Instructors:

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Course Overview:

Community development is an unique and engaging field. Practitioners may help a non-profit working on homelessness one day and an interstate committee on highways the next. A broad understanding of social, cultural, and environmental systems - and how they interact with each other - is necessary and critical for success in community and economic planning and development.

Community Development Concepts and Practice is the first of the required courses that constitute the core of the Community, Environment, and Development major. This major covers a breadth of topics and perspectives through the required core courses and the option areas of community and economic development, international development, and environmental economics and policy. It is very important that you think about how the different emphases in the courses ultimately fit together to provide a broad understanding of how social, cultural, and environmental systems relate to each other, and how those interconnections must be recognized in efforts to foster change, sustainability and to support successes in communities, regions and nations.

This course introduces community development concepts and practice. The objectives of this course are to offer the knowledge and skills you will need to:

- Understand and explain how systems form the foundation of community and economic development policy and practice
- Explain key concepts and discuss and explore what is involved in community development as a field of study and as practice
- Understand and think critically about the core elements of substantive issues in community development
- Understand and apply the basic elements of a community development process to encourage participation and decision-making informed by multiple perspectives and sources of information
- Identify and evaluate available resources related to community development practice and the wide range of topics that may be addressed by those working in areas linking community, environment, and development

The emphasis of this course is to provide an introduction to key community development concepts, why they are important, and how connections among social, cultural, and environmental systems are core to successful community development. A second goal of this course is to provide you with a set of tools to utilize in interacting with people in work, community, or educational settings. We will utilize a variety of techniques to achieve course objectives, such as participatory lecture and discussions, team and class activities, and outside individual assignments.

Revised January 13, 2009. This syllabus is subject to change. Future changes will be provided in writing.
Classroom Learning Contract:

This syllabus is a learning contract between us, the instructors, and you, the students. Our goal is to provide a safe, supportive learning environment where you can critically explore topics and develop your own ‘toolbox’ of skills. Each of you has the right to this environment and the duty to help provide it for your fellow students. To meet this goal, the class as a whole will establish ground rules for interactions. The instructors will provide a basic framework of rules and will give you the opportunity to discuss these rules and add additional ground rules for class discussion, group participation, and other interactive sessions if necessary. The semester’s activities are designed to help you develop or sharpen your own toolbox of skills. Our hope is you will be able to use these tools throughout the rest of your time here at Penn State and in the future.

Teaching is a learning experience for the instructors as well as the students. To help you attain your goals, we will give you a number of opportunities to provide feedback throughout the semester. Beyond the daily “are there any questions” approach, we will provide an anonymous dropbox in Angel for feedback, provide a mid-semester course evaluation, and will occasionally utilize one-minute papers to figure out what concepts we are not communicating effectively. Please use these tools to help us improve our delivery to better suit your learning needs. If it’s broke, we need to fix it!

Ultimately, this course is about you. Some elements of this syllabus are negotiable, others are not. While we cannot free wheel through the topics, there is room for exploration. Our job is to provide the framework for the class, your job is to provide the enthusiasm, energy, and insight needed to make this course work. No doubt you will have to work hard, do the readings, complete your assignments, and come to class prepared. There’s no doubt you can make this class fun, interesting, and expand its horizons. This course can be sixteen weeks of lecture (and we are prepared for it to be so) or it can be sixteen weeks of student oriented interaction, discussion, learning, and fun. The choice about how this class unfolds is yours to make.

Required Texts:


A number of other readings will be assigned throughout the semester from other sources. Links to external websites or PDFs of the readings will be found in the readings folder on the course web site.

Course Website:

We will be utilizing Angel for this course. The course web site can be found at https://cms.psu.edu. Login to the website using your Penn State access account ID and password. Select CED 152 from the list of courses to the left of the page.
Course Grading Elements:

People learn in different ways—some by reading, some by listening, some by talking, some by writing and ultimately by considering ideas multiple times from different perspectives and in different ways. People also differ in their skills and what they consider themselves to be ‘good at’. We have designed the assignments for this course to provide you with multiple opportunities and different ways in which you can display your knowledge and understanding of course content. Assignments include short writing assignments, quizzes, a final exam, active in-class and online participation, and in-class activities. Course assignments will provide regular feedback on your progress in understanding course concepts and meeting course objectives.

Short Writing Assignments (5 assignments, 90 points each, 45% of grade): Good writing skills are significant regardless of where you might work. While this is not a writing intensive course, we believe critical thinking and writing are essential skills and thus the writing assignments form a significant portion of your semester grade. The five graded Short Writing Assignments (SWA) are a way to think about and integrate course materials in a cohesive, applied manner based around a specific issue or problem. SWAs must be typed using a standard 12-point font (e.g. Times New Roman), standard or one inch margins, and saved as Word .docx, .doc, or .rtf files. Be sure to include your last name and assignment number in the file name (e.g., SmithSWA1 for Short Writing Assignment #1) and be sure to include your name and assignment number in the document. They must be submitted to the appropriate Drop Box on the course web page. Using the Drop Box ensures your submission is recorded. Short writing assignments are expected to be about 1.5 to 2 double-spaced pages, but may vary by assignment. Specific instructions and expectations will be provided with each assignment, so be sure to check the assignment instructions. References, citations, and grammar must conform to an accepted style system (i.e. APA, Chicago, etc.) for all assignments. Style references will be provided on the Angel course page.

Quizzes (3 quizzes, 100 points each, 30% of grade): The three quizzes will be in-class and will take roughly 30 to 50 minutes to complete. They will be a combination of matching, multiple choice and short-answer.

Final exam (1 exam, 150 points, 15% of grade): The final exam will be held during the Final Exam week. This will be cumulative, but with heavier emphasis on the most recent material covered.

Class participation (various, 100 points, 10% of grade): Class participation is one way we can assess your understanding of course materials. Your participation during the in-class discussions and activities will make the course more rewarding for you and your peers and will help you increase your knowledge, understanding, critical thinking skills and ability to articulate your ideas, as well as to build process skills. An excellent participation score requires (a) coming to every class having completed the readings and being prepared to provide evaluative and summary comments on the readings, and (b) participating effectively in discussions, individual, and small-group activities. You may do well on assignments and exams, but if you don’t participate, you won’t get a good grade!

A number of class participation opportunities will be available and are described in further detail in the syllabus. For example, every other Friday we will have a student lead ‘current issues’ session. For one of these sessions, you will be responsible for finding a 5-10 minute video clip on current issues you are interested in and you feel is related to course materials. You will provide a short description of the video in front of class, show the video, and then lead a short discussion/Q&A session. Additionally, each of the short writing assignments will have associated in-class discussions and activities where participation is expected. Unannounced one-minute papers or other class assessment techniques are possible any class.
Class attendance policy: We realize life happens and occasionally you will need to miss class, so attendance is not mandatory. Those who do not come to class consistently do much worse on assignments and exams than those who come to class. Anything covered in class – whether lecture, discussions, or presentations – is fair game for quizzes and the final exam. Also, the less you are in class, the less you will be able to actively participate, ultimately lowering your participation grade. Therefore, it behooves you to make sure you are in class and actively engaged as much as possible. We reserve the right to take attendance and have it count toward participation if attendance drops off over the semester.

Assignment due dates: All assignments will have a specific due date. If you know you will not be able to complete the assignment by the date given, please contact the course instructors immediately to make alternative arrangements. We are flexible and will work with you to help you complete the assignment in a timely manner. Any assignment submitted late without notification to the course instructors will be docked a partial letter grade for the first day (i.e. A to A-), a whole letter grade for the first week (i.e. A- to B-) and incomplete for the second week (i.e. F).

Make-ups for quizzes, missed class activities, etc.: Life happens! If you need to miss a class, quiz, assignment, etc. for whatever reason, please contact the instructors as soon as possible. We will work with you to arrange a suitable make-up for the missed activity.

Grading scale: This course will use the following scale for assigning grades:
A = 93 to 100;
A- = 89 to 92.9
B+ = 86 to 88.9;
B = 82 to 85.9;
B- = 77 to 81.9;
C+ = 74 to 76.9
C = 70 to 73.9;
D = 60 to 69.9
F = 59.9 and below.

Field trip: The CED program as a whole is exploring Marcellus Shale natural gas development within Pennsylvania as a concurrent topic this semester. A field trip to visit gas wells and talk with local stakeholders is being planned for sometime after spring break. The field trip is not required for this class but participation is highly recommended. We will provide more information on this opportunity as it becomes available.

Cell phone policy: Cell phones can be a significant distraction in the classroom setting. To maintain a courteous classroom climate where learning can take place free of distraction, cell phone use during class is strictly prohibited. Cell phones should be turned off, set to vibrate, or set to silent mode as soon as you get to class. Each student will receive one warning regarding this rule; at any point thereafter, participation grades for the class period of the infraction will be lost. If you are expecting an important call or you have an emergency, please notify the instructors and sit near the door so you can excuse yourself to answer your call.

How to Do Well in this Course

You can get an A in this course, but to do so, you will have to work for it. It also helps to know a few secrets, namely how to manage your time and how best to study. Everyone is different, so ultimately, you have to do what works best for you! The following suggestions are things we have done and seen students do in this course which helped them succeed. We hope you find them useful. Please don’t hesitate to talk to us at any point if you are having problems with class materials. Our job is to help you succeed!!!
**Time Management:** The most important skill one learns in college is self-discipline. It is very easy to skip the readings in this class, hoping to absorb the information by just showing up to lecture. However, in our experience, students who read regularly seem to have little trouble in the course. An instructor can easily tell the difference between someone who has read and someone who hasn’t (no matter how hard you try to hide it!). Here’s the big secret: set aside four hours each week outside of class just for CED 152. Go to a coffee shop, curl up on your favorite couch, whatever. Just be sure you’re not distracted. Use the time to read, to review, to write. It is sufficient time to get all the work done (you may need a little extra during exam weeks). But, if you are disciplined in doing this every week, you will actually have a hard time doing poorly. What’s more, you will never need to cram. Our exams and assignments are structured so that individuals who have taken time to think about the material, rather than just cramming, will score higher. And of course, you will learn a lot more too, think of new questions to ask, and have quality thoughts about what you are learning… much more enriching than just coming to lecture – you are engaged in the lecture!

**Studying by Double-Reading:** Want to get an A on the exams? Unsure of how to study for them? It’s simple. Do all the readings ahead of time during your dedicated four hours. When it comes time to study, read everything again! “But I read it already! That takes so much time!” Trust us, it is the greatest study secret we can share with you, for any class! Read your materials again once, and go through the lecture slides again once. The material will stick, and you will hardly need to “study” (like making notecards, etc.). “Studying” has become a nice way of saying “memorizing.” We don’t want you to do that… we’re much more impressed when you can show us that you really understand how the different parts of this course fit together, and come up with good ideas of your own. That, friends, is A+ work.

**Academic Integrity**
Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction.

**Statement of Nondiscrimination**
The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all inquiries regarding the nondiscrimination policy to: Affirmative Action Director, 201 Willard Building, (814) 863-0471.

**Disability Access Statement**
Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services, ODS, located at 116 Boucke Building at 1-814-863-1807/(V/TTY). For further information regarding ODS please visit their web site at [www.equity.psu.edu/ods](http://www.equity.psu.edu/ods). Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.
Section 1: What is community development?

Week 1: What is community development? (January 12, 14, 16)

January 12 (Monday)
Objectives:
- Course introduction
- Syllabus
- Course Ground Rules and Study Habits

January 14 (Wednesday)
Readings:
Objectives:
- Overview of course sections and major concepts
- Short Writing Assignment (SWA) #1 Handout

January 16 (Friday)
Readings:
Green and Haines, Preface, pp. xi to xv
Objectives:
- Begin to identify the different systems within which community development practitioners operate and how those systems interact

Section 2: Community sustainability (January 19, 21, 23 and 26, 28, 30)

Week 2: Community sustainability (January 19, 21, 23)

January 19 (Monday)
No Class – Martin Luther King Jr. Day

January 21 (Wednesday)
Reading:
1. Roseland, 2005, Chapter 1. The Context for Sustainable Communities, pp. 2 to 16.
2. Green and Haines, Chapter 1. The Role of Assets in Community-based Development, pp. 1-21
Objectives:
- SWA#1 Due
- Short Writing Assignment #1 class discussion
- Community and sustainability – what are they?
- Discuss key terms in community development, focusing on assets and community sustainability
- Consider the implications of moving (or not) toward community sustainability and discuss who is/should be responsible for decisions related to development and sustainability

January 23 (Friday)
Objectives:
- Current Issues (3)
- Continue discussion from Wednesday on community sustainability and assets in community development.
- Distribute Career Vision Assignment
Week 3: Community sustainability (continued) and brief history of community development (January 26, 28, 30)

January 26 (Monday)
Reading:
Objectives:
- Review and discuss the different forms of capital important for community development and how they relate to community sustainability

January 28 (Wednesday)
Reading: Roseland, 2005, Chapter 3. Making community policy, pp. 31 to 42.
Objective:
- Continue with discussion of community sustainability and the policy tools communities have to influence and shape sustainability.

January 30 (Friday)
Objectives:
- Examine how community development practice and ideology have been affected by the context of different historical times
- Discussion of career visions, Bring to Class: STATEMENT OF YOUR CAREER VISION

Section 3: Natural resources, environment, and land use in community development (February 2, 4, 6 and February 9, 11, and 13)

Week 4: Natural resources, environment and land use (February 2, 4, 6)
Readings:
2. Leopold, Aldo. “February” (p.6-19) and “Conservation Esthetic” (p. 280-295) in A Sand County Almanac.

February 2 (Monday):
Objectives:
- Increase understanding of concepts and definitions and the role of natural resources in the community and economic development process.
- Examine how natural resources help define community identities, and sense of place

February 4 (Wednesday):
Objectives:
- Natural resource dependent communities and the relationship between the development and extraction of natural resources and well-being: the boom/bust cycle
- Consider short term vs. long term in community and natural resource decision-making

February 6 (Friday):
Objectives:
- Current Issues (2)
- Planning and zoning – where physical, environmental and political capital come together
Week 5: Environmental justice and risk (February 9, 11, 13)
Readings:

February 9 (Monday)
Objectives:
- Introduce environmental justice, equity, and structural issues
- Discuss the implications of various community development paradigms, the impacts they have on natural resources, and the short- and long-term implications that these programs have for local communities and cultural systems

February 11 (Wednesday)
Objectives:
- Consider specific instances of environmental justice and risk
- Begin to develop and utilize your personal land ethic
- Bring draft of SWA#2 to class for discussion

February 13 (Friday)
- Consider a specific example of environmental risks and land use—Alaska
- SWA#2 Due

Section 4. Processes used in community and economic development

Week 6: Introduction to community development processes (February 16, 18, 20)
Readings:
1. Green and Haines, Chapter 3. The Community Development Process, pp. 41-66
2. Frank and Smith, Section II – When does community development happen? pp. 13-24
3. Principles of Practice Handout

February 16 (Monday)
Objectives:
- QUIZ #1

February 18 (Wednesday)
Objectives:
- Discuss when community development happens and barriers to community development and consider processes of community development.
- Examine community development practice and principles of practice
- Discuss strategies to identify web sites and other resources that provide more detail on various community development processes.

February 20 (Friday)
Objectives:
- Current Issues (2)
- Review “The Spy” activity rules

Week 7: Working with people—a critical skill for any situation (February 23, 25, 27)

February 23 (Monday)
Activity: The Spy
February 25 (Wednesday)
Readings:
1. Frank and Smith, Sections III.1 and III.4
2. The Partnership Handbook
   Section 1 – What is a Partnership?
   Section 2 – Preparing for a Partnership

Objectives:
- Continue The Spy discussion
- Foster an appreciation of group dynamics and an understanding of how individual perspective frames
  how groups function and how individuals function within these groups.
- Provide an overview of different personality and leadership types and methods and how these apply to
  group management.

SWA#3 Handout

February 27 (Friday)
Readings:
1. Learning Today, Leading Tomorrow URL:
   [http://pubs.cas.psu.edu/PubTitle.asp?varTitle=Learning+Today](http://pubs.cas.psu.edu/PubTitle.asp?varTitle=Learning+Today)
   Unit 1.1 - The Leader Within You
   Unit 1.2 - Values and Ethics
   Unit 1.3 - Understanding Your Leadership Style
   Unit 2.3 - Managing Conflict
2. Frank and Smith, Section IV – Attitudes, Knowledge, and Skills

Objectives:
- Continue to examine group processes used in community development
- Explore the concepts of compromise vs. consensus and win vs. lose decisions, partnerships, partnership
  development
- To do: ANGEL Conflict Management Module. Bring survey results to class to aid in discussion.
  (This can be completed anytime before this class).

Week 8: More on decision-making processes and models—participation and empowerment around
specific issues (March 2, 4, 6)

Reading:
Frank and Smith, Sections III.2 and III.3. Developing a process, pp. 33-41.

Objectives for the week’s activities:
- To learn about how processes are applied in real world situations
- To interact with professionals working in the field of CED

March 2 (Monday)
- Guest Speaker(s)

March 4 (Wednesday)
- Guest Speaker(s)

March 6 (Friday)
Objectives for the week’s activities:
- Current Issues (2)
- Discussion of processes highlighted in the guests presentations
- Discussion of Short Writing Assignment #3
- Short Writing Assignment #3 Due
Section 5: Power, Empowerment, and Decision Making

Week 9: Power, empowerment and decision-making in community development (March 16, 18, 20)
Readings:

March 16 (Monday):
Objectives:
- Identify the types and roles of power in community decision-making.
- Discuss the traditional models of power (pluralist and elitist) and how these are identified
- Consider the contributions of the growth machine and regime theory to understanding power
- SWA#4 Handout

March 18 (Wednesday):
QUIZ #2

March 20 (Friday)
Objective:
- Discuss power activity
- What distinguishes power and empowerment? Examine empowerment as participation and/or decision-making

Section 6: Community resources and assets

Week 10: Identifying community resources and assets (March 23, 25, 27 and March 30, April 1,3)
Readings:

March 23 (Monday)
Objectives:
- Reconsider and clarify the importance of distinguishing needs and assets or resources for community development.
- Emphasize the identification and recognition of non-traditional resources and human time, skills and knowledge as valuable resources
March 25 (Wednesday)
Objectives:
- Focus on human assets and resources, including sense of community and sense of place as factors encouraging participation, action and investment in the local society and natural environment

March 27 (Friday)
Objectives:
- Current Issues (2)
- Focus on physical assets and infrastructure in community development (Alaska Case Study)

**Week 11: Community-based organizations** (March 30, April 1, April 3)
Reading:
1. Green and Haines, Chapter 4. The Role of Community-based Organizations, pp. 67-84.  
2. Green and Haines, Chapter 13. The Role of Community-Based Organizations in International Development, pp. 249-275. (Supplemental)

March 30 (Monday)
Objectives:
- Define community-based organizations, their characteristics and roles, and how they are different from government and other organizations or institutions in a community

April 1 (Wednesday)
Objectives:
- SWA#4 Activity and Discussion
- SWA#4 Due

April 3 (Friday)
Objectives:
- Current Issues (3)
- Discussion of social networks, community-based organizations, and building broad community support for development projects.

**Week 12: Social relationships, culture and community development** (April 6, 8, and 10)
Readings:

April 6 (Monday)
Objectives:
- Review social relationships and their importance for community development.
- Consider role of power in networks and interactions as they relate to full involvement of some groups in community development
- **SWA#5 Handout**

April 8 (Wednesday)
Objectives:
- Examine how cultural, class and race/ethnic differences influence communities and community development and potentially lead to divisions in communities and exclusion from participation
April 10 (Friday)
QUIZ #3

Section 7: Economic and workforce development (April 13, 15, 17 and April 20, 22, 24)

Week 13: Economic development (April 13, 15, 17)
Readings:

April 13 (Monday)
Objectives:
Examine Kinsley’s examples of development issues and his four principles of economic development and link these with economic development concepts and practice
Consider measurement of growth and development and how these are related

April 15 (Wednesday)
Objectives:
Focus on one aspect of economic development—social entrepreneurship

April 17 (Friday)
Objectives:
Guest presenter

Week 14: Workforce development and the creative class (April 20, 22, and 24)
Readings:

April 20 (Monday)
Objectives:
Review the key concepts related to workforce development and discuss the elements of human capital and where to find information on human capital of residents and workers
Career Vision Revisited Handout

April 22 (Wednesday)
Objectives:
Consider the tensions of workforce development and who is/should be responsible

April 24 (Friday)
Objectives:
Current Issues (3)
Consider the arts, sports and other practices and activities that define a culture and the role they can play in community and economic development.
Briefly discuss Richard Florida’s idea of ‘the creative class’ in community and economic development.
Week 15: Financial capital and the future of community development (April 27, April 29, May 1)

Readings:

April 27 (Monday)
Objectives:
- Define key elements of financial capital and the role of access to financial capital in community development
- Consider philanthropy to support community development--the Nebraska Community Foundation as an example

April 28 (Wednesday)
Objectives:
- Consider differences in the roles of professionals focusing on economic development and dilemmas faced by growing and declining communities
- Present and discuss the economic development strategies identified in the SWA#5 Issue Briefs on Economic Development Strategies.

SWA#5 Due

April 29 (Friday)
Objectives:
- Career Vision Revisited Discussion
- Identify and discuss the issues that will have a major effect on community and economic development in the future.
- Return to key themes of the course
- Class wrap-up and questions

The final exam will be held during final exam week - date and time TBD

CONGRATULATIONS – YOU MADE IT!!!
Have a fun and safe summer!!!

MWF and JLW