

Urban and Rural Communities in Transition

FYC 4126 - Fall 2023

In-Class Lecture/Discussion: Mondays and Wednesdays, Period 3 (9:35 AM-10:25 AM) - 3 credits
Location: MAEB 0238 - Mechanical & Aerospace Engineering Building 0238
Online Dedicated Team Project Time: Friday (9:35 AM-10:25 AM)

Instructor: Dale Pracht, PhD.
Associate Professor and 4-H Youth Development Specialist
Department of Family, Youth and Community Sciences
Office: 3005-McCarty Hall D
Email: Preferred contact method is through CANVAS
dpracht@ufl.edu
Phone: 352-273-3533
Virtual Office Hours: Friday 9:35AM - 10:25 AM via Zoom
In Person or Zoom Office Hours: Monday 1:30-3:30 PM by appointment.

To schedule an appointment with Dr. Pracht please go to:

<https://fvcsadvising.acuityvscheduling.com/>

If the dates and times that are available conflict with your schedule, please email me directly through CANVAS with 2-3 dates and times that will work best for you and I will respond as to my availability as soon as possible. Virtual appointments can also be done via Zoom.

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

Course Format and Instructional methods: This course will include lectures, discussions, small group activities, in-class exercises, written assignments, ten team updates, team research paper, and two case studies.

Course Learning Objectives:

After completing this course students will be able to:

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

REQUIRED MATERIALS

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

Other Resources: This course utilizes CANVAS for all course access including the online component, weekly course schedule, additional materials, and course grades. Access to the *APA Manual* (7th ed.) is also mandatory. Any/all assignments that utilize referenced materials must use the citation method (in-text and references) outlined in the 7th edition of the *APA Manual*.

COURSE POLICIES

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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

Assignments: You are expected to complete course assignments during the timeframe specified. Please see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Guidelines for Written Assignments: All written work for the course must comply with APA (7th Ed.) guidelines. Assignments must be typed on 8 1/2" X 11" with 1" margins, and appropriate headings and subheadings. The font should be 12pt (Times New Roman or similar).

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.

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

Grading Scale

A	930 - 1000	A-	900 - 929			
B+	870 - 899	B	830 - 869	B-	800 - 829	
C+	770 - 799	C	730 - 769	C-	700 - 729	
D+	670 - 699	D	630 - 669	D-	600 - 629	E < 600

Student assessments for final grade in the course will be based on the following set of scores:

	<u>Points</u>
Written Assignments	500
- Research Paper (300)	
- Story of Self (100)	
- Online papers (100)	
Case Study 1	200
Case Study 2	200
Team Accountability and Success	100
- 10 Team Updates (50)	
- Paper Presentation (50)	_____
Possible Total Points	1000

Student assignments, activities and corresponding point totals per assignment.

1. **Group Research Paper (300 points)** Each class team will write a research paper on a specific city or rural town, county, or community.

Part 1 (worth 150 points). The class team will write a research paper that focuses on a specific city. In Part 1 of the paper, you will identify and describe the city in detail, utilizing the asset-based community development approach. The paper, at minimum, should include the following:

- a. Community Profile. This should include population, types of people, distribution number, density, SES, education levels, government services available, infrastructure, land areas, and other salient facts.
- b. What important assets does the city, town, or county have that defines the community?
- c. Identify and document major issues/problems facing the community. Support with appropriate Census and other relevant data. (Describe these issues as they relate to the community).
- d. Provide any relevant historical data that may clarify the issues as they exist within the community. (e.g. Does the community from a lack of infrastructure, human capital, natural resources, financial capital, social capital, political capital, etc.).
- e. Explain why you selected this community. (Why is this community meaningful to you?)

Part 2 (worth 150 points). The class team will dig deeper into one of the major issues faced by the specific community that was described in Part 1. For this part of the paper, you will identify one of the “wicked” issues facing that community. This section should provide the following:

- a. Explain the issue using “wicked issues” characteristics put together by Rittel and Weber (1973).
- b. Is this an issue at local, state, national, and international levels or is it unique to this city, town, or county? Provide evidence and examples to support your answer.
- c. With your new knowledge of communities and community development what do you believe would be the approaches (technical, conflict, self-help) and potential solutions to the issue facing the city, town, or county?
- d. What community assets might come into play in addressing this issue?
- e. Who should be involved in addressing the issue?
- f. How will you involve organizations and members of the community in addressing this issue?
- g. What are some potential obstacles in addressing this issue?
- h. Can you identify how other communities may be addressing this issue? Have they been successful?
- i. Would methods used in other communities work in your community? Why or why not?
- j. Provide summary, conclusions and any reflection on the community and issue you have addressed.

2. **Story of Self, Us, and Now (100 points).** Students will write a short story of self, based on the readings of Marshall Ganz. Each student will provide a reflection of their past, what issues they are concerned about and why the issue is important to them now.
3. **Online papers. (100 points).** Students will prepare short 1-2-page papers based on assignments for their Friday, online sessions. See schedule below for when these assignments are due.
4. **Case Study (200 points):** The Case Study will be based on class readings and classroom discussion. You will be provided a real-life community case study and will use material that you have learned up to this point to provide your answer to the real-life community issue.
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6. **Team accountability and Success (100 points).** Team accountability and success will consist of two elements. The first includes 10 weekly team updates at 5 pts each in which one member of your team will provide an update via CANVAS on select Fridays for a total of (50 points). A part of this update will include who worked together on the team project that week to keep the team accountable throughout the semester and the duration of the team project. The second will consist of participation in the group research paper. There will be a final peer evaluation by each group member (25 points) and well as instructor evaluation of the in-class team and individual presentations (25 points).

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website.](#)

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#)

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

Technical Issues: Visit the helpdesk website or call 352-392-4357.

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 also against university policies and rules, disciplinary action will be taken as appropriate.

In-Class Recordings: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Online Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Student Complaint Process: If you have an issue or complaint about the course or study environment, the first step is to talk to the instructor. 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

Class Schedule and Course Outline:

Each week will consist of a zoom lecture and class discussion on Monday and Wednesday and dedicated time for teams to work together on Friday toward completing their final project which is the assigned team research paper. The assignments and due dates are indicated in CANVAS under weekly modules.

