Instructor Information
Mickie Swisher
3026 McCarty Hall
meswisher@ufl.edu
352-273-3538
Office Hours: 2-5 PM, Monday & Tuesday, weekly

All correspondence regarding his course must occur through Canvas or your UFL e-mail account. UF does not permit student-faculty correspondence through other venues.

Consultation Policy
Please request a meeting by telephone or e-mail prior to coming to my office. I do not like to have to make students wait to see me. That is not a good use of your time. Office hours are 2-5 p.m. EST every Monday and Tuesday. However, I will meet with you in person, by telephone, or through Adobe Connect 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 work submitted after the due date. UF policy covers the student’s responsibility for informing the professor of planned absences and illness and these policies are followed in this class. I will award zero (0) points for any assignment that is submitted after the due date that fails to meet UF policy for excused absences. All due dates are given at the class web site. 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/ugrad/current/regulations/info/attendance.aspx. If circumstances beyond your control prevent you from submitting material by a deadline and IF you inform me ahead of time that you will not be able to submit on time, I may accept the late submission. I will reduce the points awarded by 5% per day late. I grade submissions as a group in a three step process – e.g., I look at every submission in phase 1 of the grading process, every submission in phase 2, etc. I usually start the grading process very soon after the deadline. Late submissions are therefore out of phase with my review process. Therefore, I may not be able to grade any late submission quickly and you will not get the full benefit of my comments for your work on the subsequent submission.

Course Description
This course examines social theories relevant to research, practice and the public discourse about contemporary communities and how to address their problems, issues and needs. This is a three-credit course with no prerequisites.
Course Goals & Objectives

This course will provide you with knowledge and skills needed to apply social 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 and debate
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 Components in the Course

The course has three components.

Using the textbook effectively. 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. It is definitely a quick read – so much so that some would say it is superficial. We use it as the basis, the core to start thinking about these theories, so I am not very worried about that. But you have to understand the material in Allen thoroughly to make use of the other resources each week. Therefore, I expect you to be versed in the material in Allan prior to class. You must do more than read – you need to think critically about what you read. Allan has exercises at the end of each chapter is a section. I highly recommend that you use these as a measure of your understanding. If you can answer his questions and complete the exercisea, you have captured the key ideas about the theories presented in each chapter. 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. Make sure you can respond to all of the items in the section called “The Basics: Comprehension and Explanation.” If you cannot respond to an item, examine the reading again to gain this basic understanding. Then try to answer questions from Skill Set 2 and Skill Set 3. 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, on p. 54 of Chapter 2, Allan asks you about the implications of Alexander’s idea of multiculturalism for you personally. Answer his questions – and then apply them to a community that you know. How would multiculturalism affect the degree to which democracy is practiced at the community level – in community decision-making? Then try to reframe his question in a specific community context by comparing the something of interest to you in two or three communities where you have lived or worked – or perhaps just “know something about.” For example, consider different neighborhoods or communities in a city that you know. Identify inequalities among those communities – in income, security, educational opportunities, services, etc. Do you think Spencer’s ideas about how structures in society evolve explain these differences? Do you think Alexander would agree with Spencer’s analysis of why they exist?
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.

**Applying Theory to Problems, Issues and Needs.** The second component of the course relies on the additional resources listed each week at the course website. These readings provide (some good, some not so good) examples of instances where the theoretical perspectives that we are discussing each week can be applied to understand problems, issues, needs, characteristics, or change in communities. The readings offer an opportunity to discuss, contrast, and compare how different theoretical perspectives play into the public discussion and perception of the role of communities in contemporary life, the needs of communities, how communities are changing, or how policies affect contemporary communities. Most weeks you will have an option to select a reading, but some weeks I will assign a reading to you. As you read the selection, think about how you could apply the concepts explained in Allen to understand the theoretical basis of the author’s perspectives on communities and their problems, issues, needs and characteristics. We will use the readings for activities in class in which you will share your ideas and apply what we have learned about social theory to the discourse about the nature of communities today, the practice of community development, the practice of democracy in the community, and public discourse about appropriate policies for “doing something” to solve problems.

**Case Study.** The third key component in this course is a case study of one city, Detroit, Michigan. You have probably heard about what has happened in Detroit over the past 15-20 years. 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 “Detroiter” view of Detroit, and the views of people who 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.

**Required Textbooks**


**Other Required and Additional Materials**

I will provide required readings from other sources. 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. *Every article is available to you free of charge through the UF library system, but you must gain access through your UFL account. Set up a remote account if you do not have one.* 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.

**Schedule of Topics & Required Readings in Allan**

*Note that there are other required readings listed on the web page for each week in this class.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Pages in Allan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 23</td>
<td>Modernity, community, inclusion and exclusion</td>
<td>1-12</td>
</tr>
<tr>
<td>2</td>
<td>Aug 30</td>
<td>Citizenship: Knowing theory, thinking critically, and acting civil</td>
<td>13-28</td>
</tr>
<tr>
<td>3</td>
<td>Sep 06</td>
<td>The big picture: Society as an evolutionary product</td>
<td>29-52</td>
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<tr>
<td>4</td>
<td>Sep 13</td>
<td>The citizen: The individual as a social actor</td>
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<tr>
<td>5</td>
<td>Sep 20</td>
<td>Group identity – the good and the bad of big bunches of people who</td>
<td>54-80</td>
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<td></td>
<td></td>
<td>think alike</td>
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<tr>
<td>6</td>
<td>Sep 27</td>
<td>Discussion: Which comes first, the structure or the process?</td>
<td>81-104</td>
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<tr>
<td>7</td>
<td>Oct 04</td>
<td>Does capital really make the world go around?</td>
<td></td>
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<tr>
<td>8</td>
<td>Oct 11</td>
<td>What is power, who has it, and how is it used?</td>
<td>107-132</td>
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<tr>
<td>9</td>
<td>Oct 18</td>
<td>Discussion: How do inequalities arise, why are they so persistent,</td>
<td>133-158</td>
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<td></td>
<td></td>
<td>and why do we resist eliminating them?</td>
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<tr>
<td>10</td>
<td>Oct 25</td>
<td>Gender, race and class – starting with gender</td>
<td></td>
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<tr>
<td>11</td>
<td>Nov 01</td>
<td>Gender, race and class – starting with race</td>
<td>159-206</td>
</tr>
<tr>
<td>12</td>
<td>Nov 08</td>
<td>Discussion: Can we eliminate inequalities based on gender, class,</td>
<td></td>
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race, and the other “isms” of modern society?

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Nov 15</td>
<td>Runaway modernity, runaway capitalism and runaway technology?</td>
</tr>
<tr>
<td>Nov 22</td>
<td>DNA, the brain and social systems: Back to evolution</td>
</tr>
<tr>
<td>Nov 29</td>
<td>Discussion: Who rules, people or technology?</td>
</tr>
<tr>
<td>Dec 06</td>
<td>Recommendations for the course and a final chance to say your piece</td>
</tr>
</tbody>
</table>

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. For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
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<tr>
<td>F</td>
<td>&lt;50</td>
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Components in the Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Class Preparation &amp; Participation</td>
<td>150</td>
</tr>
<tr>
<td>Bibliography</td>
<td>150</td>
</tr>
<tr>
<td>PIN</td>
<td>100</td>
</tr>
<tr>
<td>Applications (three total, 150 points each)</td>
<td>450</td>
</tr>
<tr>
<td>Discussions (two total, 75 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
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</tbody>
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Give-A-Gator Points – up to 50

Most of us learn more effectively when we can discuss our ideas with others. I encourage you to engage in collaborative learning, work together, and help each other. Share your ideas with classmates. Discuss the assignments. Share materials that you find for the course. Borrow ideas from each other. I want to encourage this behavior. Therefore, you may award someone who plays an important role in your learning process this semester up to 50 Give-A-Gator Points at the end of the semester. These are not points awarded because you like a person or because someone is a nice person or things like that. Award the points only if someone was important to your learning experience. You have a total of 50 points to award. You can award points to up to two people – but then you have to “split” the points somehow. 50 is the total.

Class Preparation & Participation (150 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), submit it as a Word document to e-learning under the appropriate discussion topic (date of class session) no later than noon on the day class meets. In these cases, we will use the materials you submit in our class activities. Make sure you put your name on the document. Title the Word document 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.

Bibliography (150 Points)

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

- Use endnotes or some other reference management system to create a file of the references consulted for this and other courses; and
- Create useful annotations for materials you consult in this and other courses.

All too often, students spend a lot of time looking for, assessing (do I bother to read this or not) and then reading material only to have it all disappear when a course ends. That’s a big waste of time and teaches you bad habits. It’s a waste of time if you come back a year from now and want to find some article that you vaguely remember that would be a really good resource for some other task – but you can’t find it. It may even be there in the cloud or on a jump drive – but you can’t find it quickly or easily because you don’t have it in an organized data base. It’s also a waste of time to keep being “tricked” by an article that appears on a literature search and looks interesting – only to open it up and start to read and then remember that it’s actually pretty poorly done and has little new or unique to offer. I want you to be able to use all this material in other courses, for your thesis or dissertation or for other purposes. That’s why you have this assignment. Start NOW. This bibliography is not due until the end of the semester. If you don’t start now, you will lose many references and this will turn into a major task. If you keep up every week, these will be “easy points” AND having those references handy and useable will make all other assignments much easier to complete.

Sign up for any reference management system that allows you to put your own information into the file. The UF library provides access to RefWork and EndNote free of charge. Both of those cost money if you buy them yourself. There are others that are free and, of course, many for-sale programs.

Enter every resource that you consult this semester, both those that you end up using in assignments and those that you find interesting and potentially useful, but ultimately do not end up using in assignments.

For each entry in the management system, include an annotation. Some annotations will be brief and others lengthy. The point of the annotation is for you to be able to use the annotation in the future to find what is interesting and useful in the article – rather than having to get the article itself and start looking through it all over again. The annotation should include the following information:
1. Indicate the nature of the resource. The reference management system will indicate whether it was a periodical, journal, etc. But you will find it useful to be more specific. You can call upon several kinds of materials, but the most common are: (1) descriptions of research (research reports), including descriptions and/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 emerged. 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. In each case, address the following factors.

2. Give a brief analysis of the source, emphasizing the content that is important to you. An annotated bibliography differs from an abstract. Abstracts are descriptive summaries of the contents of a piece of literature. The reference management system should import the abstract with the citation, although you will have to indicate that you want the abstract included in some systems. An annotated bibliography goes beyond description to analyze and discuss the author’s contributions to the body of knowledge about a topic and in many cases to theory. However, there is no “cookie cutter” for creating an annotation. This is your bibliography. You have to decide what you want to include in the annotation. Focus on the aspects of the article that were new, interesting, and useful to you. An annotation is analytical. It’s not what is in the resource, but rather why it is important or useful. I anticipate that you will have some short annotations, but I also expect to see some extensive annotations. There is no required word length or word limit. The annotations do not have to be prose – bulleted lists are fine.

3. You may also want to add your own key words. The reference manager will pick up the key words supplied by the author, but you may want to assign your owns that will be more useful to you in finding the resource again in the future.

4. Organize your references into categories (often called folders or groups in reference management systems) that are useful to you for this class – and that will help you find the references more easily in the future. I do not mean by assignment. That will probably not be very useful. While it is possible to have too many folders that are too narrow, my personal experience is that it is a lot easier to use smaller folders that are more narrowly defined. For example, I have one reference folder called “urban metabolism water,” another called “urban metabolism waste,” a third called “urban metabolism energy,” and some others. I could have just one large folder called “urban metabolism,” but I would spend a lot of time searching when I want my resources for a more specific aspect of urban metabolism. It is fine to put a reference in two different folders. I do that all the time. The point is to make it easy to retrieve the material at a future date.
5. Submit a summary of the general content of each folder you create. A few sentences are fine. This explains to me how you organized your bibliography and is a record for you when you look back in the future and ask yourself “Now what kind of stuff was I putting in that folder?”

Please combine the annotations and this summary of the folders into a single pdf or word file for submission on Canvas under Assignments -- Biblio. The file name is YourLastName_6330_Biblio.

The PIN: Problem, Issue or Need of Interest (100 Points)

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

- Explain how community context and characteristics affect the prevalence, severity and expression of social problems, needs and issues.

Components in the Assignment

Select any one of the following types of social problems, issues or needs (from here on called PINS) that interests you. I am open to other PINS, but you need to discuss other selections with me. Students in the past have had difficulty identifying problems, needs and issues that differ based on community context. I am trying to avoid that problem for you. You may narrow your focus somewhat if you want. In fact, this is probably a good idea because it should make your semester project easier. For example, you might narrow crime and violence to “crime and violence among youth” or even perhaps to “school violence” or “family violence.” You might narrow health outcomes to “obesity” or “youth obesity” or “childhood obesity.” Keep uppermost in your decision that we are interested in phenomena that vary due to characteristics and traits of communities, 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 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 as well as things like number and type of parks, violence and crime. 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, but I want you to focus on how community context and characteristics affect the PIN you select. Use the following file name for the Word document you submit under Assignment 1 on Canvas: YourLastName_6330_PIN

List of PINS (Problems, Issues, Needs)

Crime and incarceration
Underemployment, unemployment, job growth/loss
Poverty, including persistent (multi-generational) poverty
Educational opportunities, quality, and/or achievement
Family structure, stability and/or resilience
Family violence
Interpersonal violence
Race, gender, ethnic, sexual orientation and gender disparities and prejudice, violence or disenfranchisement

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Problematic or risky behaviors by youth
Food security
Health outcomes
Housing quality, availability and/or affordability
Socio-economic status and/or mobility
Environmental risks (due to pollution, failing infrastructure, inadequate water supplies, etc.)
Substance abuse
Opportunities for recreation, physical activity, participation in sports, leisure activities
Opportunities for cultural expression, participation in the arts

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 PIN 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.** Summarize what you find.

**Example of Variation among Communities.** "Food insecurity varies greatly from community to community. In parts of some large cities, entire communities are virtually devoid of places where local people can buy affordable, nutritious food. Goodson (2013) found that nearly 70% of the census blocks in Detroit are characterized as “food deserts” according to USDA’s Food Desert Atlas. Yet, other parts of the city are literally “urban meccas” of local, organic, and ethnic foods often grown right in the community (Childson & Greely, 2010). The same extreme differences occur in other cities. Syracuse (Endelman & Silverman, 2014; Silverman and Pothukuci, 2012), Chicago (Alison et al., 2008; Flynn & McSorley, 2013) and Houston (Martinez & Ruiz, 2014; Beaulieu & Torres, 2010) all show the same pattern." **Maximum one page, excluding tables, graphs, and reference list.**

3. Identify and describe the characteristics of communities (the community context) that are associated with variance in the PIN. 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 two 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 ..."
4. **References.** The point of this assignment is to review a lot of literature and summarize it. Your work should be reference dense – about like the “Examples of characteristics/context” piece under question 3. You’re not interpreting. You’re not giving us your thoughts. You are simply telling us what is out there in the literature about your PIN that ties to differences among communities and identifying some of the traits that co-vary (positively or negatively) with the severity and incidence of the PIN. You should have a few pages of writing – and plenty of citations.


Grading Rubric for the PIN

You need to meet the criteria for Excellent to receive the full possible points. This is the only time I will show the criteria for Acceptable and Needs Improvement. I provide this as an example so that you can have a better understanding of how I award points.

<table>
<thead>
<tr>
<th>Content Criteria – 40 possible points</th>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>Discusses and explains key concepts in the literature concerning the problem issue or need (PIN) of interest and the way community context or characteristics interact in the expression of the PIN</td>
</tr>
<tr>
<td>Examines the range of perspectives in the literature, is in-depth without being redundant (relying on too few authors, for example)</td>
</tr>
<tr>
<td>Discussion is well organized and topics flow logically so that the reader gains a good understanding of the key points that the author wants to make</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
</tr>
<tr>
<td>Discusses and explains key concepts in the literature concerning the problem issue or need (PIN) of interest, but does not include an in-depth explanation of how community context or characteristics interact in the expression of the PIN</td>
</tr>
<tr>
<td>The review is limited to one or a few perspectives and relies too much on one or a few authors or sources of information</td>
</tr>
<tr>
<td>Discussion is well organized and topics flow logically so that the reader gains a good understanding of the key points that the author wants to make</td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td>Discusses and explains some key concepts in the literature concerning the problem issue or need (PIN) of interest, but provides an abbreviated or superficial discussion of how community context or characteristics interact in the expression of the PIN</td>
</tr>
<tr>
<td>Provides little or no discussion of differences between ideas or perspectives that are present in the literature</td>
</tr>
<tr>
<td>Content of the literature reviewed is relevant to the PIN of interest, but the review is highly redundant, relying primarily on a few authors or sources of information</td>
</tr>
<tr>
<td>Discussion is poorly organized and it is hard to understand the key points the author wants to make</td>
</tr>
</tbody>
</table>

Use of the Literature – 40 possible points
| Excellent | More than 70% of references are peer-reviewed reports in research journals. Almost all other sources consist of (1) peer-reviewed articles in practitioner journals and/or (2) reports from credible organizations, such as government agencies or private for-profit or non-profit organizations with extensive expertise in the topical area. Popular literature and information from sources that could be biased such as advocacy organizations are used very rarely, if at all, and the potential bias/limitations of the source are explicitly indicated in the text. All references are cited in the body of the document and the author refers to the relevant content in the reference in the body of the document. |
| Acceptable | At least half of the references are peer-reviewed research journal articles. Several other sources are (1) peer-reviewed articles in practitioner journals and/or (2) reports from credible organizations, such as government agencies or private for-profit or non-profit organizations with extensive expertise in the topical area. Popular literature and information from sources that may be biased such as advocacy organizations are used, in some cases without clear indications of the potential bias/limitations of the source. Fails to cite some references in the body of the document and it is not always clear what kind of information the reference provided. |
| Needs Improvement | Less than half of the references were peer-reviewed research journal articles. Many citations are articles in practitioner journals or are reports from organizations, such as government agencies or private for-profit or non-profit organizations rather than scholarly literature. Popular literature and information from sources that may be biased such as advocacy organizations are used without clear indications of the potential bias/limitations of the source. Fails to cite several references in the body of the document and does not explain how each was used. |

**Instructions and Style – 20 possible points**

| Excellent | Follows all instructions. All references and citations are in APA format. |
| Acceptable | Follows all instructions. Occasionally fails to use appropriate APA format in references or citations. |
| Needs Improvement | Does not follow all instructions. Consistently fails to use appropriate APA format in references or citations. |

**Applications (450 possible points)**

**Objectives of the Applications:** You will be able to

1. Distinguish between different theoretical perspectives as they are described, discussed and used in the research literature, programs or interventions designed to address PINS, and the public discourse about the PIN.

2. Identify and explain how different theoretical perspectives contrast with each other and how they draw upon related concepts to explain **community structures, processes, functions, and policies** related to the PIN of interest to you, drawing heavily on published social scientific research.
3. Identify the theoretical constructs, if any, that underlie community-based interventions and programs and assess the degree to which community-based programs rely on scientifically valid and reliable change theories.

4. Identify the theoretical perspectives that underlie different positions taken by participants in the public discourse related to the PIN of interest to you, with particular attention to public policy affecting communities.

Requirements for Completing Applications

1. All Applications should focus on the PIN of interest to you and must compare and contrast application of different theories to community processes, structures, policies, and outcomes.

2. You will complete three applications of four possible choices. The applications ask you to compare and contrast theoretical perspectives covered in the preceding two or three weeks prior to the due date for an application. Put another way, I have divided the class into “blocks” of theorists. You will complete three applications, dealing with three different blocks of theorists – the course home page shows the theories that you must cover in each Application. For example, application 2 due on Oct. 18 will ask you to compare and contrast the theoretical perspectives covered in weeks 7 and 8 of the course.

3. We will have a lottery in class on August 30 to decide who will complete each application. I will allow some “trading” after the lottery if there are conflicts – like you have a major paper due in another class on October 18 and just really, really do not want to have one due in this class, too.

4. All applications must address Objective 1 listed above.

5. You must submit one application that primarily addresses Objective 2 (explanation of the PIN – the research base), one that primarily addresses Objective 3 (programmatic interventions to address the PIN), and one that primarily addresses Objective 4 (public policy discourse about policy alternatives to address the PIN). The lottery will assign the applications you need to address, but you decide which of the applications assigned to you that you want to use to address Objective 2, Objective 3, and Objective 4. For example, if you drew applications 1, 3 and 4 in the lottery, you might decide to address Objective 2 in application 1, Objective 4 in application 3, and Objective 3 in application 4. I recommend using application 3 or even 4 for the analysis of public policy discourse. Earlier in the course will be a lot harder.

6. You will prepare a class presentation based on two of your applications. See below for instructions.

7. Use the following to information to title the Word document when you submit your applications on Canvas. YourLastName_6330_Application_1 (or 2 or 3 or 4). The submission goes under Assignments on Canvas.

Overall Task in the Applications

Your major task is to explain how the contemporary research, programmatic interventions, or public policy discourse draw upon the theoretical perspectives covered in the weeks associated with each application. For example, if you draw application 3, you will need to focus on the theories about gender covered in Ch. 7 in Allan and the theories about race in Ch. 8 in Allan.

Some Advice on How to Proceed

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 theoretical
perspectives. Focus on the constructs – the key ideas that he brings attention to in the sections he labels “Concepts and Theory.” That’s what to search for when you go to Academic Search Premier or some other search engine. Do not search by topic. Do not search by the theorist’s name. You’ll find a few useful things – but not much. You need to narrow the search.

Writers are not going to label their work for you “Hey, my theory has a basis in Marx!” or “My substance abuse program is based on Durkheim.” Your task here is to understand how contemporary theories grow out of and extend the original theoretical perspectives of the original theorists that Allan discusses by name. 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. These ideas in the contemporary research, practice, and policy grow out of the work of Marx and Spencer, and to some degree Bourdieu. 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. These theories grow more out of the ideas of Durkheim and DuBois. But the contemporary work is not going to lay this out for you in every article or in every contribution to the public discourse. So you have to recognize the theories “when you see them.”

Allan’s descriptions are of the broad theoretical perspectives, the “meta” or grand theories. Grand theories or what are more commonly called theoretical perspectives attempt to explain how social systems, structure, or functions arise as a whole. For example, Spencer and Marx each tried to explain why and how modern society arose. Each of these perspectives has generated an array of mid-range theories that typically focus on a narrower range of phenomena. Marx argued that capitalist economies go through periodic fluctuations – booms and crashes, the business cycle. You may have heard the term “Keynesian economics.” This term refers to the ideas of John Maynard Keynes. He agreed with Marx that capitalism tends to overproduction and “boom-bust” cycles, and developed a “General Theory of Employment, Interest and Money.” He specifically proposed that active government spending and management of the economy would reduce the impact and magnitude of these boom-bust cycles. His is a mid-range theory and one that has been used to guide government policy (like setting the prime interest rate or controlling the amount of currency in circulation) since the 1930s by virtually all nations. This is a typical example of the relationship between a mid-range theory and the broader theoretical framework. You may find theories even more “narrow” than Keynes. Those are fine, too. The point here is for you to be able to recognize that “Keynes built on Marx,” or that modern critics of the “industrial food system” who talk about “structural inequalities” also base their work on Marx and Spencer.

You will probably find that research about your topic of interest is based on one of these more limited “mid-range” theories. Researchers and practitioners usually work with mid-range theories rather than the broader theoretical frameworks described in Allan for a number of reasons. The most important one is that the mid-range theories, with their narrower focus, allow the researcher to collect empirical data – evidence – to support or reject specific hypotheses about a specific set of circumstances. Grand theories of “everything” are hard to test. Nonetheless, the mid-range theories grow out of one or more of the grand theoretical perspectives. Part of your task in this class is to learn to recognize the broad or “grand” theories that underlie more specific mid-range theories. 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 and practice also focuses on one or a few of the key constructs in a
specific theory. In fact, it is very difficult to conduct research or create a project that incorporates all of the constructs in a theory and the linkages between them. People focus on what they consider the key relationships. It may help you limit your task and use time more efficiently if you focus your review of the literature on the body of research that explores one or a few constructs in each perspective of interest in a specific application.

You already have several sources of material about the problem, need or issue of interest from the PIN assignment. You consulted some materials for that project that were purely descriptive (e.g., the Economic Research Service data in my example), but you were also required to start your examination of the refereed research literature. These sources 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.

Application Selected to Address Objectives 1 and 2 (Explaining the PIN)

Objectives you must address

1. Distinguish between different theoretical perspectives as they are described, discussed and used in the research literature, programs or interventions designed to address PINS, and the public discourse about the PIN

2. Identify and explain how different theoretical perspectives contrast with each other and how they draw upon related concepts to explain community structures, processes, functions, and policies related to the PIN of interest to you, drawing heavily on published social scientific research

Components in the Application for Objective 2 (Research)

1. Develop a two-page maximum analysis that compares and contrasts the key conclusions in the research literature relevant to your PIN, limiting your analysis largely to research drawing on the theories and theorists associated with the application you have selected as the focus for your review of research. For example, application 2 would focus on contemporary research that draws upon the concepts of Marx, Habermas, Bourdieu (week 7 theorists), Weber, Dahrendorf, and Foucault (week 8 theorists). Provide an analytic discussion that gives an overview of prevalent conclusions, not a summary of each author’s conclusions. Discuss the material you review by theoretical perspective. Explain how the perspectives and authors differ with regard to their conclusions about why the PIN exists, how it arose, and what makes it persist over time. Use, cite and reference reliable sources of information throughout your response. I always get the question “How many sources?” I don’t like that question. My true answer is “As many as it takes you to get a firm grasp of the contemporary relevant research literature.” Pressed, I will say consult and cite at least 12 authoritative and reliable sources, including research reports, literature reviews, or research summaries that provide a theory-based explanation of the nature of the PIN and would explain why the nature and severity of the PIN vary from community to community. In brief – tell us about contemporary research relevant to your PIN that draws on the theorists we just discussed for the past two or three weeks in class. Summarize, compare and contrast – make sense of the literature for the rest of us.

2. Based on your review of literature, select two (more if you want, but not necessary) prominent perspectives that you want to explore in more detail. For example, you might decide in my example from Q1 that perspectives growing out of Habermas and DuBois are very prominent in the contemporary research literature about your PIN. 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 PIN within the community context.** Limit one page per perspective. Use, cite and reference the literature in your answer.

3. Compare and contrast how the two perspectives treat the PIN – e.g., how do the two theoretical explanations of the origins, nature, and persistence of the PIN **differ**? Use your own words to explain these differences. Cite specific examples of how they differ, drawing on the research literature you found. For example, critical theory (drawing on Marx, Habermas, Bourdieu) treats food insecurity as an essentially inescapable outcome of the domination of capital over 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 globalisation 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 and cultural 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 uncaring or even deliberate “dumping” of unhealthy foods on people of color. **Maximum two pages.**

4. Develop a one-page maximum discussion of your assessment of how well how the theoretical perspectives you describe in Q2-3 explain the origins, nature, extent and persistence of the PIN. Which, in your assessment, provides the better explanation? Why do you think it is a better explanation?

5. Conclude with a one-page maximum discussion about how this assignment affected your ideas about how to explain and address community-based PINS. Which, if either, got you to think about **communities as the places where we live out our lives, express ourselves, find fulfillment or despair, and achieve - or not- our dreams?** Perhaps more simply, **which of these theorists inspired you to challenge what you thought before about communities and their roles in our lives?**

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<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>Followed all instructions, including use of APA Style and details for submission (page length, name of document, etc.)</td>
<td>10</td>
</tr>
<tr>
<td>Selected reliable sources of information about the problem, issue or need of interest that illustrate the range and breadth of contemporary research that draws upon the theorists of interest (e.g., associated with the specific application)</td>
<td>40</td>
</tr>
<tr>
<td>Was able to associate a body of research with one or more of the “grand” theories in Allan</td>
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<tr>
<td>Gave a summary that flows well, gives the reader a good overview of the literature, and covers the major contributions in a way that highlights both areas of consensus and areas of disagreement</td>
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<tr>
<td>Explained in your own words how the different perspectives, ideas and concepts you found in the literature you reviewed build upon one or more of the theorists for the application</td>
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<tr>
<td>Provided examples that show that you understand how key concepts in the original perspective persist in contemporary research</td>
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Theories of Community, Fall 2016 – Page 17
Critical Thinking Skill Set 1:
Identified at least two strongly contrasting explanations of the scope, nature and extent of the PIN
Explained how each of the two perspectives treats, views or explains the origins of the PIN in your own words

Critical Thinking Skill Set 2:
Evaluated the body of research based on the two perspectives you chose with regard to their strengths and weakness in understanding and explaining the PIN of concern
Drew and justified your own conclusions about the relative advantages and disadvantages of each as a guide to understanding the PIN, developing policy to address it, and informing community practice

Critical Thinking and Self-Evaluation
Provided evidence that you used this learning opportunity to question your own thinking and develop new perspectives — to experience intellectual growth

Conducted a thorough literature review
Provided consistent evidence of an in-depth assessment of the research literature, drawing on a variety of resources
Made it clear how the material reviewed was used in the discussions (Use, Cite, Reference)

<table>
<thead>
<tr>
<th>Application Selected to Address Objectives 1 and 3 (Addressing the PIN)</th>
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<tbody>
<tr>
<td><strong>Objectives you must address in this application</strong></td>
</tr>
<tr>
<td>1. Distinguish between different theoretical perspectives as they are described, discussed and used in the research literature, programs or interventions designed to address PINS, and the public discourse about the PIN</td>
</tr>
<tr>
<td>3. Identify the theoretical constructs, if any, that underlie community-based interventions and programs and assess the degree to which community-based programs rely on scientifically valid and reliable change theories</td>
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Some Advice on How to Proceed with the Application for Objective 3

Start by looking for well-described or documented examples of community-based programs or interventions that address the problem, need or issue of interest. Make sure that you select programs or interventions that include an explicit community focus. The community focus must be a key feature of the approach to addressing the PIN. The mere fact that a program has an office or facility in a community does not make it a community-focused program. The word “community” in the name may mean nothing in terms of whether the program really focuses on fixing what’s wrong in the community. For example, individual medical treatment (rehab) at a hospital or clinic that happens to be located in a specific community certainly is an intervention designed to address substance abuse. However, it is not necessarily a community-based intervention. A community-based program designed to address substance abuse would focus on getting rid of the traits or characteristics or conditions in the community that foster substance abuse. A program that encourages kids to participate take part in an after-school program in a community where substance abuse starts early in life is not a community-based...
A community-based program might be aimed at driving the dealers out of the community, or a program creating many safe spaces in the community, available to all and where dealers are identified and banned (parks, rec centers, libraries, music clubs, etc.) are examples of community-based programs. They are there for everyone. They require public support to exist. They start to change the life experiences of everyone living in the community. Put simply, if the program is a “one individual at a time” approach it’s not a community-based program. This assignment will be much easier if you keep track of examples of programs or interventions identified in the literature you used for other assignments – or “consult that bibliography you have already started to build.”

If you can find no suggestion that any theoretical perspective underlies a program, do not use it for the assignment. This is not always easy to determine. 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 a largely non-theoretical approach to reducing substance abuse by youth, although even this approach certainly reflects some theoretical ideas about the role of the individual in society. Even more confusing, some programs do draw upon theory, but “adapt” more than “adopt” the theory. Adaptation may represent an improvement on the original theory because of practitioners’ insights into the nature of the PIN. 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.

Select just two programs for analysis in this assignment. Remember – they not only have to be theory-based programs, they have to draw upon the theoretical ideas of one of the theorists in the weeks associated with the application. For example, if you decide to use application 3 for this assignment, you would need to find programs based on gender and race theorists. Try to find “really different” approaches to addressing the PIN. These can be programs or interventions made by public or private organizations, for profit or non-profit.

Components in the Application to Address Objective 3

When answering Q1-3 indicate “Program A” or “Program B” so that I can understand which of your two selections you are discussing. Something like (Q2 – Big Brothers, Big Sisters and Q2 – 4-H).

1. Identify the two programs selected for analysis and describe the key features of each. Specifically identify the community component in each program. E.g., justify why you consider each program a community-based program. Describe the key features of each program. Explain very briefly how the program or intervention is implemented. Maximum one page per program, preferably one-half page.

2. Many, if not most community-based programs address communities with specific characteristics (e.g., poverty associated with substance abuse; immigrant populations associated with prejudice and ethnic conflict, etc.). What “kinds” of communities are served by this program, or is it apparently implemented in any community? Put another way, does the description of the intervention identify some of the characteristics of communities associated with the PIN that you identified in the PIN assignment – does it seem to be “aimed at” some kinds of communities and not others? Maximum one page per program, preferably one-half page.
3. Identify the theoretical perspective underlying each program and explain how the program is “supposed to work” from a theoretical perspective. This is the program’s “change theory.” It explains why doing A, B, and C is supposed to lead to desired outcomes X, Y and Z. You may find that the theoretical framework is not stated overtly, in which case you will need to explain how/why you concluded that it rests on a specific theoretical framework. In other words, what characteristics or attributes of the program convinced you that it rests on “Theory XXX.” Be as specific as possible. Try to identify the key theoretical constructs that are the focus of program goals, objectives, and the way the program is implemented. Compare and contrast the key theoretical features of the two programs. **Maximum two pages, including the comparison of the two programs.**

4. Analyze the degree to which each program fully incorporates theory, “adopts” theory, or perhaps even fails to incorporate key concepts in the theoretical framework that underlies it. In short – is each program “really” theory based and how “faithful to the theory” is each? To what degree does each program reflect the most contemporary research using the theory on which it is based? How “current” is the intervention with regard to the accumulated body of knowledge in the literature, including things like evaluations and assessments? **Maximum one page.**

5. Based on your answers to questions 1-4, which of the two theories do you think provides the best basis for community-based interventions? Which, if either, of the programs gave you new ideas about how to go about working with and in communities? Explain the basis for your conclusions. **Maximum one page.**

6. Conclude with a **two-page maximum** discussion. How did this assignment affect your confidence in the quality and efficacy of community-based intervention programs in general? Are you more or less convinced that community-based programs produce transformative, lasting changes in communities that benefit the citizenry as a whole, reduce the divisions that divide communities, and create stronger ties in society? If you are less convinced, what should we, as a society, do to make our programs better?

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<th>Your Points</th>
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<tbody>
<tr>
<td>Followed all instructions, including use of APA Style and details for submission</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Was able to distinguish between community-based programs or interventions and other solutions to PINS that do not have a community focus</td>
<td>40</td>
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<tr>
<td>Synthesized the material covered in the PIN assignment to identify the salient features of communities where the programs are implemented</td>
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<td>Explained <em>in your own words</em> how the program draws upon key ideas of the theorists you used for the assignment</td>
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<td>Was able to explain the relationship between theory and program goals and objectives; gave examples of how specific goals or objectives reflect the key constructs in the theoretical perspective underlying a program or intervention</td>
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<tr>
<td><strong>Critical Thinking Skill Set 1:</strong> Identified at least two strongly contrasting programs or interventions to address the PIN</td>
<td>60</td>
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<td>Was able to identify the key concepts or ideas and logical connections</td>
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between them in the theory that explain the key components in the
treatment, intervention or program (identify a theory of change)

**Critical Thinking Skill Set 2:**

Was able to use the body of research based on the two theoretical
perspectives to assess the degree to which programs and interventions fully incorporate the theoretical concepts and logic (are faithful to the theory)

Drew independent conclusions based on the theoretical literature to identify strengths and weaknesses in the focus of the program/intervention and how it is implemented its implementation

Used this opportunity to develop your own ideas about how to improve community-based programs

**Critical Thinking and Self-Evaluation**

Provided evidence that you could take lessons learned from these programs and your analysis of them and use them to more critically assess community-based programming and think about policies and approaches to make them more effective

Provided consistent evidence of in-depth use of the literature, drawing on a variety of resources

Provided evidence of synthesizing the contemporary body of knowledge with regard to the PIN and the theoretical perspectives used to assess the quality of interventions

Made it clear how the literature reviewed was used in reaching the conclusions stated in response to the questions; provided clear evidence of the literature consulted

**Total**

| Provided evidence of in-depth use of the literature, drawing on a variety of resources | 40 |
| Provided evidence of synthesizing the contemporary body of knowledge with regard to the PIN and the theoretical perspectives used to assess the quality of interventions |  | 40 |
| Made it clear how the literature reviewed was used in reaching the conclusions stated in response to the questions; provided clear evidence of the literature consulted | 40 |
| **Total** | **150** |

**Application Selected to Address Objectives 1 and 4 (Public Policy Discourse)**

**Recommended You Complete as Application 3 due on Nov. 08 or Application 4 due on Nov. 29**

1. Distinguish between different theoretical perspectives as they are described, discussed and used in the research literature, programs or interventions designed to address PINS, and the public discourse about the PIN

4. Identify the theoretical perspectives that underlie different positions taken by participants in the public discourse related to the PIN of interest to you, with particular attention to public policy affecting communities

**Some Advice that Should Help**

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

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basis for Head Start, 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 PIN 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 Application to Address Objective 4

1. Annotate at least 15 sources of information that meet the standards of public discourse about the PIN, maximum 200 words each (about the length of this paragraph). If needed, review the distinction between an annotation and an abstract the Bibliography assignment. 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 meetings or county commissioner meetings), publications of “think tanks” like Brookings Institute, 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. Do not try at this point to narrow the perspectives down to the theories associated with your choice for this application. It’s hard to figure out the theoretical perspectives in the public discourse – starting broad is better.

2. Make a able where you list arguments expressed by each of the 15 sources and which (may be more than one) theorist’s ideas (not general perspective) you think underlies the arguments presented. I use the term argument in the discourse sense of the word: a
statement of ideas and supporting evidence designed to honestly convince someone who disagrees with you of the logic and validity of your conclusions. For example, if I argue that “what’s good for Wall Street is good for the country,” I am calling on Spencer’s concept of requisite needs and functions. There will be a lot of arguments ranging across many theories – and probably sometimes containing two contradictory theories in a single source. That’s why I recommend using Application 3 or Application 4 for this assignment – you’ll be much better at recognizing a lot of theoretical perspectives later in the semester. Do not get too detailed in the table, but make sure you have identified the major or principal theoretical constructs underlying the ideas in each source.

3. Explain the theoretical differences among the viewpoints expressed as a whole focusing on the participants’ logic and evidence about why the PIN exists, how it arose, what contributes to it, and how we can address it. Group the material you reviewed to illustrate commonalities and differences. Maximum two pages.

4. Select two viewpoints that you think most closely reflect the ideas of two distinct theoretical perspectives that we have studied in the two or three weeks before your application is due (Weeks 10-11 for Application 3 or Weeks 13-14 for Application 4). Identify and explain the key theoretical constructs that inform the logic and evidence that the different viewpoints offer. Explain this in your own words, showing how the people who make these arguments in the public discourse draw on theory – consciously or not. Maximum of two pages.

5. Make an assessment of the probable impacts on the prevalence and severity of your PIN if policies based on each of these viewpoints were to be adopted – based on all you have learned about your PIN, what causes it, what makes it persists, why it increases or decreases, etc. Focus specifically on the impacts of the implied or explicit policies on communities. Think of this as you being the “talking head” on CNN or FOX News. You’re explaining “what will happen to communities like XXX if we follow this person’s logic about the policies we should adopt.” Maximum of two pages.

6. Did this exercise affect what you consider to be public discourse and the standards you will apply to judge the rigor that individuals who participate in the public discourse apply to their own contributions? Did this assignment affect how you hope to develop your own contributions to the public discourse? If so, how?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed all instructions, including use of APA Style</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Selected a variety of current venues (blogs, editorials, websites, etc.) in which public discourse about the PIN is conducted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewed the discourse from different groups and organizations representing a wide range of viewpoints</td>
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<tr>
<td>Distinguished between discussions that meet the requirements for public discourse from public statements that fail to do so</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Was able to analyze differences in the content of the discourse to identify commonalities in perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was able to identify the specific theoretical perspectives associated with the different viewpoints</td>
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<tr>
<td><strong>Critical Thinking Skill Set 1:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Was able to explain the logic and evidence in support of the arguments in a fair and balanced way</td>
<td>60</td>
<td></td>
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</tbody>
</table>

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Could discern the theoretical basis for arguments, even when they were not clear or well-articulated

**Critical Thinking Skill Set 2:**

Could identify and explain the key constructs and the logical linkages between them in two contrasting theoretical perspectives
Could provide reasonable arguments of your own about the probable impacts of the implied or explicit public policies for each perspective

**Critical Thinking and Self-Evaluation**

Provided evidence that you used this learning opportunity to reflect on what you consider “valuable” public discourse and how you can best contribute to the discourse about issues, needs and problems that are important to you

<table>
<thead>
<tr>
<th>Discussions (150 Points)</th>
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<tbody>
<tr>
<td>You will make a brief presentation about your application on two occasions during the course. I will randomly assign these. Limit the presentation to 15 minutes – maximum. I will cut you off after 10 minutes. Focus on the most interesting things you learned from the assignment – not a simple repetition of what you wrote in your submission. Think of this presentation as “priming the pump” for a good discussion. More important than the presentation is the exercise you will lead after your comments. After finishing your brief comments, you will present two or three thought-provoking questions to the class. These questions should be designed to accomplish two goals – both of them related to reflection and self-evaluation. (1) They should encourage your colleagues to challenge and explore your ideas and their own ideas about how we can use our social science expertise to foster active civic engagement, inclusive processes, and high quality public discourse. (2) They should force us to think about ways to introduce theory, theoretical logic, and science-based evidence into our professional work and our roles as social science citizens. For example, if you chose Application 3 for one of your assignments, you could challenge us to examine the implications of Cornell West’s ideas about “market moralities and lack nihilism” in the Information Age and our roles in how this all “plays out” over the next two generations of citizens. Your first challenge is to develop “good” questions. You do not want questions people can just answer yes or no. You don’t want questions that are too simple. So work hard at this. It takes me a long time to think of questions that will really get people to think. You also want your questions to provoke thought and discussion and to get people involved in the discussion in an active way. Take a look at this website by the Cult of Pedagogy (<a href="http://www.cultofpedagogy.com/speaking-listening-techniques/">http://www.cultofpedagogy.com/speaking-listening-techniques/</a>). These folks have lots of good suggestions about how to make a discussion happen. You’ll see me use them regularly in class. So don’t be afraid to tell people to form two circles or play “idea tag” or to set up a fishbowl. You’ve got 20 minutes to get a good discussion. Be creative. I will grade your leadership almost exclusively on the quality of your “thought provoking and mind-bending” questions and the discussion they create. I’m not going to grade you on the quality of power point slides. Have fun and make the rest of us have fun, too, and all will be well.</td>
</tr>
</tbody>
</table>

| Total | 150 |

**University of Florida 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:

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Online Course Evaluation Process

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. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

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.

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.

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, www.dso.ufl.edu/drc/.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center
provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

*University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/

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

U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)

*Career Resource Center*, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

**Student Complaints**

Residential Course: [https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

Online Course: [http://www.distance.ufl.edu/student-complaint-process](http://www.distance.ufl.edu/student-complaint-process)