

FYC 3401: Introduction to Social and Economic Perspectives on Community FYC 3401 ALAC 27018 – Spring 2025 3 credit hours

Location: WEIM 2050 Weimer Hall

In-Class Lecture/Discussion: Mondays and Wednesdays, Period 3 (9:35 AM-10:25 AM)

Online Individual and Team Project & Assignment Time: Friday (9:35AM-10:25AM)

Collaborative Classroom <https://it.ufl.edu/classrooms/browse-classrooms/items/weimer-hall-2050.php> *You may choose to work in the classroom with your team members on Friday's*

Instructor: Dale Pracht, PhD.

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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://fycsadvising.acuityscheduling.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:

Introduces the study of community in American society. Addresses the theoretical underpinnings of the concept of community and explores changes that have affected urban and rural communities.

Course Learning Objectives:

1. Identify the interaction between youth, families, and the communities they live in and how characteristics of communities' impact social processes.
2. Describe the roles and functions of communities.
3. Reflect on current issues facing contemporary communities.
4. Identify one's interest, abilities, and skills as individual assets to use in evaluating and assisting communities in learning to help themselves.
5. Define community capacity building, human capital, social capital, physical/built capital, financial capital, environmental/natural capital, political capital, and cultural capital.
6. Apply the capacity building concept to analyze contemporary communities' level of commitment, ability to solve problems, and assess available assets and resources.

Course Format and Instructional methods: This course will include lectures, discussions, small group activities, in-class exercises, written assignments, two “in class” individual case studies, ten team accountability updates, and team-based Community Success Story Final Project.

REQUIRED MATERIALS

Text Book:

Green, G., & Haines, A. (2016). *Asset building & community development*. SAGE Publications, Inc, <https://doi.org/10.4135/9781483398631>

Access to the *APA Manual* (7th ed.) is recommended. Any assignments that utilize referenced materials must use the citation method (in-text and references) outlined in the 7th edition of the *APA Manual*. Versions of APA is also available online.

Readings: In addition to the required textbook the Instructor will provide supplemental podcasts, media sources, 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.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.”

Other Resources: This course utilizes CANVAS for all course access including the online component, weekly course schedule, additional materials, and course grades.

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

Integrating AI

Some AI: Generative AI tools may be used to enhance some assignments in this course. Assignment instructions will differentiate between distinct human and AI tasks. Any work that is done using generative AI **must** be cited in your submission.

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

Grading Scale

A	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:

	Point
Written Assignments	500
- Community Story (300)	
- Individual Assets (100)	
- Online papers (100)	
Case Study 1	200
Case Study 2	200
Team Accountability and Success	100
- 10 Team Updates (50)	
- Project Presentation (50)	_____
Possible Total Points	1000

Student assignments, activities, and corresponding point totals per assignment.

1. Team Community Success Story (300 points) Each class team will write and present a Community Success Story

Community success as well as tragic community stories are often features in major media outlets. Some stories are so in-depth that it often seems like you are reading an ethnographic study. Storytelling is one way to identify community capacity, community assets and capitals, as well as communicate community issues, needs and barriers. Through this process students will learn a great deal about one community they select to research as well as a little about multiple communities from the in-class assignments, discussions, and listening to the stories from their peers.

Examples of both tragic and community success stories will be provided from media sources, and teams will work together throughout the semester in both analyzing stories and telling your selected community success story in a final paper and class presentation. As a team, you will be looking at some stories and examples provided for you in class throughout the semester that tie to capacity building and community assets and capital as well as have an opportunity to select your own community success story to write about and present to the class as your final project.

This interactive and engaging class exercise will have us relating contemporary communities to the textbook chapters making the written material come alive as we explore interactions with families, youth while applying the community capacity building process. This includes what the author included in the story and what is the behind-the-scenes information (the who, what, when, where, and why) – Who authored the story? Which media did it come out in? Why this community to focus on? Where was it and when did the story come out? Analyzing stories like these can not only help us understand the goals of the story but also help us learn about the content of the story itself.

- 2. (100 points).** Students will evaluate their interest, abilities, skills, and experiences, to identify their individual assets that they can contribute to community capacity building efforts in their career.
- 3. Online papers. (100 points).** Students will prepare short 1-2-page reflections based on assignments for their Friday, in class/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.
- 5. 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.
- 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 community success story presentation and 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).

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

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 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

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 Success Initiative, <http://studentsuccess.ufl.edu>.

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.

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.

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Online Course Evaluations: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

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.

Week	Date	Topics	Readings & Materials	Assignments & Due Dates
1	M 1/13	<i>Syllabus</i> <i>Day: Course Overview</i>	CANVAS Module 1 Online Resources provided	
	W 1/15		The Role of Assets in Community-Based Development (G&H-Chapter 1)	
	F 1/17			Work Online/Individual Assignment Begin online assignment 1 Identify individual interests, skills, abilities, and experiences (Individual Assets)
2	M 1/20	Holiday	Martin Luther King Jr. Day Classes do not meet today	Holiday
	W 1/22	Individual and community assets	CANVAS Module 2 Online Resources provided	
	F 1/24			Work Online/Individual Assignment Edit Online Assignment 2 Identify individual interests, skills, abilities, and experiences (Individual Assets)
3	M 1/27		CANVAS Module 3	Online Assignment 1 Due Identify individual interests, skills, abilities, and experiences (Individual Assets)
	W 1/29	Community Sustainability	Community Sustainability (G&H-Chapter 3)	Project teams assigned Begin Online Assignment 2: What is Community?
	F 1/31			Work Online Team Project Team Update One Due

4	M 2/3		CANVAS Module 4	
	W 2/5	Community Development Process	The Community Development Process (G&H-Chapter 4)	Begin Online Assignment 3
	F 2/7	Team Project		Work Online Team Project Team Update Two Due
5	M 2/10		CANVAS Module 5	Online Assignment 2 Due
	W 2/12	Community Based Organizations	The Role of Community- Based Organizations (G&H-Chapter 5)	
	F 2/14	Team Project	Online Resources provided	Work Online Team Project Team Update Three Due
6	M 2/17	Community Case Study Evaluation #1 –	CANVAS Module 6	Work online
	W 2/19	Human Capital	Human Capital (G&H- Chapter 6)	Work Online Community Case Study Evaluation #1 Due
	F 2/21	Team Project		Work Online Team Project Team Update Four Due

7	M 2/24		CANVAS Module 7	
	W 2/26	Social Capital	Social Capital (G&H- Chapter 7)	Begin Online Assignment #4
	F 2/28	Team Project		Team Update Five Due

8	M 3/3		CANVAS Module 8	Online Assignment #3 Due
	W 3/5	Physical/Built Capital	Physical Capital (G&H- Chapter 8)	
	F 3/7	Team Project	Online Resources provided	Work Online Team Project Team Update Six Due
9	3/10		CANVAS Module 9	
	W 3/12	Financial Capital	Financial Capital (G&H- Chapter 9)	
	F 3/14		Online Resources provided	Work Online Team Project Team Update Seven Due

10	M 3/17	Spring Break	Class does not meet	Spring Break
	W 3/19	Spring Break	Class does not meet	Spring Break
	F 3/21	Spring Break	Class does not meet	Spring Break
11	M 3/24	Natural/Environmental Capital	CANVAS Module 10 Environmental Capital (G&H-Chapter 10)	Team Project Team Update Eight Due Online Assignment #4 Due
	W 3/26	Political Capital	CANVAS Module 11 Political Capital (G&H- Chapter 11)	During class Community Case Study Evaluation #2 Due
	F 3/28	Team Project	Online Resources provided	Work Online Team Project Team Update Nine Due
12	M 3/31		CANVAS Module 12	
	W 4/2	Cultural Capital	Cultural Capital (G&H- Chapter 12)	
	F 4/4	Team Project	Online Resources provided	Work Online Team Project

13	M 4/7		CANVAS Module 13	
	W 4/9	Food, energy, and community	Food, Energy and Community (G&H- Chapter 13)	
	F 4/11			Work Online Team Project
14	M 4/14	Natural Disasters	Natural Disasters (G&H- Chapter 14) Pg. 341-346 & 348-359	During class Community Case Study Evaluation #2
	W 4/16	During class Community Case Study Evaluation #2	During class Community Case Study Evaluation #2	
	F 4/18			Work Online Team Project
15	M 4/21	<i>Team Class Presentations</i>	<i>Team Class Presentations</i>	<i>Team Class Presentations</i>
	W 4/23	<i>Team Class Presentations</i> “Last Lecture” Team Celebrations Class Evaluations	<i>Team Class Presentations</i>	<i>Team Class Presentations</i> Team Research Paper Due Team PowerPoint Due Team Peer Evaluation Due