

**BRESCIA UNIVERSITY COLLEGE**  
**Sociology 3330F**  
Community Development: Foundations  
Fall 2014

**Course Director:** Dr. Lisa Jakubowski

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**Class Times:** (Rm. 202, St. James)

Mondays: 8:30 to 11:20 am

**Office Hours:**

Tuesdays: 9:15-10:15 am

Or, by appointment.

**Prerequisites:**

Sociology 2215A/B; enrolment in the Community Development Program; or, permission of the instructor

**COURSE DESCRIPTION:**

This course is orientated to both academics and the preparation for community placements. Academically, we study fundamental concepts, models, and experiences in the field of community development, past and present. We look at capacities of and roles within community organizations, history of CD practice and thought, concepts and models of CD, including social capital. We will consider the challenges and opportunities associated with the process of community development, highlighting examples and case studies related to youth, diversity, health and globalization. The readings, discussions, and lectures are meant to prepare students for the organizations, people, and situations they will find in their community placements.

It is the community placements that much of the course is focused on. In preparation for placement, students will receive essentials skills and professional development training, including a workshop on effective resume writing, interviewing and making a good first impression. At the Community Fair on **September 29th**, students will have conversations with community partners who actually work with the following types of communities: the elderly, homeless and street women, children from families under stress, youth who are ex-offenders, abused women, and First Nations people. These community people want Brescia students to join them in placements in the real world where knowledge is experiential, and academic learning can be applied in community work.

## LEARNING OUTCOMES

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

1. **Assess** concepts, models, and experiences fundamental to the field of community development.
2. **Participate** in professional development activities in class and at placement sites in preparation for winter term community placements.
3. **Analyze** the challenges and opportunities associated with the process of community development.
4. **Demonstrate** competence in resume writing, making a good first impression, interviewing, collaboration, and oral and written forms of communication.
5. **Create** a draft of the Service-Learning Contract, after completing the placement selection process.

## REQUIRED READINGS

Brown, Jason & David Hannis. *Community Development in Canada, 2nd edition.*

Toronto: Pearson, 2012.

Robinson, Jerry W. & Gary Paul Green. *Introduction to Community Development:*

*Theory, Practice, and Service-Learning.* Thousand Oaks, California: Sage Publications, 2011.

## RECOMMENDED READINGS

Ife, Jim. *Community Development in an Uncertain World* New York: Cambridge University Press, 2013.

Watkins, Marie & Linda Braun. *Service-Learning: From Classroom to Community to Career.* Indianapolis, IN.: JIST Life, 2005.

Wolff, Tom. *The Power of Collaborative Solutions: Six Principles and Effective Tools for Building Healthy Communities.* San Francisco: Jossey-Bass, 2010.

## ASSIGNMENTS & GRADING STRUCTURE

ASSIGNMENTS	VALUE OF ASSIGNMENT	RELEVANT LEARNING OUTCOMES
Ongoing Preparation and Participation	10%	1, 2, 3, 4, 5

<b>ASSIGNMENTS</b>	<b>VALUE OF ASSIGNMENT</b>	<b>RELEVANT LEARNING OUTCOMES</b>
Midterm Test	25%	1, 3, 4
Major Essay: Preparing for Community Placement	40%	1, 3, 4
Presentation on Service-Learning Contract	25%	1, 3, 4, 5

## **WEEKLY SCHEDULE**

*Note. BH refers to Brown & Hannis, Community Development In Canada, 2<sup>nd</sup> edition; RG refers to Introduction to Community Development.*

<b>DATE</b>	<b>TOPICS</b>	<b>REQUIRED READINGS</b>	<b>ASSIGNMENTS AND SPECIAL CLASS- RELATED EVENTS</b>
September 8	Introduction; Administrative Details	BH: Chapters 1&2. RG: Chapter 1	
September 15	History of Community Development; Introduction to Key Perspectives	BH: Chapters 3& 4 RG: pp. 11-17	<i>Creating an Effective Resume: Workshop- in Class, 10:30- 11:30 am</i>
September 22	Key Perspectives and Concepts in Community Development con't.	RG: Chapters 4, 5 & 6 BH: 156-161	<i>1<sup>st</sup> Impressions Workshop – in class, 10:30- 11:30 am.</i>
September 29	<b>COMMUNITY FAIR (AUDITORIUM)</b>	No New Readings	<i>Please arrive 10 minutes early.</i>
October 6	Finish key perspectives; review for midterm next week	No new readings	<b>1) Debrief on Community Fair;</b> <b>2) Submit choices for placement;</b> <b>3) Submit Reflection on Community Fair Experience (5%)</b>

<i>DATE</i>	<i>TOPICS</i>	<i>REQUIRED READINGS</i>	<i>ASSIGNMENTS AND SPECIAL CLASS- RELATED EVENTS</i>
October 13	<b>THANKSGIVING HOLIDAY- NO CLASSES</b>		
October 20	<b>Midterm Test (25%)</b>	No new readings	<b>Midterm Test will be in class and 2 hours long.</b>
October 27	Leadership and Relationship-Building	RG: Chapters 9&10 BH: Chapter 5	
November 3	The Process of Community Development	BH: Chapters 6&7. RG: Chapter 7	
November 10	Youth and Community Development	RG: Chapter 13 <u>BH case study:</u> ➤ Pp. 123-125	
November 17	<b>PROFESSIONAL DEVELOPMENT DAY</b>	No new readings	<b>FACILITATED BY STUDENT LIFE</b>
November 24	Diversity and Effective Community Development Practice: Case Studies	BH: Chapters 9&11 <u>BH Case Studies:</u> ➤ Pp.111-113 ➤ Pp.114-116 ➤ Pp.116-117 ➤ Pp.118-120	<i>Service-Learning Contract Presentations</i>
December 1	Health : A Community Development Challenge  <b>LAST CLASS OF TERM</b>	RG: Chapter 14 <u>BH Case Study:</u> ➤ Pp. 128-129	<i>Service-Learning Contract Presentations</i>  <b>ESSAYS DUE</b>

## **DETAILED BREAKDOWN OF ASSIGNMENTS**

### **1. Ongoing Preparation and Participation -- 10%**

#### **5%-- Ongoing class involvement:**

The pedagogy of our program as well as our approach to community places a high value on collaboration, respect for and support of others, and a striving to meet the responsibilities which our roles require. Each person has a role in the education of others, and will be expected to provide constructive feedback to the ideas and presentations of others, the instructor included. Class discussions should involve everyone. It is necessary to do the readings in advance so that you can contribute knowledgeably to the discussion. To clarify, being present in class but not speaking will not enhance the participation grade. Both attendance and participation are essential elements of this course. Finally, please be respectful of your colleagues by not arriving late/leaving early, text messaging, or, using cell phones in class.

#### **5%-- Reflection on the Community Fair Experience:**

This portion of the participation grade is based on a 2 page, typed reflection of your experience of the Community Fair to be submitted along with the handout completed at the Community Fair itself. This two page reflection will be due on **Tuesday October 6<sup>th</sup>**. In your reflection you might consider questions like: how did you prepare for the Community Fair? What were your impressions of your conversations with our Community Partners? What was a personal highlight of the Fair for you? Was there some dimension of Community Fair that you were less comfortable with? Why? How did you manage this discomfort?

### **2. Mid-Term Test -- 25%**

On **October 20<sup>th</sup>**, students will write an in-class midterm. It will be a combination of objective, short answer and essay questions.

### **3. Essay Preparing for Community Involvement -- 40%**

Do an essay of 8-10 pages (**due December 1<sup>st</sup>**) using one of the following approaches:

- a) Compare any two organizations, anywhere in the world (except for London, Ontario). Consider how both organizations assist and interact with one or more of the following groups: the extremely vulnerable

(e.g. mentally ill, homeless), children, youth, the elderly, sex trade workers, and abused women. The comparisons ought to convey variations of two or three of the following: approaches to community development, organizational structure, approaches to funding, networking, or, ways of measuring success. *[Do not choose organizations from the Brown/Hannis book.]*

**OR**

- b) Present a profile of the characteristics and vulnerabilities of a group of people who is disadvantaged or vulnerable in the community. Show something of their community life and situations outside the sphere of community care. How do community or service initiatives alter their situation, if at all? If your topic is, say, hunger or homelessness or AIDS, you could talk to people in the community who understand this issue. Examine how other cultures or communities are dealing with this problem.

*\*\*As part of your research, please include 5-7 academic references beyond the course readings.*

#### **4. Service Learning Contract Presentation --25%**

By the end of the end of this course, students will create a draft of their service-learning contracts. The presentation represents a progress report on the development of each student's placement-specific learning outcomes and preparation for placement. You should begin by identifying and researching the key themes and issues that you wish to learn about in your placement. Treat them as potential learning objectives in your Service Learning Contract. Draw on the literature of community development, sociology and/or social science to make a substantive early formulation of the knowledge you think is pertinent to your future placement, knowledge which you aim to enrich through community experience and study.

Each student will briefly describe her progress of moving towards/ into placement. What learning objectives are found to be appropriate for the placement, and why? What concepts and/or findings pertinent to these objectives can be found in the academic or professional literature? How will the tasks and practices being worked out in the service learning contract contribute to the meeting of these learning objectives?

Each student will make a 20-30 minute presentation (approximately) to be scheduled in class **November 24, or December 1.**

## COURSE-SPECIFIC POLICY STATEMENTS

### 1. Submission of Assignments

- All assignment should be submitted in class or if outside of class time, to the Registrar's office. **Please do not submit assignments under my office door.** All due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). For each day the assignment is late, the student will lose  $\frac{1}{2}$  (.5) of a mark (.5% of the final course grade). Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**

### 2. Policy Statement Regarding Essay Courses

- This course is designated as an upper-level "Essay Course", in which, by university regulation, at least 2500 words must be submitted by the student in assignments that show his/her knowledge of the course material. It is therefore required that the student receive an average of 50% or more on the written assignments in order to pass the course.

### 3. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used for note-taking and class related activities only- NOT surfing the net, chatting, looking at photos, etc. Thank you for your cooperation!

## BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the

onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses.

*Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

### **3. ABSENCES**

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web

site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

### **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an anti-requisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## 7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html) . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.