

EADU 8110

Adult Education for Community Development *Lifelong Education, Administration, and Policy* University of Georgia

Spring, 2008

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. (2008). *Asset building & community development*. Thousand Oaks, CA: Sage.

Ehrenreich, B. (2001). *Nickel and dimed*. New York: Henry Holt & Co.

Kilduff, M, & Tsai, W. (2007). *Social networks and organizations*. Thousand Oaks, CA: Sage.

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. 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) Annotated bibliography (30 points)**
 - Nickel & dimed* (15 points)
 - Small mart revolution* (15 points)
- 3) Team discussions**
- 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 6:00 pm on the due date.

Course Schedule

<u>Date</u>		<u>Discussion Topics</u>	<u>Readings</u>	<u>Assignment</u>
1/10	F2F	Defining community development Introduction	Green, Ch 1 Kilduff, Ch 1	
1/17			Kilduff, Ch 2 Putnam, Thinking About Social Change	Posting
1/24	F2F	History/process	Green, Ch 2,3	<i>Nickel</i> , team 1 2 interviews
1/31			Kilduff, Ch 3	Posting
2/7	F2F	CBOs/human capital	Green, Ch 4,5	<i>Nickel</i> , team 2 2 interviews
2/14			Kilduff, Ch 4 Putnam, What Killed Civic Engagement	Posting
2/21	F2F	Social/physical capital	Green, Ch 6,7	<i>Nickel</i> , team 3 2 interviews

2/28			Kilduff, Ch 5	Posting
			Rookstool, Understanding Civility	
3/6	F2F	Financial/environmental capital	Green, Ch 8,9	<i>Small</i> , team 1 2 interviews
3/13		Spring Break		
3/20	F2F	Political/cultural capital	Green, Ch 10,11	<i>Small</i> , team 2 2 interviews
3/27			Kilduff, Ch 6	Posting
4/3			Morgan, Images Of Organizations	Posting
4/10	F2F	Sustainability/International	Green, Ch 12,13	<i>Small</i> , team 3 2 interviews Bibliography
4/17			Kilduff, Ch 7	Posting
			Gottlieb, Integrating Civic responsibility	
4/24	F2F	Future	Green, Ch 14	2 interviews

ASSIGNMENTS

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 10 articles from these resources, or from others of your choice. Summarize each article in two-three pages, double spaced. List the name of the author, the title of the article, the periodical and the page/volume numbers using APA format at the top of each summary. Your summary should consist of four parts: 1) thesis, 2) supporting ideas, 3) application, and 4)critique.

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. The first set of teams will be responsible for leading discussions on a segment of *Nickel and Dimed*. The second set of teams will be responsible for leading discussions on a segment of *The Small-mart Revolution*. 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 5-6 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 every other week, 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 one of 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.