

EADU 8110

Adult Education for Community Development

Lifelong Education, Administration, and Policy

University of Georgia

Fall, 2008

Faculty

Desna L. Wallin, Associate Professor
Department of Lifelong Education, Administration, and Policy
850 College Station Road
417 River's Crossing
Athens, GA 30602

706-583-8098 (phone)
706-542-4024 (fax)
dwallin@uga.edu

Course Description

Critique of community action and learning processes in community settings. An introduction to how adult educators and human resource developers assist communities.

Course Texts

Green, P.G., & Haines, A. (2008). *Asset building & community development*. Thousand Oaks, CA: Sage.

Ehrenreich, B. (2008). *Nickel and dimed*. New York: Henry Holt & Co.

Halpern, D. (2005). *Social capital*. Malden, MA: Polity Press.

Shuman, M. H. (2007). *The small-mart revolution: How local business are beating the global competition*. San Francisco: Berrett-Koehler.

Goals

- 1) Delineate concepts, definitions, and purposes of community development
- 2) Develop abilities in research and writing
- 3) Build skills as an effective team member
- 4) Identify and address major community development issues including social and human capital, sustainability, globalization, diversity, public policy and social movements.

Objectives

- 1) Initiate a one-on-one discussion/interview with a leader of a CBO
- 2) Develop an inventory of community based organizations
- 3) Identify historical and organizational contexts of community development
- 4) Describe leadership issues related to community development
- 5) Become familiar with both scholarly and popular literature regarding community development

Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. Refer to the graduate catalog, graduate school website, and student handbook for further information regarding academic honesty.

Syllabus

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Persons with Disabilities

It is the policy of the University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire

accommodations to complete course requirements, please notify the course instructor as soon as possible to discuss your request.

Attendance

The course is based on the assumption that each student is a resource person as well as a learner and each has a responsibility to contribute to the group's learning. It is important to be in attendance and to participate actively in each class session as well as in online discussions. If you absolutely must miss class, please notify the instructor in advance.

Grading Standards

95 – 100	points	A
90 – 94	points	A-
87 – 89	points	B+
83 – 86	points	B
80 – 82	points	B-
70 – 79	points	C

Incompletes will not be given except in the rare case of a medical emergency.

Assignments and Learning Opportunities

- 1) Interview with CBO leader (20 points)**
- 2) Research paper (30 points)**
- 3) Team discussions (30 points)**

Nickel & dimed
Small mart revolution

- 4) Postings & participation (20 points)**

Course Schedule

Readings, assignments, and discussion questions/postings will be due on the date indicated. You will have six days (including the posting date) to complete the responses/postings. The postings will be closed at 11 :59 pm on the due date.

Course Schedule

<u>Date</u>		<u>Discussion Topics</u>	<u>Readings</u>	<u>Assignment</u>
8/23	F2F	Defining community development Assets, history, processes, CBO's	Green, Ch 1-4	
8/30		Social change	Putnam – Thinking About Social Change	Posting
9/6		Human capital	Green, Ch 5	Posting
9/13		Social capital	Green, Ch 6	Posting
9/20	F2F	Introduction, social capital Economics, health	Halpern, Ch 1-3 <i>Small Mart</i> 1-3	Team 1 Interviews
9/27		Physical capital	Green, Ch 7	Posting
10/4		Financial capital	Green, Ch 8	Posting
10/11		Environmental capital	Green, Ch 9	Posting
10/18		Political capital	Green, Ch 10	Posting
10/25	F2F	Crime, education, government Guest speaker	Halpern, Ch 4-6 <i>Small Mart</i> 4-9	Team 2 Interviews
11/1		Cultural capital	Green, Ch 11	Posting
11/8		Community sustainability	Green, Ch 12	Posting
11/15	F2F	Trends, service learning	Halpern, Ch 7	Research paper

			Service Learning Monograph	Interviews
	Guest speaker			
11/22	International development		Green, Ch 13	Posting
			Putnam – What Killed Civic Engagement	
11/29	Holiday break			
12/6 F2F	Future of community development		Green, Ch 14	Interviews
	Policy		Halpern, Ch 8-9	
			<i>Nickel & Dimed</i>	Team 3
	Guest speaker			

ASSIGNMENTS

Interview with CBO executive/leader (20 points)

This assignment is designed to provide you with direct access to a leader in a community based organization. **Provide a one page summary of your interview to class members.** Report on your interview, choosing the most significant aspects and learning points. The oral report to the class should not exceed 10 minutes. Use 7-8 minutes to report and 2-3 minutes for any questions/discussion. The interview should include, but not be limited to, the following:

- Name
- Position
- Length of service
- Purpose of the CBO
- Brief history of CBO
- Intended geographic service area
- Intended targeted population
- Accomplishments of the CBO
- Challenges

Research Paper (30 points)

This assignment is designed to assist you in accessing, understanding, and analyzing literature in community and economic development. Choose a topic from the readings that interests you and that you would like to learn more about. The paper should be 10-12 pages, double spaced, with at least 6 scholarly references. Be sure the format, the citations, and the references comply specifically with APA Guidelines. The paper should contain an introduction, an explanation of the issue to be considered, and a clear thesis statement. Use subheadings as appropriate. Include a final section that explains the significance of the topic and the possible application of your research.

Team Projects (30 points)

The team projects are designed to assist you in analyzing and critiquing community development issues. Teams will be organized the first class meeting. Teams 1 and 2 will be responsible for leading discussions on a segment of *Small-mart Revolution*. Team 3 will be responsible for leading a discussion on *Nickel and Dimed*. The discussion should be approximately 45 minutes. All team members should participate in leading parts of the discussion.

Prepare a powerpoint presentation for the class which contains the most significant concepts covered in the reading – probably no more than 8-10 slides. Delineate what you see as significant learnings from the readings. Concentrate on a few issues, engage the class in discussion around those issues, and provide an application (or a “so what”) section. Try to link concepts from the readings to real-life experiences in your work, communities, and other organizations.

Postings and Participation (20 points)

Inasmuch as we meet face-to-face only five times during the semester, it is important that you participate actively while in class and that you participate meaningfully in online discussions and postings. The face-to-face portion of the course will be supported by WebCT communication and discussion. Respond to the discussion question(s), and also respond with at least two posts in reaction to your colleagues’ posts (minimum of three posts for each discussion). You are also expected to participate actively in your team projects.

Writing Guidelines

Double space all typed material following the *APA Manual, 5th Edition*, for style, format, and citation guidelines.