10 sources of information that meet the standards of public discourse about the problem, need or issue, **maximum one page each**. Examples of good sources of information include C-SPAN, news programs, editorial statements from reputable media,

including blogs and such (for example, *The Huffington Post's* "The Huffpost World," an internet commentary site), *The Congressional Record* and other records of local, state or national public proceedings, personal observation at civic venues like town hall or county commissioner meetings), publications of "think tanks" like the Rand Corporation or the Pew Center, and advocacy and other non-governmental organizations whose work meets the definition of public discourse. Stay away from "Joe Blow's random opinions on the world and everything." That is, make sure that the materials you annotate meet the requirements for public discourse. Include a wide variety of venues for public discourse – not all newspaper editorials or blogs and not all from one organization. Get a **broad coverage** of the public discourse.

2. Develop a **three-page maximum** analysis that compares and contrasts the key conclusions in the work you reviewed. Provide an analytic discussion, not a summary of each discussant's conclusions. Explain the differences among the viewpoints expressed as a whole focusing on the discussants' logic and evidence about why the problem, need or issue exists, how it arose, what contributes to it, and how we can address it. Group the material you reviewed to illustrate commonalities and differences.
3. Develop a **three-page maximum** analysis of how the differences you identified reflect one or more of the contemporary theoretical perspectives that we study during the semester. Identify the perspectives that are reflected in the discourse. Identify and explain the key theoretical constructs that inform the logic and evidence that the different viewpoints offer.
4. Compare and contrast the viewpoints with your own conclusions about the problem, issue or need. State your own theoretical position and make your own arguments to support your viewpoint, based on your theoretical perspective. Explain how your position is reflected in the public discourse and how other viewpoints differ from your own. **Three page maximum.**

Criteria	Possible Points	Your Points
Followed all instructions, including use of APA Style	5	
Selected at least 10 current venues in which public discourse about problem, issue, or need is under discussion; was able to distinguish between discussions that meet the requirements for public discourse from public statements that fail to do so; selected a variety of venues from different groups and organizations representing a wide range of viewpoints	20	
Demonstrated an understanding of how the material reviewed differs in terms of the conclusions of those involved in the discourse; explained the key differences and was able to group these perspectives; showed a thorough understanding of the viewpoints and was able to state the arguments of each clearly	25	
Explained how the different perspectives, ideas and concepts you found in the discourse you reviewed reflect different theoretical perspectives; was able to identify the theoretical perspectives associated with the different viewpoints and demonstrated that you can identify and explain a broad range of theoretical perspectives as they are reflected in the public discourse	25	
Was able to state your own theoretical perspective about the problem, issue or need, drawing upon theory to create a logical argument and draw conclusions; demonstrated the ability to apply theory to your own	25	

consideration of problems, issues and needs facing contemporary communities		
Total	100	

University of Florida Policies

Academic Honesty: All students are expected to be honest in all their academic work. Failure to uphold the standards of honesty will result in the appropriate disciplinary action by the University of Florida. As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the university.”

UF Counseling Services: Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include: (1) University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling; (2) Student Mental Health, Student Health Care Center, 392-1171, personal counseling; (3) Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling; and (4) Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

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. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Classroom Accommodation: 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.