

EADU 8110

Adult Education for Community Development Lifelong Education, Administration, and Policy

University of Georgia

Fall, 2006

Faculty

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Course Description

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

Course Texts

Green, P.G., & Haines, A. (2002). *Asset building & community development*. Thousand Oaks, CA: Sage. ISBN 0-7619-2263-6

Putnam, R.D. (2000). *Bowling alone*. New York: Simon & Schuster. ISBN 978-0-7432-0304-6

Ehrenreich, B. (2001). *Nickel and dimed*. New York: Henry Holt & Co. ISBN 0-8050-6389-7

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 context 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. Inasmuch as the class only meets 5 times in a face-to-face format, it is important to be in attendance and to participate actively in each class session. If you absolutely must miss class, please notify the instructor in advance.

Grading Standards

90 – 100	points	A
80 – 89	points	B
70 – 79	points	C
60 – 69	points	D
00 – 59	points	F

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

Assignments and Learning Opportunities

- 1) **Interview with CBO leader** (25 points)
- 2) **Annotated bibliography** (30 points)
- 3) **Team discussion leaders** (25 points)
- 4) **Postings & participation** (20 points)

Course Schedule

Discussion questions will be posted on the date indicated. You will have six days (including the posting date) to complete the responses/postings.

Course Schedule

<u>Date</u>	<u>Discussion Topics</u>	<u>Readings</u>	<u>Assignment</u>
8/18	Defining community development History & context	Green, Part I Chpts 1-4 Putnam, Section I Chpt 1	
8/25	Economic disparity	<i>Washington Post</i> article	
9/1			Response/post
9/8	Forms of community capital	Green, Part II Chpts 5-9	2 articles (bib) Interview rept
	Trends in development & social capital	Putnam, Section II Chpts 2-9	Team 1 - discussion leaders
	Guest speaker		
9/15	Role of education	<i>Inside Higher Ed</i> article	
9/22			Response/post
9/29	Sustainability International development	Green, Part III Chpts 10-12	2 articles (bib) Interview rept
	Decline in civic engagement	Putnam, Section III Chpts 10-15	Team 2 - Discussion leaders
	Guest speaker		

10/6	Role of service learning	<i>Integrating civic responsibility into the curriculum</i>	Response/post
10/13	Domination of organizations	<i>Images of Organization</i> Chapter 9, pp. 291-304	
10/20			Response/post
10/27	Fall Break		
11/3	Human & social capital	<i>Nickel and dimed</i>	2 articles (bib)
			Interview rept
		Putnam, Section IV Chpts 16-22	Team 3 - Discussion leaders
	Guest speaker		
11/10	Domination of organizations	<i>Images of Organization</i> Chapter 9, pp. 304-333	
11/17			Response/post
11/24	Thanksgiving break		
12/1	Lessons of history Future of community development	Putnam, Section V Chpts 23, 24	2 articles (bib)
			Interview rept
	Guest speaker		

Interview with CBO executive/leader (25 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

Annotated Bibliography (30 points)

This assignment is designed to assist you in accessing literature in community and economic development. A reference list is provided at the conclusion of each chapter in *Asset building and community development*. Select articles from these resources, or from others of your choice. Summarize each article using the format provided. Provide hard copies of the annotated bibliographic references at the beginning of the class period as noted on the course schedule.

Team Project (25 points)

This is a team project, designed to assist you in analyzing and critiquing community development concepts and trends. Three teams will be organized the first class meeting. Each team will be responsible for leading the class discussion on one of the readings from *Bowling alone*, as scheduled in the course outline. 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 10 slides. Because

the reading is substantial, you may not be able to include topics from each chapter. Decide among team members the four or five most significant issues that are raised by the reading. Then, rather than simply outlining the chapter reading, 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 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 only meet once a month face-to-face, 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 one post in reaction to one of your colleagues' posts. You are also expected to participate actively in your team project.

Writing Guidelines

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