GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from [Class Search/Course Catalog](#).*

College/School	College of Public Service and Community Solution	Department	**School of Community Resources and Development**

Prefix	**CRD**	Number	**302**	Title	Inclusive Community Development	Units:	3

Is this a cross-listed course?　　No　　If yes, please identify course(s)

Is this a shared course?　　No　　If so, list all academic units offering this course

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics?　　Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

KA
(Required)

Course description: **Examines the characteristics of diverse populations across the lifespan to effectively develop inclusive community programs and services.**

Requested designation:　　　　　　　　　　　**Mandatory Review:** No

Social-Behavioral Sciences–SB

*Note- a **separate** proposal is required for each designation.*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.

For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](#).

Submission deadlines dates are as follow:

　　For Fall 2016 Effective Date: October 1, 2015　　　　For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses (L)](#)
- [Mathematics core courses (MA)](#)
- [Computer/statistics/quantitative applications core courses (CS)](#)
- [Humanities, Arts and Design core courses (HU)](#)
- [Social-Behavioral Sciences core courses (SB)](#)
- [Natural Sciences core courses (SQ/SG)](#)

2017-02-14

-

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation(s) being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☐ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name ___Kathleen Andereck___ E-mail ___kandereck@asu.edu___ Phone ___602-496-1056___

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): ___Kathleen Andereck___ Date: ___1/31/17___

Chair/Director (Signature): *Kathleen Andereck*

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

2017-02-14

Proposer: Please complete the following section and attach appropriate documentation.

<table>
<tr><td colspan="4" style="background-color:#8B0000; color:white; text-align:center;">ASU--[SB] CRITERIA</td></tr>
<tr><td colspan="4" style="background-color:yellow; text-align:center;">A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria.
If not, a rationale for exclusion should be provided.</td></tr>
<tr><td>YES</td><td>NO</td><td></td><td>Identify Documentation Submitted</td></tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>Course description Learning outcomes</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:
• ANTHROPOLOGY
• ECONOMICS
• CULTURAL GEOGRAPHY
• HISTORY   Sociology</td>
<td>Each film assignment plus Inclusive Community project</td>
</tr>
</table>

ASU--[SB] CRITERIA		

☒ ☐	**3.** Course emphasizes:
	   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
	          OR
	   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
		3a. The learning objecives emphasize the study of system infrastructure, studying different models of identifying communities, and co-creation models of social change.
		
		Use of Appreciate Inquiry in the Inclusive Community Project assignment.

☒ ☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	The Inclusive Community Project, the Disability Assessment Project, and many of the weekly activities

ASU--[SB] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

Course Prefix	Number	Title	General Studies Designation
CRD	302	Inclusive Community Development	C

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 Advancing basic understanding and knowledge about human interaction	Learning objectives	PAGE 1 Understand the varied ways society defines "community" and the common characteristics of healthy communities. • Able to identify characteristics of diversity within community, and to be aware of both the beneficial and destructive potential that arise at the intersection of diverse populations. • Be able to illustrate the importance of inclusive systems, whether at a broad community level, or the organizational or program level. • Aware of the way bias – toward or away from inclusivity - emerges from and is supported by systems and

		the formal and informal infrastructure within those systems, including formal infrastructure such as policies, laws and regulations delivered through government and other institutions, and informal infrastructure including communal history and story-telling, informal group membership, cultural symbols and rituals, value and belief systems, and personal experience. • Understand the dynamics and impact of power and privilege.
2 Course content emphasizes the study of social behavior such as found in :	Cultural Geography and History through film assignments and Inclusive Community Project	Film viewing assignments and weekly writing: Milagro Beanfield Wars, movie and writing assignment; about Designing Healthy Communities and Homestretch, movies and writing assignments, about Inequality, movie and writing assignment, related to My Brooklyn and Dear White People movies and writing assignments. Plus the Inclusive Community Project described on pg 4-5
3a and 3b	Part a: Learning objectives that show a distinct knowledge base of the social and behavioral sciences, particularly sociology, is used thoughout the course Part b: Use of Appreciative Inquiry	Pg 1 •Understand the varied ways society defines "community" and the common characteristics of healthy communities. • Able to identify characteristics of diversity within

2017-02-14

		community, and to be aware of both the beneficial and destructive potential that arise at the intersection of diverse populations. • Be able to illustrate the importance of inclusive systems, whether at a broad community level, or the organizational or program level. • Able to distinguish between community development and alternative development models, with particular attention to the distinction between inclusive, asset-based community development, and traditional economic development models., pg 2 • Become familiar with co-creation models of social change, and cross-cultural skills to effectively communicate and respond to the needs and interests of diverse population. Part b: pg 4.INCLUSIVE COMMUNITY PROJECT (340 TOTAL points) Students will group up to research a community's community development activities using appreciative inquiry. Your group will "adopt" a local community

		to study. You will be given a list of neighborhoods accessible by bus or light rail (Melrose along 7th Avenue, Roosevelt District, downtown business district, Sunnyslope, etc.), and your team can decide which neighborhood you'd like to explore. You will start by researching whatever is known about these communities online and in the ASU library, and also do an initial walking tour. You will look for local neighborhood associations, historical societies and other public places to introduce yourselves, to find interview subjects who live or work in the area. You will also research and report on the eight features of community wellness we will be studying in class, community cohesiveness and other features of local community development, based on instructions and criteria available in the Course Content folder.
4	use of social and behavioral science perspectives and data	Pg 4 Inclusive Community Project: INCLUSIVE COMMUNITY PROJECT (340 TOTAL points) Students will group up to research a community's community

		development activities using appreciative inquiry. Your group will "adopt" a local community to study. You will be given a list of neighborhoods accessible by bus or light rail (Melrose along 7th Avenue, Roosevelt District, downtown business district, Sunnyslope, etc.), and your team can decide which neighborhood you'd like to explore. You will start by researching whatever is known about these communities online and in the ASU library, and also do an initial walking tour. You will look for local neighborhood associations, historical societies and other public places to introduce yourselves, to find interview subjects who live or work in the area. You will also research and report on the eight features of community wellness we will be studying in class, community cohesiveness and other features of local community development, based on instructions and criteria available in the Course Content folder.

Arizona State University
School of Community Resources & Development
CRD 302 Inclusive Community Development
Spring 2017 – Jan 9 – April 28

Class Hours: M/W/F 2:00P – 2:50P **Class Location:** dtphx - CRONK 122
Instructor: Sandra (Sandy) Price, PhD **Phone:** 602-496-0550
Office Location: Downtown Campus, University Center, 534 **Email:** seprice@asu.edu
Office Hours: 1-2pm and 3-4pm M/W & other times by apt. **Course Website:** http://myasucourses.asu.edu
TA: "Maha" (Mahalakshmi) Mahalingam **Email** mahalakshmi.mahalingam@asu.edu

---

COURSE DESCRIPTION

SB Criteria 1

In this course, we will explore the meaning and characteristics of community, and the characteristics of diverse populations; we will investigate the distinction between diversity and inclusion, and learn about barriers that hinder an inclusive community. We will then identify and examine a variety of strategies for the inclusion of the marginalized in the development of their own communities.   This course is designed for students who work with or in communities, whether geographical, organizational or programmatic.

Pre-requisites: ENG 102 with a C or better; MAT 142 or higher with a C or better; NLM 160 or PRM 120 with a C or better; 2.50 GPA; 45 earned hours.

Learning Outcomes

SB Criteria 1

- Understand the varied ways society defines "community" and the common characteristics of healthy communities. Plus SB criteria 3a

- Able to identify characteristics of diversity within community, and to be aware of both the beneficial and destructive potential that arise at the intersection of diverse populations. 3a

- Be able to illustrate the importance of inclusive systems, whether at a broad community level, or the organizational or program level. 3a

- Able to distinguish between community development and alternative development models, with particular attention to the distinction between inclusive, asset-based community development, and traditional economic development models.
- Aware of the way bias – toward or away from inclusivity - emerges from and is supported by systems and the formal and informal infrastructure within those systems, including formal infrastructure such as policies, laws and regulations delivered through government and other institutions, and informal infrastructure including communal history and story-telling, informal group membership, cultural symbols and rituals, value and belief systems, and personal experience.
- Understand the dynamics and impact of power and privilege.
- Become aware of community design tools that help shape inclusive community development.
- Become familiar with co-creation models of social change, and cross-cultural skills to effectively communicate and respond to the needs and interests of diverse population.
- Gain tools for and practice discussing difficult topics.

ABOUT THIS SYLLABUS

You can think of this syllabus as our course handbook. Calendar, assignments, due dates, expectations – are all right here. Nevertheless, you may occasionally find mistakes on this syllabus, or you may look for something and be unable to find it. If that happens, please email me, seprice@asu.edu. I appreciate you bringing errors and omissions to my attention. It is very hard to proof read your own work! Also, teaching and learning is dynamic; this syllabus and the materials, assignments and deadlines are subject to change with prior notice. If I change anything on this syllabus, I will announce the change in advance on Blackboard Announcements and via email, and changes will not be retroactive – meaning they will not impact assignments with prior due dates. It is your responsibility to stay in touch with your instructor, review the course site regularly, and pick up your ASU email frequently.   If you rarely pick up ASU email, consider having your email forwarded to your personal email for the duration of the semester.

REQUIRED TEXTBOOKS

This semester, there will be no books to purchase, in exchange for which, you periodically you will have to pay to watch some movies online (usually $3 to $4 each). Sometimes the introduction to complex or nuanced subject matters can be aided by watching them unfold in story form, and we will be watching several movies as part of our classwork. Readings are listed on the Syllabus Calendar (below). Unless otherwise noted, readings will be found in the Course Content folder on Blackboard. For some readings, you will be directed to the ASU library online, or in a few cases, by link. To help you locate readings at the ASU Library, use the short cite e.g. (Price, 2013) in the calendar to find the full citation in the bibliography immediately after the calendar. **TROUBLESHOOTING for missing readings:** Occasionally I may have missed an upload or an Internet link has broken.   If you have trouble finding a reading in the Course Content folder or on the Internet, please contact me or Maha. If you have trouble finding a reading that is supposed to be located online at the library, use the library's 24/7 chat or email service to ask for help – not me!

2017-02-14

Students are responsible for finding and reading these materials. Occasionally you may be asked to print a selected reading and bring it to class. All web links have been tested prior to the beginning of class, but the maintenance of third party websites is out of Instructor control. If a reading link no longer works, please notify me and I will provide a new link or an alternative reading.

BLACKBOARD

To be successful in this course, you must access Blackboard, the online location where I post this syllabus, readings which are not in the library, forms and other resource material. **You will also turn in ALL assignments to Blackboard, using the Dropbox link**. That ensures they don't get lost! If you're not familiar with Blackboard, please visit http://myasucourses.asu.edu, log in using your ASURite ID and password, look for the link to this course, and then poke around. A "help" icon is located at the top of your screen, and a detailed tutorial is available by clicking the "Tools" link in the menu on the left side of your screen, then "HELP." You will also find phone numbers for ASU's technical assistants and a Blackboard Users' Manual. *If one of my links no longer works, please email me at* seprice@asu.edu. For problems with the blackboard system itself, please contact ASU directly.

HOW YOU WILL BE GRADED

ATTENDANCE (280 points):   I take roll. I use a "flipped classroom" teaching model, meaning we do a lot of "application" work during class hours, and you must be present to learn. Scheduling anything during our class period that could be scheduled at another time is highly discouraged. Two "necessary" absences, including absences due to illness, family emergency, work-related travel, etc., are allowed. These two absences are handled by giving each student 6 additional points at the end of the semester to account for absences. Students who are not absent also receive the 6 points. Students do not need to seek permission or provide documents for the two excused absences. Additional absences, including those due to religious observances/practices or certain mandatory university sanctioned events/activities, need to be documented and handled according to university policies. Prior to the start of each class, students are expected to complete and be prepared to discuss the assigned readings. Students are also expected to elicit, listen to, and respectfully respond to classmates' contributions. Class participation grades are determined primarily by attendance, but the instructor reserves the right to withhold points for excessive tardies, lack of participation in classroom activities, constant coming and going during the class period, and other disruptions to the student's learning or to the classroom. **ALSO, please consider creating a Plan B in case your car breaks down, you have a deflated bike tire, your carpool driver lets you down, or your otherwise normal transportation situation fails.**

WEEKLY WRITING (280 points): 14 of the 16 weeks of class, you will be given a writing assignment, each worth 20 points, based on the readings and a "Friday" activity you are assigned. Instructions for each weekly assignment will vary and they are on the Syllabus Calendar. Anyone who has

2017-02-14

earned 120 points (out of a possible 140) on their weekly writings by the midterm (just after Week 7) will be excused from the midterm and GIVEN the full 50 points available on the exam. Anyone who has earned 250 (out of a possible 280) points total on their weekly writings by the final exam will be excused from the final exam and GIVEN the full 50 points available on the exam. The instructor has also provided a rubric to help you understand the way points will be awarded for these assignments. Find the rubric at the SYLLABUS & RUBRIC tab on Blackboard. First writing assignments will be critiqued to help you understand how to improve your writing skills on these assignments.

EXAMS (50 points each):   This course has both a midterm and a final exam. Exams will be taken online, and are open-book – but they are a SOLO activity. STUDENTS caught working together will receive a ZERO on the exam. They will cover the same exact topics you are asked to write about in the weekly writing assignments (see above). However, students who do well on the weekly writing scores will be excused from taking exams. Anyone who has earned 120 points on their weekly writings by the midterm will be excused from the midterm. Anyone who has earned 250 points total on their weekly writings by the final exam will be excused from the final exam. Full exam points will be GIVEN to anyone who is excused from the exam for excellence in the weekly writings. The day of the exam, there will be no class, and the exam will be available for 36 hours. Make-up exams are available only in documented emergencies. The reason for the exam is to ensure that **you** read the assigned material. Hence, open-book does not mean "team project." Exam questions will be randomly assigned so students receive different questions to minimize the temptation to cheat. Students caught collaborating on the exam will receive a grade of ZERO.

GROUP PROJECT

SB Criteria 2 plus Criteria 3b

INCLUSIVE COMMUNITY PROJECT (340 TOTAL points) Students will group up to research a community's community development activities using appreciative inquiry. Your group will "adopt" a local community to study. You will be given a list of neighborhoods accessible by bus or light rail (Melrose along 7th Avenue, Roosevelt District, downtown business district, Sunnyslope, etc.), and your team can decide which neighborhood you'd like to explore. You will start by researching whatever is known about these communities online and in the ASU library, and also do an initial walking tour. You will look for local neighborhood associations, historical societies and other public places to introduce yourselves, to find interview subjects who live or work in the area. You will also research and report on the eight features of community wellness we will be studying in class, community cohesiveness and other features of local community development, based on instructions and criteria available in the Course Content folder. Deliverables for this Group Project include the following:

MAKING SENSE OF PLACE VIDEO (50 points): Throughout your research and explorations, take & use pictures to create a powerpoint, prezi or video, and post on Blackboard to share with classmates. **Due dates on the SYLLBUS Calendar**.

DISABILITY ASSESSMENT PROJECT (40 points): Student groups will identify a public building in their study community and use the American Disabilities Checklist to assess its accessibility. This project will be turned in to the Drop Box. **Due date is on the Calendar.** SB Criteria 4

PERSONAL BIAS ASSIGNMENT (50 points): This will be a personal reflection based on both your experience getting to know your adopted community, and what you've learned about yourself through classroom activities. Not more than 3 pages. **Due dates on the Calendar**.

FINAL WRITTEN REPORT (100): Follow the instructions on the Inclusive Communities Project Instructions & Rubric, which will be made available to you on Blackboard. See rubric SB criteria 4

PEER EVALUATION (100): Students will fill out a Peer Evaluation on the group experience, which will be turned into the Drop Box. You will get ZERO points for this important exercise if you fail to turn it in, no matter what your team members award you.

<div align="center">CRD 302 PROJECT INSTRUCTIONS & RUBRIC   SB criteria 3a and 4</div>

REPORT SECTIONS	DETAILED EXPECTATIONS	NOTES
A. CHOOSING A COMMUNITY	☐ Identify a community to study. ☐ Why did your group choose this particular community? What are the motives of the group members?	**RESEARCH RESOURCES:** **News:** Go further than community websites. News often provides detailed info about statistics, politics, players and conflict. **Search the ASU library online:** If you need help, ask the 24/7 online research librarian. **Google Scholar:** www.scholar.google.com lets you search for very specific info. Research papers done by academics from across the country can be found here. If you can't find something, try changing your search terms. *See the photos below for help using Google Scholar.* **Bibliographies & Citations**: If you find ONE good article and need more, two

		good places to find them: (1) Look at earlier articles cited in the good article (at the end of the article); (2) Later articles that cite yours can be found by putting the article name into Google Scholar, and then hitting the "cited by" button just below the article.

| B. BACKGROUND RESEARCH | ☐ Research as much factual data on the community as possible, focusing on: the community's founding
   o The history of its growth
   o The demographics of its residents, and whether those demographics have changed over time

☐ The current socio-economic community picture
   o Brief introductory section on the availability of the societal determinants of "healthy community," using the social determinants from Kaiser Foundation below (you will dig into these in greater detail below)
   o Features of community resiliency | **If you need information, here is more info on Social Determinants of Health:**

http://kff.org/disparities-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/

Marmot, M. (2005). Social determinants of health inequalities. *The Lancet*, *365*(9464), 1099-1104.
Online @ ASU Library
http://www.sciencedirect.com.ezproxy1 |

2017-02-14

- o Community stakeholders (political, institutional, organizational, citizen "players" in the community's current & future planning
- o What is each of these stakeholders' role, perspective and hopes for the community?

Figure 2

Social Determinants of Health

Economic Stability	Neighborhood and Physical Environment	Education	Food	Community and Social Context	Health Care System
Employment	Housing	Literacy	Hunger	Social integration	Health coverage
Income	Transportation	Language	Access to healthy options	Support systems	Provider availability
Expenses	Safety	Early childhood education		Community engagement	Provider linguistic and cultural competency
Debt	Parks	Vocational training		Discrimination	
Medical bills	Playgrounds	Higher education			Quality of care
Support	Walkability				

Health Outcomes
Mortality, Morbidity, Life Expectancy, Health Care Expenditures, Health Status, Functional Limitations

THE HENRY J.
KAISER FAMILY FOUNDATION

.lib.asu.edu/science/article/pii/S014067 3605711466

(if you find something useful in Wikipedia, always track it to the cited source and use the original source)
https://en.wikipedia.org/wiki/Social_det erminants_of_health

https://www.healthypeople.gov/2020/t opics-objectives/topic/social-determinants-of-health

http://theconversation.com/what-are-social-determinants-of-health-10864

C. INCLUSION & EXCLUSION	☐ What are the community's demographics? Use 2010 census data. It's the easiest to find. If you can't find something, call the City and/or Maricopa County to ask where that info is. Here are some resources:
	
	  o What are the age, racial and ethnic demographics?
	  o What are the economic demographics, like median home price and how many unemployed?
	  o How many are renting vs. owning?
	  o Median income? How does that compare to the U.S. median? To the Phoenix area median?
	  o Analyze the data you found as best you can, just using your thinking skills. Are certain groups doing better than other groups?
	  o See if you can find any research to help you understand what you've found, using Google Scholar or the ASU library.
		Find demographics by googling search terms like "_income data US census._" Here's a couple to get you started:
		
		http://blogs.census.gov/2013/12/17/discover-your-neighborhood-with-census-explorer/
		(age data)
		http://www.governing.com/gov-data/age-65-older-population-map-usa-counties.html
		(Area poverty data)
		http://www.census.gov/topics/income-poverty/income.html

HELPFUL HINTS: PREPARE FOR COMMUNITY RESEARCH – creating lists of questions to get the information you need:

FIND THE RIGHT PERSON: Do as much research as you can online, then reach out to community resources for the rest. For example, you can call school districts, police departments, city parks department, and other local agencies to ask for data you need. You can ask, something like, "I'm doing a project on XYZ neighborhood, and I'm looking for (crime/education/recreation/history/etc) statistics. Who should I talk to and how can I reach them?"

HOW TO ASK – INSTITUTIONS: Sample Qs: "Where can I find data about _____?" "What (education/recreation/health care/etc) programs or projects_____ are being planned or underway?" "Who is the person who knows the most about _____, and how can I get ahold of them?" "What work on diversity an inclusion is happening around (education/ health care/ etc), and where would I find information about that?" You may email these questions (get a phone # too), but call first to find out who is the BEST person to direct your questions to. If you do not hear back in TWO days, pick up the phone and call.

INTERVIEWING RESIDENTS – SHOPKEEPERS: Appreciative inquiry asks about assets, strengths, desires and dreams. If your interviewee doesn't have answers, ask them, "who do you know in the community who might have answers?" and then, "Can you introduce us?" Watch the video, read the link, before you go.

http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-interviews/main

2017-02-14

This video, https://youtu.be/YG5OBubZtFg, is an interview of someone living in the town of Geneva. Some of the questions might be worth asking, while others don't apply to your project. CREATE LISTS OF QUESTIONS for residents, shopkeepers, service providers, etc. Do your homework before you go. Know what the DATA said and build questions around it. TRY framing PAIRS of positive questions around negative data: "Why did you move into the area?" and "What would you like to see improved here?" "How does your community work to include all its residents, old, young, rich, poor, different racial & ethnic backgrounds?" with "What **would you like to see** this community do to be more inclusive?" "In what ways do you feel connected here?" and "How do you wish you could be more connected?" "What about this community **makes you feel safe** here?" and "What **would you like to see** the community do to make you feel safer?" "Do you feel (name an institution, e.g. police, government, schools, churches, etc.) has a good relationship with the community?" and "What might (same institution) do to improve relationships?" Or more specifically about a particular SDOH, "What kind of (recreational opportunities/health care services/programs/etc.) do you think would make this place an even better community?" If you have a good rapport with the interviewee, ask if you can video. If you know they are nervous about being video'd, ask if you may make an audio recording (use your cell video with the camera face down on a desk). Assure them you will not identify them.

D. ECONOMIC STABILITY & INCLUSION	☐ What are the factors of economic stability (using your readings about the societal determinants of community health)? ☐ Thinking about the demographics of the neighborhood, what would economic inclusion look like in this neighborhood? ☐ Does this neighborhood achieve your vision of community economic health? ☐ What do you observe or read or learn from researching your community that allows you to draw that observation?	
E. NEIGHBORHOOD & PHYSICAL ENVIRONMENT & INCLUSION	☐ What physical assets are available in the community? ☐ Thinking about the demographics of the neighborhood, what would physical environment inclusion look like in this neighborhood? ☐ Does this neighborhood achieve your vision of inclusive physical environment? ☐ What evidence are you using as a basis for your observations?	
F. EDUCATION & INCLUSION	☐ What educational assets are available in the community? This data might be available on the School District website, or you may need to call. ☐ Find both the enrollment rates and the graduation rates. These should be available by calling the school district. Can you find these rates by demographics or by neighborhood? ☐ Thinking about the demographics of the neighborhood, what would inclusive education look like in this neighborhood?	

2017-02-14

	☐ Does this neighborhood achieve your vision of inclusive education? ☐ What evidence are you using as a basis for your observations?	
G. FOOD & INCLUSION	☐ What food assets (grocery stores, restaurants, quick stop shops, farmers' markets, etc.) ☐ Thinking about the demographics of the neighborhood, what would food security look like in this neighborhood? ☐ Does this neighborhood achieve your vision of inclusive food security? ☐ What evidence are you using as a basis for your observations?	
H. SOCIAL CONTEXT & INCLUSION	☐ What elements of community and social inclusion are present in this community, e.g. support networks, social services, community activity centers, etc.? ☐ Thinking about the demographics of the neighborhood, what would community and social inclusion look like in this neighborhood? ☐ Does this neighborhood achieve your vision of inclusive social support & community? ☐ What evidence are you using as a basis for your observations?	
I. HEALTH CARE & INCLUSION	☐ What health care institutions and services are present in this community? ☐ Thinking about the demographics of the neighborhood, what would inclusive health care availability look like in this neighborhood? ☐ Does this neighborhood achieve your vision of inclusive health care? ☐ What evidence are you using as a basis for your observations?	
J. PUBLIC BUILDING & INCLUSION CASE EXAMPLE	☐ Identify one public building in your study community and use the American Disabilities Checklist (Course Content Folder) to assess its accessibility.	

2017-02-14

K. INCLUSIVE COMMUNITY INCLUSION SUMMARY	☐ As a group, discuss what you've learned about your chosen study neighborhood, and write up a summary of your over-all impressions. • What SDOH is the community actively working on, if any? In your opinion, is this work being handled with sensitivity toward "inclusively"? Why or why not? • What two or three things, in your group's opinion, should the neighborhood focus on, with regard to inclusive development? • How did being "outsiders" impact your thinking and your research? ☐ Each of you individually should add a short section (not more than one page) about what impacted you the most during the course of this project, and what your main take-away will be.	
L. VIDEO & PRESENTATION	☐ Prepare a visual presentation about your community. We'd like the flavor of the community. Video is preferred – it is always the most powerful form of communication - but PowerPoint or Visio is acceptable. It should not be more than 3 or 4 minutes long. ☐ Prepare a very short presentation, about your community to go with your video. Answer these questions: 1. What did you learn about this community's inclusiveness? 2. What were your team's biggest challenges doing this project? 3. What will each team member individually take away from this project?	
**OTHER PROJECT REQUIREMENTS** ☐ Sign your team up for a date to present your project on Blackboard Discussion Board. Plan for no more than 10 minutes, including the video presentation. ☐ Fill out a Peer Evaluation form. Follow the directions! Alphabetical by last name! Check the syllabus for the due date.		

Tips for the Best Team Experience and the Best Grade Possible

o **Boost your point total** by tying information from the class readings to the information in your report.   Remember to cite to the readings in your report and reap the points.

o Most weeks, you will have 45 minutes in class to work on your projects. **Team** time will be marked on your syllabus calendar. Each Team time, create an agenda for the following week so everyone knows what is expected, and come prepared so as not to waste this precious time.

o Your team should divide up the work. **BUT,** to make sure that everyone is on the same page and your individual work is rich and fits together cohesively when you collate the report, discuss each section as a group before you divvy it up, and assign pieces only after you've shared ideas.

o During Team time ONLY, your team may wish to work outside the classroom for research, the video, etc. Either show up to class first, or email me with all team member names. CHECK THE SYLLABUS TO MAKE SURE THERE IS NO IN CLASS ACTIVITY OTHER THAN TEAM TIME BEFORE MAKING YOUR ARRANGEMENTS.

o Think legibility and presentation. Team members should use the same fonts, citation format and headings. Use visuals when available. I will be reading many final reports at the end of the semester. Help me enjoy the experience and avoid a headache to keep me charitable about your work.

o Be smart about headings. Use the SECTION headings, □s and ○s from the rubric to create your headings, and to guide your report writing. That will make it easier for me to find all your information. **Example:** Rubric: " ○ What is the goal for your video..." **becomes** … Report: "The goal for our video is…."

o Read up on plagiarism in the syllabus and make sure you do not have to revise your paper because you've done it incorrectly. Many people think they know what plagiarism is, and then find out they did not know everything!

o Some students don't prefer team work. However, all social change requires team cooperation so you may as well start now. Check the Peer Evaluation form to see what you'll be expected to do as a team member. Openly but kindly bring up problems. It's better to say, "*What could the team do to help you meet these deadlines?*" rather than, "*You never meet deadlines*" or even worse, saying nothing and letting resentment build. We never really know what's going on in someone's life. People can be just plain irresponsible, but on the other hand, sometimes a little compassion is really in order. We have all been judged without an opportunity to explain or ask for help. Give your team

2017-02-14

members the benefit of the doubt, but verbalize issues. If one member of your team consistently lets the team down, please send me an email explaining the situation. I will do my best to motivate the student.

USING GOOGLE SCHOLAR

Linking from Google Scholar to the ASU Library

    a. **Go to settings**

    b. **Choose Library Links and add Arizona State University into the search box, and submit.   Check ASU.**

    c. **Click the "More" link beneath your article. By the way, you can get the citation in proper form by choosing "Cite."**

    d. **And here you go!**

Finding other articles about the same thing:

Community gardening in disadvantaged **neighborhoods** in **Phoenix**, Arizona:
aligning programs with perceptions.

T Bleasdale, C Crouch, SL Harlan - Journal of Agriculture, Food ..., 2010 - cabdirect.org

Abstract: This study examined a struggling community gardening program in a low-income
minority community in **Phoenix**, Arizona. The gardening program exists within a larger local
food initiative organized by a nonprofit community development organization. The nonprofit's

Cited by 7 Related articles All 6 versions Cite Save More

2017-02-14

Grade Breakdown:

Attendance	280
Weekly Writings	280
Midterm Exam	50
Inclusive Community Project	340 (total)

Disability Assessment	40
Place Video or other Visual	50
Personal Bias Assignment	50
Final Written Report	150
Self & Peer Evaluation	100
TOTAL	**1000**

Grading

Grades will be based on point accumulation. To calculate your grade, **take your total number of Blackboard points and divide by 10**. **WARNING:** do not concern yourself with Blackboard's percentages, etc. They are wrong. Just bring your point total to this scale:

98-100 A+	93-98 A	90-92 A-
87-89 B+	83-86 B	80-82 B-
77-79 C+	70-76 C	60-69 D

Extra Credit

Through the semester, extra credit opportunities will be available. These will be noted on the syllabus or occasionally distributed via Blackboard announcements and must be turned in via **Drop Box**. Note the due date on the Calendar. **NO LATE EXTRA CREDIT.** Please note that extra credit opportunities earn just a few points. They are not intended to salvage a grade ravaged by unexcused absences. They are intended to help you with a bad exam score or other unforeseen family or emergency situations that may impact attendance.

MISCELLANEOUS INFORMATION

Students with Disabilities

2017-02-14

If you have a disability that you feel may impact your performance or participation in this class, you are strongly encouraged to contact the Disability Resource Center early in the semester. Disclosure of a disability to the University is optional and confidential, however, seeking accommodations and additional support services may assist you in achieving academic success.

Important: Each student is responsible for reviewing and observing the attached "SCHOOL OF COMMUNITY RESOURCES & DEVELOPMENT POLICIES AND PROCEDURES." If you have any questions regarding your responsibilities, please see or email me immediately.

Late work

Unless otherwise noted, all assignments should be turned in **to Dropbox on Blackboard**. Late assignments will not be accepted except in very limited circumstances (emergency, family death) that must be documented. Same goes for exams. Please understand that the instructor cannot juggle late work from so many students without losing her sanity.

Technology Problems

Hard drive crashes, teething puppies, disk corruptions, spilled beer, empty print cartridges, roommates who cut paper snowflakes from your work, downed servers, paper-eating printers, getting stranded on Gilligan's Island through no fault of your own (you'd be surprised how many students claim the driver refused to return to town Sunday evening), computer viruses, vindictive alarm clocks, power-outages, automatic garage doors that fail to open and trap your car inside (this happened to me), etc., will not be considered a valid excuse for late work. ASU maintains computers where you may complete work if yours fails. Leave enough time to deal with the unexpected. If something can go wrong, it might.

Lap Top Use & Texting in Class

Out of respect, laptops and cell phones must be turned off during lectures, presentations and speakers. Laptops may be used at any time you are doing in-class group work if the use of the laptop is directly related to the work. During team meetings, laptop policy is a team policy issue, to be decided individually by each team. Abuse of this policy may, at the instructor's discretion, be treated like an unexcused absence, and points deducted.

Class Etiquette & Tardiness

When you purchase a ticket to the movies, although there is certain etiquette around making sure you don't disturb the experience of other movie-goers, you are pretty much free to come and go from the theater as you see fit. If you don't like the movie, want to take a phone call, get a craving for popcorn, no problem. When you pay tuition, on the other hand, you get a contract between you and the University to work jointly to educate you. And, while college once looked like lectures, writing papers, taking tests – making attendance less relevant if you borrow notes, turn stuff in and pass exams - more and more pedagogy recognizes that you are not passive learners. You learn best when you work with others to think about,

2017-02-14

apply and critique the application of information. A successful educational experience requires class presence, participation, cooperation and respect from and toward all. **So here are my rules:** Plan to attend. Make preparations to be comfortable staying in class for the duration of a class period. Feel free to bring a beverage but please eat before or after class. Barring an emergency, do not walk in and out of the class during the class period. **Get your beverage**, **use the restroom** **and the phone** **before class**, **or** **wait until class is over**. **Try like heck to be on time.** Walking in late is a distraction for both the instructor and the other students, and also deprives you of part of your learning opportunity. If you're interested, check out the perspective of Hunter Rawlings, president of the Association of American Universities and former president of both Cornell University and University of Iowa, who recently wrote about treating college as commodity, here: https://www.washingtonpost.com/posteverything/wp/2015/06/09/college-is-not-a-commodity-stop-treating-it-like-one/.

Academic Integrity

The faculty in the School of Community Resources and Development assume that academic honesty will serve as the cornerstone of the academic experience. Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating, plagiarism, or deception on an exam, paper, or class assignment. Plagiarism is defined as "intentionally or knowingly representing the words and/or ideas of another as one's own in any academic exercise" (Board of Regents Code of Conduct and Academic Dishonesty). Cheating and plagiarism may result in disciplinary action including, but not limited to, a failing grade on the assignment, a failing grade in the class, or suspension/expulsion from the university. Please note the following links to ASU policies. Students are responsible for reviewing and complying with all ASU policies:

Academic Integrity Policy & Student Code of Conduct: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm and http://provost.asu.edu/academicintegrity
Computer, Internet and Electronic Communications Policy: http://www.asu.edu/aad/manuals/acd/acd125.html
Netiquette: http://www.albion.com/netiquette/corerules.html

Plagiarism

WARNING: All work must be properly cited. You must properly cite not only documents, but video and power point productions. If you are not sure how to cite, consult the links provided for you below, or even take your work ASU's Writing Center, https://tutoring.asu.edu/writing-centers.

For many reasons, schools are cracking down hard on plagiarism these days, and ASU is no exception. Instructors, unfortunately, have become the watchdogs. It is SO EASY for an instructor to find out whether you've plagiarized. All one has to do is "lift" a paragraph or sentence from your paper and copy it into Google, TurnItIn or one of the other search engines developed expressly for discovering plagiarism.   Trust me, even if you've changed a few words or interspersed other ideas, plagiarism will probably show up. But there's more… PLEASE READ ON…

2017-02-14

Are you sure you know what Plagiarism is? Plagiarism is more than stealing sentences or paragraphs. Plagiarism is ANY use of other people's words OR IDEAS without proper attribution.   Even if you put someone else's ideas *in your own words*, failure to credit the source is still plagiarism. Anything you do that may lead a reader to believe someone else's work is your own - *intentionally or unintentionally* - is plagiarism. In academic and business circles, plagiarism is considered a very grave offense. Plagiarism makes it difficult to assess actual student knowledge, fails to give proper credit to the source for original work, and sometimes deprives authors of money they are entitled to by copyright. Imitation may be the finest form of flattery, but it is out of the question in the classroom!

ASU's policy on plagiarism may be found at http://provost.asu.edu/academicintegrity/students#avoid_plagiarism. Plagiarism will nearly always result in sanctions, which may range from a warning to expulsion! http://provost.asu.edu/academicintegrity/policy/Sanctions

My policy on plagiarism: Blatant plagiarism (stealing from sources) must be reported to ASU per ASU policy. Blatant plagiarism will be rewarded with an automatic assignment grade of 0, with no possibility of redoing the work.   However, students whom I judge to have plagiarized unwittingly or who clearly misunderstand proper citation rules **may** be given two days to correct their work, at my discretion, depending on how extensive the problem is.   In my experience, at least one student in every class has trouble with plagiarism, although in very few cases has it been blatant or intentional. No student likes to hear "you've plagiarized," have to rewrite a paper, or take an incomplete while things get sorted out.   Make yourself aware of the rules before you write.

If you're not sure: This is not the place to educate you on the nitty-gritty of plagiarism, but you are responsible for proper citation. If you are uncertain, the Student Writing Center, https://tutoring.asu.edu/writing-centers or these web sites can help.

http://provost.asu.edu/academicintegrity/students#avoid_plagiarism:
http://c.faculty.umkc.edu/cowande/plague.htm, http://owl.english.purdue.edu/owl/resource/589/01/,
http://gervaseprograms.georgetown.edu/hc/plagiarism.html,
http://bcs.bedfordstmartins.com/everyday_writer3e/default.asp?uid=0&rau=0.

2017-02-14

SEMESTER CALENDAR

DATE	READINGS	ASSIGNMENT
INTRODUCTIONS		
Mon Jan 9 WELCOME	SYLLABUS – please review the syllabus before class.	**BRING** ☐ Syllabus & Writing Rubric **DO** ☐ Go over syllabus & course requirements
UNIT ONE – COMMUNITIES DEFINED What makes for a community? What makes for a healthy, sustainable community?		
Wed Jan 11 COMMUNITY DEFINED	**READ** ☐ (Azzopardi & Grech, 2012) Ch. 1. While you're reading, you may want to take some notes or print the pages down & underline, to make your Friday assignment easier.	**BRING** ☐ Thinking about the reading, please go to Google Scholar (a place to search for academic work, www.scholar.google.com) or the library and look for definitions of "community." Bring one that is both SOPHISTICATED **and** you like it. **DO NOT** bring a definition from Wikipedia. It should be from someone who studies communities or from an organization working inside communities. **EXTRA CREDIT:** Read (Barrett, 2015) and draft a 1 – 2 page explanation of the interaction between normativity, interests and identity, with definitions of all three and examples.
Fri Jan 13 COMMUNITY DYNAMICS: CASE STUDY – MILAGRO BEANFIED WARS	☐ NO CLASS ☐ Watch Milagro Beanfield War Amazon.com, https://goo.gl/jrAz4T for $3.99 or you may be able to watch it free in parts on YouTube.com; we'll discuss this movie on Monday and your assignment for the week is also based on it.	☐ Watch Milagro Beanfield Wars; read the questions below before you watch, so you'll know what to look for. ☐ Write 1-2 pp and turn in to the DROP BOX – answer all:

	SB Criteria 2 also Criteria 4	• Based on Monday's article, (Azzopardi & Grech, 2012), in what ways is the town a community? Don't forget to cite. • What are the turning points for the community, and how do those moments change the community? • The manipulation of the water laws for the development was legal, but left the community without water for their fields. What responsibilities do you feel a "dominant" culture or group should have toward a less dominant but co-existing group? • What observations do you have about the student researcher from the college?
MON JAN 16 **MLK Day** **NO CLASS**	**Did you know that MLK Day is also National Service Day, in honor of Dr. King's legacy of service?** http://www.nationalservice.gov/mlkday	
Wed Jan 18 SOCIAL DETERMINANTS OF HEALTHY COMMUNITIES	☐ READ (Hamm, 2002) ☐ WATCH https://youtu.be/5Lul6KNIw_8	
Fri Jan 20 DESIGNING HEALTHY COMMUNITIES	NO CLASS ☐ WATCH Designing Healthy Communities, parts 1, 2, 3, 4 (2 hrs total) http://tinyurl.com/CRD302Reserves	☐ Watch Designing Healthy Communities; read the questions below before you watch, so you'll know what to look for.

2017-02-14

		☐ Write 1-2 pp and turn in to the DROP BOX – answer all: • Thinking about both the movie and Wednesday's article, ("Ch. 17 Sec. 5. Addressing Social Determinants of Health and Development," 2016), identify and discuss at least four examples in the movie of social determinants that are impacted by development choices. • What are the most important ideas you take away from the movie about designing healthy communities?
Mon Jan 23 DESIGNING RESILIENT COMMUNITIES	☐ EVERYBODY READ ("Creating Resilient Communities: a workbook," 2015) pp. 3-15 ☐ REC/TOURISM STUDENTS READ (Derrett, 2008) ☐ NLM/OTHER STUDENTS WATCH https://youtu.be/e2Re-KrQNa4	☐ FILL OUT Skills form (course content folder)
Wed Jan 25 DESIGNING HAPPIER CITIES	☐ WATCH TEDTalk, https://youtu.be/7WiQUzOnA5w ☐ PLAY Urbanology online; get results and click on "print down and bring your results, http://www.bmwguggenheimlab.org/urbanologyonline	NOTE: The Urbanology online game takes about 5 minutes to "play," but the website is sometimes slow. If it is, just come back a little later.
Fri JAN 27 GROUP WALKING YOUR COMMUNITY	OUT OF CLASS GROUP Assignment: ☐ Bring camera or cell phones to take pictures. ¨ ☐Turn in a group "photo montage" ☐ your initial impressions of the community, without actually interviewing anyone. These impressions will be a baseline. Feel free to wander in and out of stores, stop for coffee or a cold beverage, etc.	TURN IN YOUR PHOTO MONTAGE + comments about First walking trip to your community

2017-02-14

	UNIT THREE – THEORIES & SYSTEMS – TWO TOOLS Theoretical perspectives drive the way we look at problems and for solutions. We look at different urban decline, development and community development theories. Systems Theory gives us another useful way to look at communities and their issues.	
Mon Jan 30 THEORIES & SYSTEMS APPROACHES	☐ READ EVERYBODY (Bradshaw, 2006) (Tamas, 2000) ☐ WATCH http://tinyurl.com/EricBerlowSystems	
Wed Feb 1 THEORIES & SYSTEMS POVERTY CASE STUDY	☐ READ https://goo.gl/hHcWZb https://goo.gl/fbdMdQ ☐ LISTEN & READ https://goo.gl/Xc29Jt ☐ READ https://goo.gl/fwvyvl	
Fri Feb 3 SOCIALLY INDUCED POLICY GAPS: CASE STUDY	OUT OF CLASS ASSIGNMENT ☐ READ Also SB Criteria 4 Short note from directors of Homestretch ☐ WATCH	☐ WRITTEN ASSIGNMENT Before watching Homestretch, think about the following questions, and then after watching, write 1-2 pages answering them: (1) What are the reasons that each of these young people became homeless? (2) What "institutional supports" were available for each of these kids? (3) What institutional supports were missing? (4) Choose ONE of these four youth; on a large piece of paper, DRAW the student in the middle of the picture, then draw the elements of the **system** that he or she survives within; draw lines from the youth to the parts of the system that impact the student positively or negatively, and lastly, draw the supports and needs that he or she is missing somewhere on the periphery of the page.
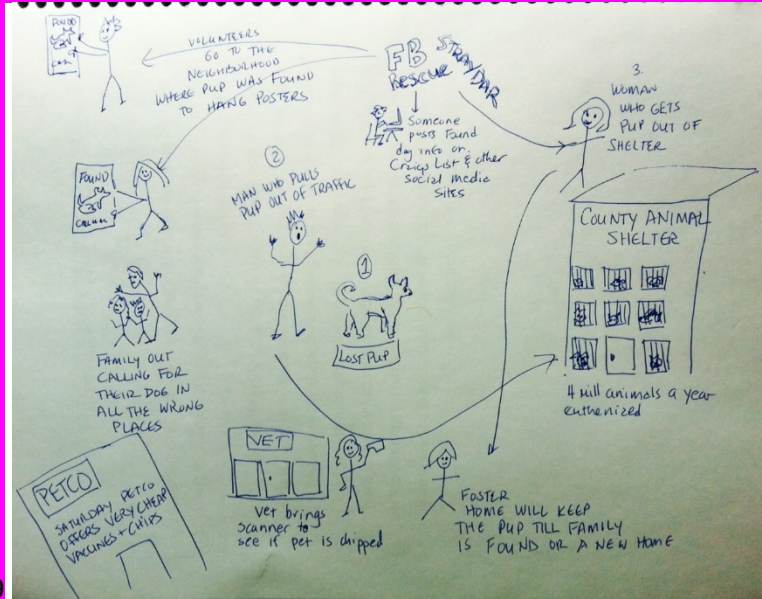
	$3.99	UPLOAD Qs 1-3 to Drop Box and bring your drawing to class. Click on this picture to enlarge it. This is an example of a system drawing.

UNIT TWO – COMMUNITY DEVELOPMENT

What is the history of development? How do economic development and community development differ and what are the tensions between the two ideas? What are the models of community development?

Mon Feb 6 DEVELOPMENT DEFINED: TOP DOWN & BOTTOM UP	☐ EVERYONE READ (Nwachukwu, 2015) ☐ TOURISM/REC STUDENTS READ (Ashley, Boyd, & Goodwin, 2000) ☐ NLM/OTHER STUDENTS READ (Tan, 2009)	
Wed Feb 8 COMMUNITY DEVELOPMENT STARTS WITH THE COMMUNITY	☐ EVERYONE WATCH http://tinyurl.com/ErnestoSirroli ☐ TOURISM/REC STUDENTS WATCH https://youtu.be/kLRanIhp2jg ☐ NLM/OTHER STUDENTS WATCH https://youtu.be/FPqnUK3iNHk	**BRIEF CLASS CONVERSATION - THEN TEAM TIME**

2017-02-14

Fri Feb 10 SOCIAL FORCES SHAPE LIVES & COMMUNITIES	OUT OF CLASS ASSIGNMENT ☐ WATCH Inequality for All, http://tinyurl.com/CRD302Reserves or on Amazon Prime	☐ WRITTEN ASSIGNMENT Thinking about the movie, write 1 – 2 pages discussing how global and national economic trends impact today's communities, and give your opinion about how important these past trends are when a community is thinking about looking forward. Turn it into Drop Box.
Mon Feb 13 COMMUNITY & POWER	☐ READ (Toomey, 2011) (DeFilippis, 2001) (Checkoway, 1987)	
Web Feb 15 INSTITUTIONAL BIAS	☐ READ (Andersen & Collins, 2015) pp. 51-73	TEAM TIME
Fri Feb 17 DEVELOPMENT & SYSTEMS CASE STUDY	OUT OF CLASS ASSIGNMENT ☐ WATCH My Brooklyn, available http://tinyurl.com/CRD302Reserves	☐ WATCH My Brooklyn, then draft a 1-2 page paper discussing these questions: (1) what is the tension between the need for money for renovation and redevelopment, and the needs of the community already living in Brooklyn? (2) What do you think the differences are if you turn planning over to (a) the community itself, (b) the government, (c) the private developer? (3) Who do you think should do the planning and why?

2017-02-14

Mon Feb 20 BIAS: UNCONSCIOUS	☐ WATCH ALL https://youtu.be/NW5s_-Nl3JE https://youtu.be/yAeWyGGTdEE https://youtu.be/9VGbwNI6Ssk ☐ Use link, click Proceed at the bottom, and take any three tests. https://implicit.harvard.edu/implicit/takeatest.html	
Wed Feb 22 BIAS: MICROAGGRESSIONS	☐ WATCH http://search.alexanderstreet.com.ezproxy1.lib.asu.edu/view/work/2039342 ☐ POKE AROUND http://www.microaggressions.com/, feel free to submit your own experiences.	
Fri Feb 24 BIAS: STEREOTYPES	**OUT OF CLASS ACTIVITY** ☐ WATCH Dear White People (free @ Amazon Prime, http://tinyurl.com/DearWPeople or $3.99 if you're not). ☐ FIND a definition of "Microaggression"	☐ WATCH After watching, Dear White People, draft a 1-2 page paper on these questions: (1) have you experienced any microaggressions? If yes, please explain what happened and how it made you feel? (2) Can you think of microaggressions that you've committed yourself, without realizing it? If yes, please explain your experiences. (3) How does it make you feel when you consider trying to be more aware of your speech?
Mon Feb 27 DETOUR: AS LONG AS WE'RE AT IT, CAMPUS CULTURE & MICROAGGRESSION	☐ READ (Sokolow, 2016) (Lukianoff & Haidt, 2015) (Ellison, 2016) ☐ LISTEN http://tinyurl.com/UoCStudentsReact	**EXTRA CREDIT:** Watch Comedian Kevin Yee, on YouTube, https://youtu.be/IuZEo0yORuA. Draft 1 – 2 pages addressing whether you think his comedy routine should or should not be allowed on campus, and why.

2017-02-14

Wed Mar 2 MIDTERM	**OUT OF CLASSROOM MIDTERM EXAM** ☐ Online Midterm – instructions will be emailed to you. ☐ DAY OFF if you are exempted from the midterm.	125 points on your Friday assignments means you do not need to take the midterm.
Fri Mar 3 SEXUAL ORIENTATION & COMMUNITY SPEAKER Angela Hughes	**COME TO CLASS** GUEST SPEAKER – Angela Hughey ☐ Before class peruse either of these web pages: https://www.onecommunity.co/ or https://www.facebook.com/ONECommunityAZ/	☐ WRITING ASSIGNMENT Draft a 1-2 page paper on these questions: (1) in what way did Angela Hughley's community building project resonate with you personally? (2) How does her story connect to inclusive community building as we've been studying it?
SPRING BREAK – NO SCHOOL MAR 5 – 12		
Mon Mar 13 DIVERSITY VS INCLUSION	☐ READ (Price, 2016) pp 1-7 (Goldstein, 2016) (Mandeville, 2016)	
Wed Mar 15 PRIVILEGE	☐ **WATCH** https://youtu.be/6MCuI8Nne8k **and** On YouTube, search for **"every single word spoken by a person of color"** to see a series of video shorts by Venezuelan-American actor Dylan Marron. ☐ LISTEN to interview with Dylan Marron about his project: http://tinyurl.com/everywordspoken	**EXTRA CREDIT**: Thinking about the video & the interview you were required to watch/listen to for today, the lack of people of color in our entertainment, and the sexualized portrayal of women in Disney, write 1-2 pages explaining (1) your own view of these practices, and (2) the values these practices project to viewers.
Fri Mar 17 TEAM TIME	**OUT OF CLASS ACTIVITY – MEET WITH YOUR TEAM**	**NO WRITTEN ASSIGNMENT** ☐ Turn in proof of holding a team meeting – what did you do? Who was present.
UNIT SEVEN –CATEGORIES OF BIAS & DISCRIMINATION		

2017-02-14

Mon Mar 20 GENDER & SEXISM & INTERSECTIONALITY	☐ READ (Cohen, Bronznick, Goldenhar, Israel, & Kelner, 2004) (Kincaid, 1991) ☐ WATCH https://youtu.be/akOe5-UsQ2o https://youtu.be/lxtYHdr3lJ0	
Wed Mar 22 AGE & AGISM	☐ WATCH https://youtu.be/MqhEEAgyKZk https://youtu.be/lYdNjrUs4NM	
Fri Mar 24 TEAM TIME	**OUT OF CLASS ACTIVITY – MEET WITH YOUR TEAM** ☐ FIND & SEND ME a link Via Email **DUE** by SUNDAY, MAR 26 @ noon A YouTube, Vimeo or TedTalk on religious tolerance/intolerance that you like. We will watch the best on Monday.	**NO WRITTEN ASSIGNMENT** ☐ Turn in proof of holding a team meeting – what did you do? Who was present.
Mon Mar 27 RELIGIOUS, NATIONAL & ETHNIC TRADITIONS	☐ READ (Andersen & Collins, 2015) pp 22-31 Take a quick peek @ the Chart in FBI Hate Crime Statistics, 2015 WATCH https://youtu.be/wmtk5NwjAUI	
Wed Mar 29 IMMIGRATION POLICY & COMMUNITY RESPONSES	☐ WATCH https://youtu.be/3_fzmVSZZdQ https://youtu.be/umqvYhb3wf4 https://youtu.be/emknQWYUi8M https://youtu.be/M6eJNlh_P7s	
Fri Mar 31 TEAM TIME	**OUT OF CLASS ACTIVITY – MEET WITH YOUR TEAM**	**NO WRITTEN ASSIGNMENT** ☐ Turn in proof of holding a team meeting – what did you do? Who was present.

2017-02-14

Mon Apr 3 MENTAL ILLNESS	☐ PERUSE – but if it bothers you, you can stop… http://my-sad-art.tumblr.com/ ☐ READ http://hyperboleandahalf.blogspot.com/2011/10/adventures-in-depression.html ☐ WATCH https://youtu.be/ezI2W32yNg8 https://youtu.be/7D-15Z9oE2g	
Wed. Apr 5 DISABILITY	☐ WATCH ALL https://youtu.be/RxNWV8Kg_GY https://youtu.be/_TbWcdN-W8o https://youtu.be/-cA3t1HW1Ow https://youtu.be/MJ4JOomkyNI https://youtu.be/0XXqr_ZSsMg https://youtu.be/X6daBu3ACbc https://vimeo.com/jacobfrey/thepresent	
Fri Apr 7 HISTORY OF DEVELOPMENT: CASE STUDY PHOENIX	OUT OF CLASS ACTIVITY ☐ WATCH Movie: Phoenix: The Urban Desert https://youtu.be/y0qOD0l9dbQ	☐ WRITTEN ASSIGNMENT: As you're watching the movie, pay special attention to the way Phoenix's Hispanic population shifts its social status from the community's beginnings through the present. Using what you learned from the past few weeks about systems of inclusion and exclusion, institutional bias and so forth, write 1 to 2 pages discussing the change in status of the Hispanic residents of Phoenix over time, and why you think it happened, listing turning points in time, and citing to the readings. Turn it in.

2017-02-14

Mon Apr 10 HISTORIC PHOENIX: DIVERSITY	☐ READ (Luckingham, 1981) (Mandeville, 2016) pp 6-35	
Wed Apr 12 TEAMS	☐ READ (Mandeville, 2016) pp. 36 – 54 (Phoenix, 2004)	**TEAM TIME- ATTENDANCE TAKEN**
Fri Apr 14 WALKING TOUR	**IN CLASS ACTIVITY** ☐ READ (Mandeville, 2016) pp 55-71 ☐ WALKING TOUR Downtown Walking Tour, with Carlos Mandeville or Joe Larios	**INSTRUCTIONS:** Show up at 2p at the classroom unless otherwise notified, and be ON TIME or you will be left behind. **ATTENDANCE WILL BE TAKEN** **No written assignment**
UNIT EIGHT - INCLUSIVE COMMUNITIES TOOLBOX		**UNIT EIGHT - INCLUSIVE COMMUNITIES TOOLBOX**
Mon Apr 17 INCLUSIVE COMMUNITIES TOOL BOX I	☐ READ (Norris, 2003)	
Wed Apr 19 INCLUSIVE COMMUNITIES TOOL BOX II	☐ PERUSE this – too long to read. (Knopf, Brennan, & Burke, 2011) MAY HAVE Dr. Knopf speaking	
Fri Apr 21 TEAMS	**IN or OUT OF CLASS - TEAM TIME** **If you want to meet in class, let me know and I will show up**	**NO WRITTEN ASSIGNMENT** ☐ Turn in proof of holding a team meeting – what did you do? Who was present.
Mon Apr 24	COMMUNITY PROJECT PRESENTATIONS	
Wed Apr 26	COMMUNITY PROJECT PRESENTATIONS	

2017-02-14

Fri Apr 28	COMMUNITY PROJECT PRESENTATIONS	
NO FINAL EXAM		

DUE DATES AT A GLANCE:

Fri Jan 22:	ID a couple of organizations & contact the director	Sat Apr 16 **@ 3AM:**	All extra credit, no exceptions
Mon Feb 1:	Team Project Organization Idea	Mon Apr 18:	Organizational Board Meeting Report Forms
Mon Feb 8:	Organizational Profile FORM due	Mon Apr 18:	Org Profile Final Impressions Form
Wed Feb 17:	Team Project Status Update #1	Mon Apr 18, 25, 27:	Team Presentations – sign up on Blackboard
Mon Mar 21:	Organizational Profile Interview Forms	Wed Apr 27:	Team Project Final Written Reports
Mon Mar 28	Team Project Status Update #2	Wed Apr 27:	Self & Peer Evaluations

2017-02-14

BIBLIOGRAPHY OF READINGS

Andersen, M., & Collins, P. H. (2015). *Race, class, & gender: An anthology*: Nelson Education.

Ashley, C., Boyd, C., & Goodwin, H. (2000). Pro-poor tourism: putting poverty at the heart of the tourism agenda.

Azzopardi, A., & Grech, S. (2012). *Inclusive communities: A critical reader* (Vol. 16): Springer Science & Business Media.

Barrett, G. (2015). Deconstructing community. *Sociologia Ruralis, 55*(2), 182-204.

Bradshaw, T. (2006). Theories of Poverty and Anti-Poverty Programs in Community Development. In R. P. R. Center (Ed.), *RPRC Working Paper Series* (pp. 22). RUPRI Rural Poverty Research Center: University of Missouri.

Ch. 17 Sec. 5. Addressing Social Determinants of Health and Development. (2016). *Community Tool Box.* 2016, from http://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/social-determinants-of-health/main

Checkoway, B. (1987). Six Empowerment Strategies for Low–Income Communities. *National Civic Review, 76*(5), 403-408.

Cohen, S. M., Bronznick, S., Goldenhar, D., Israel, S., & Kelner, S. (2004). Creating Gender Equity and Organizational Effectiveness in the Jewish Federation System: A Research-and-Action Project. *Advancing Women Professionals and the Jewish Community and United Jewish Communities*.

. Creating Resilient Communities: a workbook. (2015). Phoenix: Vitalyst

The Elemental Group.

DeFilippis, J. (2001). The myth of social capital in community development. *Housing policy debate, 12*(4), 781-806.

Derrett, R. (2008). How festivals nurture resilience in regional communities. *International perspectives of festivals and events: Paradigms of analysis*, 107-124.

Ellison, J. (2016). [University of Chicago Freshmen Welcome Letter].

Goldstein, J. (2016, March 3, 2016). Diversity Without Inclusion: An Exploration of Race Relations at ASU, *State Press,* p. 11. Retrieved from http://www.statepress.com/article/2016/03/asudiversityraceoncampus

Hamm, J. (2002). Why entrepreneurs don't scale. *Harvard business review, 80*(12), 110-115, 134.

Kincaid, J. (1991). *Girl*: San Francisco Examiner.

Knopf, R., Brennan, A., & Burke, J. (2011). Building A Healthy Community: A Roadmap to Investment in the Central City South Neighborhood

Luckingham, B. (1981). Urban development in Arizona: the rise of Phoenix. *The Journal of Arizona History*, 197-234.

Lukianoff, G., & Haidt, J. (2015). The coddling of the American mind.

Mandeville, C. E. (2016). Downtown voices: urban development, cultural production, and territoriality in downtown Phoenix.

Norris, E. (2003). Building an Inclusive Communities: an Action Guide.

Nwachukwu, J. (2015). Community Development vs. Economic Development: Residential Segregation, Tax Credits, and the Lack of Economic Development in Baltimore's Black Neighborhoods. *J. Land & Dev., 5*, 1.

Phoenix, D. (2004). A Strategic Vision and Blueprint for the Future. *City of Phoenix, December*.

Price, S. (2016). *Excerpt: Proposal to Asset Map ASU's Diversity Assets*. Center for the Study of Race & Democracy. Arizona State Unversity.

Sokolow, B. A. (2016). College Students Are So Sensitive. *Huffington Post*. http://www.huffingtonpost.com/brett-a-sokolow/college-students-are-so-sensitive_b_8923738.html

2017-02-14

Tamas, A. (2000). *System Theory in Community Development*. pdfs.semanticsscholar.org. Retrieved from https://pdfs.semanticsscholar.org/376e/beb2fea55f561c9b87b1afaf7fa6c24727f3.pdf

Tan, A. (2009). Community development theory and practice: Bridging the divide between 'micro'and 'macro'levels of social work. *North American Association of Christian in Social Work. Indianapolis Indiana. Retrieved June, 10*, 2014.

Toomey, A. H. (2011). Empowerment and disempowerment in community development practice: eight roles practitioners play. *Community Development Journal, 46*(2), 181-195.

2017-02-14

SCHOOL OF COMMUNITY RESOURCES AND DEVELOPMENT

<u>**STUDENT**</u> **POLICIES AND PROCEDURES**

Students must meet all course prerequisites listed in the ASU general catalog. Students not possessing these prerequisites will be withdrawn from the course.

Withdrawal (http://students.asu.edu/withdrawal)

Course Withdrawal: During the first ten weeks of the fall and spring semesters, you may withdraw from any course with a grade of "W." Courses with alternate begin and end dates (such as summer or winter sessions) may have an adjusted withdrawal schedule. Withdrawals may be initiated by signing in using your ASURITE ID or in person at any registration site.

Courses from which you withdraw will remain on your transcript with a grade of "W." Please consult the refund schedule to determine whether you will or will not be eligible for any refund after withdrawing.

It is your responsibility to initiate a withdrawal if unable to attend a course. Failure to withdraw will result in a grade of "E" being assigned for the course. At the discretion of the instructor, students who do not attend class during the first week of a semester may be administratively dropped from the course.   Note: Withdrawing from a class or from all of your classes is a serious decision, and should be viewed as a last resort.

Complete Withdrawal: You may request a complete withdrawal from the university through the semester transaction deadline, which is typically during the end of the semester. Undergraduate students are required to request a complete withdrawal in person.

Complete withdrawals should be viewed as a last resort as there may be serious academic and financial consequences in processing a complete withdrawal. Because making a complete withdrawal from the university is a difficult decision, the university has many resources in place to help. You are encouraged to consult with your academic advisor to explore alternatives.

Special Circumstances: Medical withdrawals are available for students needing to withdraw due to medical reasons. This policy covers both physical and mental health difficulties. Medical withdrawals must be requested in person from the dean's representative (medical designee) of the college of the student's major, and submitted with appropriate documentation for review.

Compassionate withdrawals are available for students needing to withdraw due to significant personal reasons not related to the student's health. Examples are caring for a seriously ill child or spouse, or death in the student's immediate family. Compassionate withdrawals must be requested in person from the dean's representative (compassionate designee) of the college of the student's major, and submitted with appropriate documentation for review.

Instructor-initiated withdrawals are made when an instructor withdraws a student from a course with a grade of "W" or "E" in cases of disruptive behavior.

2017-02-14

Military withdrawals are available for students activated for military action. Military activated students will receive some regulatory relief in the recalculation of financial aid and the calculation of tuition and fee charges. Students requesting a military withdrawal should contact the Veterans Services Office at the Tempe campus at 480.965.7723 or at the West campus at 602.543.8820.

The faculty in the School of Community Resources & Development assume that academic honesty will serve as the cornerstone of the academic experience. Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating, plagiarism, or deception on an exam, paper, or class assignment. Plagiarism is defined as "intentionally or knowingly representing the words and/or ideas of another as one's own in any academic exercise" (Board of Regents Code of Conduct and Academic Dishonesty). Cheating and plagiarism may result in disciplinary action including, but not limited to, a failing grade on the assignment, a failing grade in the class, or suspension/expulsion from the university. Please note the following links to ASU policies. Students are responsible for reviewing and complying with all ASU policies:

Academic Integrity Policy
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Student Code of Conduct
http://www.abor.asu.edu/1_the_regents/policymanual/chap5

Computer, Internet and Electronic Communications Policy
http://www.asu.edu/aad/manuals/acd/acd125.html

The instructor of a course has full authority to decide whether or not class attendance is required. During the second week of classes (Fall or Spring), the instructor can drop a student for non-attendance. It is the student's responsibility to contact the instructor before the end of the first week of classes if absences during that period cannot be avoided.

Class Attendance and Participation - Students are expected to attend class regularly and participate in all class discussion. Excessive absences will result in lower course grades. If absences are excessive, but medically excused, a student will receive an "I" or "W," depending on the circumstances. Tardiness constitutes an absence.

Students are asked to show common courtesy to others in order to encourage a positive learning environment for all. There is to be no eating or drinking in the classroom.

Please refer to the ASU General Catalog (http://www.asu.edu/catalog) for additional information and the schedule of classes for withdrawal date deadlines.

To be attached to all syllabi.

2017-02-14