

**RD 325 Rural Development Principals & Practices
Fall – 3 credits**

Instructor: Charlene Stern, Ph.D. Candidate

Telephone: 907-474-5293

E-mail: cbstern@alaska.edu

Office Location & Hours:

Class Date/Times:

Audio conference: 1-866-832-7806
PIN: 7590345

COURSE DESCRIPTION

Rural development is both an academic discipline and a professional practice. This course is intended to expose students to key principles and practices of their chosen field. Students are empowered to explore their own definition of rural development, including defining the purpose and objective of development, and what role(s) that they aspire to as part of the next generation of rural development leaders. This course will emphasize academic writing and communicating with community audiences. **Prerequisites:** RD 225 or permission of instructor.

COURSE OBJECTIVES

The primary objective of this class is to present students with information and tools that facilitate strategies for rural development. Supporting objectives are:

- To learn and apply the basic concepts and principles of community development in a way that is useful in rural Alaska
- To learn and apply the capacity based approach of community development and to focus on community assets and strengths
- To practice the development of appropriate community development strategies that fit the setting and context in which one works and lives
- To analyze, apply and further develop the basic concepts of community development practice, theory, process and approaches to help develop and sustain community health in rural Alaska.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Describe the relationship between community development theory and practice
2. Articulate their own philosophy of community development
3. Problem-solve approaches to effectively respond to community development issues

COURSE REQUIREMENTS

In order to receive full credit for this course, students are expected to read assigned material prior to class, actively contribute to class discussions, and submit assignments in a timely manner. Please let the instructor know in advance if you expect to miss class. Missing more than three classes will negatively affect a student's attendance and participation grade. *Please note** *Students will automatically be withdrawn from the course if they have either experienced an excessive number of absences or have not completed the majority of required assignments by November 3, 2016.* During certain classes, students will be broken into small groups via multiple audio-conference lines at which time the instructor will ask students to take turns serving as

moderators. The role of moderators is to pose relevant questions to spur group discussion, encourage participation from all group members, summarize group comments, and report back to the larger class.

STUDENT EVALUATION AND GRADING

Grades for the course will be assigned on the basis of the following point/grade scale:

A + : 98-100%	A : 93-97%	A - : 90-92%
B + : 88-89%	B : 83-87%	B - : 80-82%
C + : 78-79%	C : 73-77 %	C - : 70-72%
D + : 68-69%	D : 63-67%	D - : 60-62%
F : below 60%		

I Incomplete - An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade.

Work for this course is weighted as follows:

• Class attendance & participation	15%
• Exercise 1: Community Historiography	10%
• Exercise 2: Practitioner Role(s)	10%
• Exercise 3: Community Needs & Strengths	10%
• Exercise 4: Issue Framing	10%
• Exercise 5: Asset & Power Mapping	10%
• Final Presentation	5%
• Final Paper	30%
TOTAL	100%

REQUIRED READING

The required readings for this course include two textbooks as well as additional materials available in weekly folders on Blackboard. Texts include, *Building Communities from the Inside Out*, by John Kretzmann and John McKnight AND *Community Development in Action* by Margaret Ledwith. A schedule of assigned readings is included on pages 5-6 of this syllabus. The assigned readings must be read *before* class since they will constitute much of the in-class discussions.

ASSIGNMENTS

Students are highly encouraged to use this class as an opportunity to challenge their writing skills. Written papers are required to follow the APA style manual, be free of grammar and spelling mistakes and conjugations (i.e. can't, won't, etc.), and include complete (and correct) citations for all sources referenced. Students are urged to utilize the UAF writing center to review their draft papers for clarity and technical editing. Please note that any title page(s), reference page(s), or images that take up more than a half a page will not be counted towards the minimum page requirements. Late assignments will not be accepted and students will receive a

“0” for any assignments not received by the instructor after the required due date. The only exception to this policy is in the case of emergencies in which case, students must notify the instructor immediately. It is at the discretion of the instructor whether or not the student will receive an extension.

Attendance and Participation: (15% of grade)

See Course Requirements on page 1 for attendance and participation requirements.

Community Development Exercises 1-5 (50% grade)

Students are expected to complete a series of five exercises designed to apply the information and skills learned in this class to their own community. The instructions and required templates for Exercises 1-5 will be available on Blackboard. Each exercise is intended to build upon the previous exercise as well as prepare students for the final paper. On dates that exercises are due, students will be asked to informally share their reflection on the exercise with the class. In general, students are expected to follow the APA Publication Manual for both in-text and reference list citations for all written assignments.

Final Presentation (5% grade)

Each student will be expected to share a 10 minute presentation to the class summarizing their final paper. Students are encouraged to prepare a 5-6 slide Power Point presentation which must be posted to Blackboard prior to your presentation.

Final Paper (30% grade)

For the final paper, students are expected to submit a 10 page (1.5 spaced) analysis focusing on a current development issue in their community. The paper should include an introduction, an overview framing the community development issue, a summary of your community’s experience with development (historiography), an asset map and discussion of 2-3 strategies to mobilize your community’s assets, a power map of key stakeholders and a discussion of 2-3 strategies to target relationships that will grow your community’s influence on the development issue, and a conclusion. Students must include a minimum of 6 sources **in addition** to references to required readings. All citations must be properly cited both within text and in reference list using the APA Publication Manual.

SUPPORT SERVICES

In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

ACADEMIC SUPPORT

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348;
<http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348;
<http://www.uaf.edu/library/offcampus>

- The UAF Speaking Center; 907-474-5470

DISABILITY SERVICES

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/disability/> on the web or contact a student affairs staff person at your nearest local campus. You can also contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907) 474-5655, or by TTY at (907) 474-1827.

PLAGIARISM

Plagiarism is quoting from, paraphrasing or using specific material contained in any published work without providing appropriate citations or recognitions. Plagiarism will not be tolerated and incidents will be handled in a manner consistent with UAF policy.

TITLE IX

University of Alaska Board of Regents (BOR) have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721

COURSE SCHEDULE

Date	Readings	Assignment
8/30	Introductions; Review of Syllabus	
9/1	Community Development in the U.S. Historiography <ul style="list-style-type: none"> • <i>90 Years of Rural Development Programs</i> (Blackboard) • <i>Federal Rural Development Policy Since 1972</i> (Blackboard) • YouTube Video: History of the Tennessee Valley Authority (TVA) 	
9/6	Historiography continued... <ul style="list-style-type: none"> • <i>The Past, Present, and Future of Community Development in the United States</i> (Blackboard) • YouTube Video: The Tragedy of Urban Renewal 	
9/8	<ul style="list-style-type: none"> • <i>Communities Revisited: The Best Ideas of the Last Hundred Years</i> (Blackboard) 	
9/13	A Critical Analysis of Community Development <ul style="list-style-type: none"> • <i>Theories of Poverty and Anti-Poverty Programs in Community Development</i> (Blackboard) 	Exercise 1 Due 9/13
9/15	<ul style="list-style-type: none"> • Ledwith: Introduction, Chapters 5 & 6 	
9/20	Critical Pedagogy <ul style="list-style-type: none"> • Ledwith: Chapters 1 & 2 	
9/22	Community Development & Power <ul style="list-style-type: none"> • <i>Empowerment and Disempowerment in Community Development Practice: Eight Roles Practitioners Play</i> (Blackboard) 	
9/27	<ul style="list-style-type: none"> • <i>No Class</i> 	
9/29	Power continued... <ul style="list-style-type: none"> • Ledwith: Chapter 4 	
10/4	Asset-Based Community Development <ul style="list-style-type: none"> • Kretzmann & McKnight: pages 1-11 • YouTube Video: Building Hope: The CDC Oral History Project 	Exercise 2 Due 10/4
10/6	<ul style="list-style-type: none"> • <i>Let Your Assets Be Your Guide</i> (Blackboard) • RurAL CAP's 50th Anniversary Magazine (Blackboard) 	
10/11	Human Capital & Social Development <ul style="list-style-type: none"> • Kretzmann & McKnight: pages 13-45 	
10/13	<ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
10/18	Physical Capital & Infrastructure Development <ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
10/20	<ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
10/25	Financial Capital & Economic Development <ul style="list-style-type: none"> • Kretzmann & McKnight: pages 275-323 	Exercise 3 Due 10/25
10/27	<ul style="list-style-type: none"> • <i>No Class</i> 	
11/1	Environmental Capital & Sustainable Development <ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	
11/3	<ul style="list-style-type: none"> • <i>Readings will be available in Blackboard</i> 	

11/8	Asset Mapping • Kretzmann & McKnight: pages 345-376	Exercise 4 Due 11/8
11/10	• <i>Readings will be available in Blackboard</i>	
11/15	Power Mapping Ledwith: Chapter 7	
11/17	• <i>Readings will be available in Blackboard</i>	Exercise 5 Due 11/22
11/22	• <i>Readings will be available in Blackboard</i>	
11/24	<i>Happy Thanksgiving – No Class</i>	
11/29	Emerging Issues: Climate Change & Food Security • <i>Readings will be available in Blackboard</i>	
12/1	• Student Presentations	
12/6	• Student Presentations	
12/8	• Student Presentations	Final Paper Due 12/8
12/12	<i>Finals Week – No Class</i>	
-16		