Sociology 308 Q*: Community Development and Social Change (EL)

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Office Hours: M/W 1:30 – 3:30; Tues. 12-2; and by appointment

Never doubt that a small group of thoughtful, committed people can change the world.
Indeed, it is the only thing that ever has.” – Margaret Mead

Course Description
This course provides a sociological analysis of community and explores community development models and the history of community development practices. Students learn hands-on skills that will prepare them for work in community-based organizations and institutions. This course includes a required service learning component with a locally-based community organization.

Learning Goals and Student Learning Outcomes

Goal 1: To explore theoretical conceptions and historical and current trends in community organizing and development.
- SLO 1.1: Students will be able to explain and differentiate between various theoretical perspectives of community development and social change.
- SLO 1.2: Students will be able to summarize the history of community development practices and models.
- SLO 1.3: Students will be able to describe current debates in community organizing and development.

Goal 2: To explore issues of equality and social justice concerning community development in the United States.
- SLO 2.1: Students will be able to discuss the impact of dominant economic and political relationships on community development models and practices.
- SLO 2.2: Students will be able to discuss the impact of community development policies and practices on poor and minority groups.
- SLO 2.3: Students will be able to describe how citizens have collectively organized and resisted top-down community development policies and practices.

Goal 3: To learn basic community development skills through a series of applied workshops.
- SLO 3.1: Students will be able to assess community assets and needs.
- SLO 3.2: Students will be able to design and implement intervention plans to promote community assets and address community needs.
- SLO 3.3: Students will be able to design evaluation plans to assess implementation and impact of community development programs/initiatives/activities.

1 Professor Perkins reserves the right to make changes to this syllabus; changes will be discussed in class and you will be notified via blackboard announcement.
• **SLO 3.4:** Students will be able to research and develop grant proposals to address community needs and assets.

**Goal 4:** To participate in an Experiential Learning (EL) activity that complements and builds on the knowledge and skills relevant to your academic program and/or career goals.

• **SLO 4.1.** Students will demonstrate the knowledge and skills obtained through participation in experiential learning activities that are relevant or pertinent to their academic programs and/or career goals.

• **SLO 4.2.** Students will complete 40 hours of service learning with a local non-profit community-based organization or government agency that works for social justice and social change.

**Goal 5:** To critically reflect on the relationship between and among experiential learning, your academic experience and the world in which we live.

• **SLO 5.1:** Students will compare and contrast their expected learning to their actual learning derived from Experiential Learning activities.

• **SLO 5.2:** Students will reflect on the impact that Experiential Learning activities have had on their relationship to the world in which they live.

**Course Organization, Structure, and Philosophy**

The course will begin by exploring the meaning of community from various sociological perspectives, followed by a brief introduction to the history of community development. Next we will employ a social justice framework of analysis to explore community development policies and practices specific to housing, economic development, and community services. Then we will review literature relevant to community building and organizing. The second half of the course will involve training and skill development in community organizing. This is the portion of the course where you will learn basic skills like door knocking, organizing meetings, assessing community conditions, etc. During the last couple of weeks, you will share your service learning project with the rest of the class (i.e., work completed, relationships forged, lessons learned, etc.).

Adopting a pedagogical philosophy of education, we are all teachers and learners, and in this class you will be encouraged to participate actively in your own learning. To facilitate your journey of active learning, we will engage in a variety of popular education strategies such as group/team discussions, class exercises, etc. Your active participation in the learning process is essential to enhancing your understanding and retention of the topics and issues that we will explore together this semester.

**Course Expectations & Policies**

**Readings:** Readings are essential to class discussion, activities, and course assignments, so it is imperative for you to keep up with the reading assignments. You should complete required readings **BEFORE** class so you can be an active participant in the classroom experience and learning process.

**Class Attendance and Participation:** Class participation is an integral component of this course and because you cannot participate if you are not here, it is critically important that you come to class. Regular attendance is required since much of what we will learn will come from sharing our ideas, thoughts, and analyses about what we are reading. In the spirit of participatory
learning, I expect you to commit to your own learning and that of your fellow students by coming to class with all assigned reading completed and prepared to fully engage in each class. Please arrive on time and leave when class is concluded. Class attendance, preparedness, and participation will be considered when evaluating individual performance in this class.

You will receive a grade for your attendance in this class (see below). Excused absences (i.e., illness, university representation, death in the family, religious holidays) are NOT factored into your attendance grade, but you must provide me with documentation to verify your absence:

- 0 absences (A+)
- 1 absence (A-)
- 2 absences (B)
- 3 absences (C)
- 4 absences (D)
- 5+ absences (F)

**Conduct/Ethics:** This class is a free space for us to share our own experiences, opinions, and knowledge with one another; experiential knowledge is valuable and can greatly contribute to our discussion and learning. Our dialogue and discussions will be conducted in a professional and courteous manner, without contempt or condemnation; we will respect one another and recognize the rights of one another to speak freely in this class; we will agree to disagree.

**Academic Honesty/Integrity:** Violations of the Student Code of Conduct will be dealt with in strict accordance to Coastal Carolina University guidelines. You are responsible for familiarizing yourself with this policy which is located in the CCU Student Handbook under the Code of Student Conduct Section. Plagiarism and cheating will result in an “F” for the course and notification to proper university officials.

**Students with Special Needs/Disabilities:** If you have a documented need or disability, I am happy to accommodate your needs. Any student who requires further assistance due to a disability- physical, learning or mental – can contact Counseling Services at 349-2305.

**Communication:** Blackboard will be a formal means of communication in this class, and you are responsible for checking Blackboard weekly for class announcements and other information. I encourage you to communicate with me (face-to-face, phone, or email) if you have questions, concerns, etc. about the course materials/contents or personal concerns regarding your participation and performance in the class. My telephone, email, and office hours are provided on this syllabus and are posted on my door. I am also available by appointment.

**Course Requirements - You are responsible for reading, understanding, and following these requirements.**

1. **Exams**

You will have two exams – a midterm and final -- on key theoretical, historical, and empirical concepts/ideas from the readings. Exams may consist of multiple choice, short answer, matching, and/or essay questions. I will notify you in advance (via class and blackboard) of exam dates.
2. Service Learning Project

You will be required to complete a service learning project for this class. The primary goal of the service learning project is to enhance the capacity of a local social justice/social change community organization you will serve. Therefore, you must consider what skills you can bring to a community organization. You are responsible for finding your own community organization, one that taps into your own interests and/or passions. General project requirements (specific information will be discussed in class and posted on Bb):

1. You are required to complete a pre-activity questionnaire at the beginning of the semester.
2. You must first submit a proposal specifying your interests, what skills you possess that can contribute to the needs of a local social justice/social change organization, and how the organization might deploy your skills.
3. Before you begin, you must complete a form letter with the organizational/agency director specifying what you will do and what the deadlines will be for your work. Your service to the organization must encompass at least 40 clock hours over the course of the semester on a weekly basis. Documentation is required, and appropriate forms will be provided.
4. You must keep a journal of volunteer activities, reflections, etc., using the required format.
5. You must write a paper at the end of the semester where you will discuss your organization and their mission/goals relative to materials from the course on social justice, community development and/or social change. You must also reflect on your experiential learning in context of early expectations, connections to your courses and career objectives, and the impact on you and your relationships to the real world.
6. I will need a form letter at the end of the semester from the organization director or president specifying that the work was completed satisfactorily and on time. If I do not receive such a letter, you will receive no credit for the service learning project.
7. You will give a brief 10 minute presentation to classmates on your project during the final weeks of class.
8. You must submit a project folder (plain manila folder with your last name, first name on the label) to me containing the items specified in 2-6 above.

I will be happy to meet with you and the organization representative at any point to troubleshoot the partnership. If you run into difficulties along the way, please let me know so we can all sit down together and get the experience on track.

3. Assignments/Workshops:

Other course requirements include in-class and/or out-of class assignments that will be given periodically and may be assigned on an individual or group basis. Late assignments will NOT be accepted and in-class assignments cannot be made up.
Grading

Requirements and Relative Weights:

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<th>Assignment</th>
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<tbody>
<tr>
<td>Service Learning Project</td>
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<td>Exams</td>
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Grading Scale:

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Course Reader:


*Links to additional articles and book chapters may be placed on the BlackBoard course website.

Course Organization and Readings

I. Definitions and Theories of Community (Weeks 1-2)

What is Community?

 ✓ Read at least one of the following →


http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e1186e01681fd1ff71c10919cc390a8c31d4e36a1c3d2efab7138158a8f3f4830&fmt=P. Also posted on BB


 ✓ Read the following: →


http://www.scn.org/ip/cds/cmp/whatcom.htm. Also posted on BB.

II. History and Future of Community Development (Week 2-3)

Chapters 1-4

III. Community Development Institutions and Practice (Weeks 4-6)

Community Development Corporations (CDCs) – Read 6 & 7

Points of Community Intervention/Development:
• Housing – Read Chp. 8 & 9
• Economics & Community Services – Read Chp. 10, 11, 13
• Institutional Partners/Actors – Read Chp. 14, 15, 17
• Community Practice – Read Chp. 16, 18, 19

IV. Building and Organizing Community (Week 6-7)
Community Building - Read Chp. 20 – 23
Community Organizing – Read Chp. 25 – 27

V. Key Theoretical Conceptions and Debates in Community Development (Week 7-8)
Functions of Community – Read Chp 36-37
Inequality & Oppression – Read Chp. 38-40
Issues in Community Development – Read Chp. 41-43

VI. Community Development Skills

   *Workshop 1.

2. Choosing an Issue (Week 9) - Read:
   *Workshop 2.

3. Maximizing Participation (Week 10) - Read:
Community Toolbox: Conducting Effective Meetings, http://ctb.ku.edu/tools/en/sub_section_main_1153.htm
4. **Designing an Intervention (Week 11) – Read:**


*Workshop 4.

5. **Evaluation & Funding (Weeks 12 - 13)**

   Read two of the following on evaluation:


*Workshop 5.

Read two of the following on funding:

Community Toolbox: Planning and Writing an Annual Budget, [http://ctb.ku.edu/tools/en/sub_section_main_1303.htm](http://ctb.ku.edu/tools/en/sub_section_main_1303.htm)


Community Toolbox: Writing a Grant, [http://ctb.ku.edu/tools/en/sub_section_main_1301.htm](http://ctb.ku.edu/tools/en/sub_section_main_1301.htm)
*Workshop 6.

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<th>VII. Student Presentations (Weeks 14-16)</th>
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<td><em><strong>Final project folders due to me by the end of the final exam period.</strong></em></td>
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