PADM 6950: COMMUNITY ECONOMIC DEVELOPMENT
Augusta University
Spring 2017

Class Time and Location

Meets on Wednesday at 6:00-8:45 p.m. in Science Hall W1012

Instructor: Will Hatcher, Ph.D.
Email: wihatcher@augusta.edu
Phone: 706-667-4423
Office Hours: Mondays and Wednesdays, 12:30 to 2:30; Tuesdays and Thursdays, 1:00 to 5:00 p.m. in Allgood Hall N307

Course Description
This course will examine developmental efforts at the community level in the United States; relate community development to community organization; and examine current efforts, especially those based on the asset model, to generate and implement community development programs.

*Throughout the semester, the class will work with the Greater Augusta Arts Council to help design and implement their community outreach efforts. This is an excellent opportunity for the class to practice community development methods. Officials from the organization and the arts community will join us in class, and at times throughout the semester, we may hold class off campus.

Learning Outcomes
This course is designed to assist you in mastering specific competencies identified by our accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and specific learning outcomes we have identified as being essential to your success.

To address the NASPAA Universal Competencies, students, who have completed this course, should be able to

1. Evaluate community development theory and practice in the United States (U.S.);
2. Analyze community development efforts at the local level in the U.S.;
3. Analyze and apply the assets model of community development; and
4. Analyze and apply the process of community development and public participation in this process.

Course Requirements and Grades

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Community Asset-Mapping</td>
<td>10%</td>
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<tr>
<td>Community Outreach Reflection</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>20%</td>
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<tr>
<td>Exams (midterm and final)</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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*****A= 90 - 100; B= 80 – 89; C= 70 - 79; D= 60 – 69; and F= 0 – 59

*****Prior to mid-semester, you will receive feedback on your performance in this course.

**Required Texts and other Course Materials**

2. Students are strongly encouraged to read the *Atlantic Cities* website, which can be found at: [http://www.theatlanticcities.com](http://www.theatlanticcities.com).

**Course Assignments**

- **PARTICIPATION (10%)**: This part of the overall course grade will be based on the following expectations of students. First, students are required to attend every class, except for when they have an extraordinary excuse. When in class, students are expected to actively participate in the classroom discussion. For the class meetings that include a guest speaker, students are expected to be respectable by being on time and by asking meaningful questions.

- **COMMUNITY ASSET-MAPPING (10%)**: Students will be divided into groups to construct asset maps of Augusta-Richmond County. In an executive summary of no more than five pages, students will detail the major development assets of the neighborhood(s) assigned to their group. The maps need to include the major anchor institutions and contact information along with asset type. The maps should include the community-based organizations discussed in chapter 5 of the course textbook. A student group will be assigned the task of researching relevant case studies of community outreach in other cities. Guidelines for this project will be posted on D2L.

- **COMMUNITY OUTREACH REFLECTION PAPER (20%)**: As discussed, our class will be working with the Greater Augusta Arts Council. Students will help draft a community outreach plan and implement the plan. Students will help write community surveys, collect data, and attend at least two public meetings sponsored by the Greater Augusta Arts Council. By April 26th, students will complete a reflection paper on the process. The instructor will post detailed guidelines about this assignment to D2L.

- **RESEARCH PAPER (20%)**: For the research project, students will pick a community development topic and write a research paper of at least twelve pages. The paper needs to have at least fifteen sources. These sources need to be from creditable sources—peer-reviewed sources, outlets that cover public administration, Think Tanks, news outlets, etc. The research paper will be structured like an extended literature review on the student’s selected topic. I will provide the class with guidelines, along with suggested topics.

- **EXAMINATIONS (40%)**: Students will have two essay exams (20 points each). These exams will be based on the course readings, learning objectives, and other assignments detailed in the course outline. The exams will consist of identification and essay.

**Teaching Methods**

I’m a strong advocate of connecting theory with practice. Throughout the semester, we will focus on learning how community development scholarship relates to development in practice. To accomplish this instructional goal, we will examine community development theories and
concepts, but then move toward applying those theories through case study exercises, guest lectures, and assignments rooted in practice. For most class meetings, I will present a lecture, and then we will discuss the week’s material. It is vital that students be ready to discuss the material to evaluate its implications for public administration practice.

**Special note on guest lectures:** I invite guests into class because they have expertise and experience to share with you. Listed below are the special guidelines I expect to be followed when we have guests.

1. Guests may be discussing issues or topics that are controversial in the community, providing insight that may not be available to the public. Under no circumstances are you to discuss information divulged in a guest lecture of this type outside the classroom unless it is with a classmate.
2. Every guest appearance will end with a Q & A period. I expect students to participate in the Q&A, so bring a question with you to class that night or come up with one while you listen to the speaker.
3. Many of the guests will be people in senior positions, so be respectful and courteous. They notice when students don't pay attention, starting pulling together things to leave before their time is up, etc. They also notice when students ask sharp, intelligent questions. Your behavior could make a difference should you choose to apply for a position or an internship with that guest's organization.

**Attendance and Participation**
Attendance at all class meetings is required. If you attend all class meetings, you will receive a bonus of 1% added on to your final grade. You can miss one class meeting and still get your 1% **if you have a legitimate (documented) excuse.** If you miss more than one, you get zero bonus points. It is important that you attend class. The course exams are based heavily on material covered in class. If students accumulate more than two absences, it will be difficult to do well in the course.

For each class meeting, students will be required to participate in classroom discussions. To do so, students must complete the week’s readings and assignments. Student’s participation grade will be assessed based on classroom discussions and their grade on the case study assignments.

**Late/Incomplete Work**
All assignments must be turned in by their due date and time. If a student turns in work late, 15% of the assignment’s total grade will be deducted for every day that the work is late.

**Withdrawal Policy**
If necessary, students are responsible for withdrawing themselves from the course. If a student fails to withdraw from the course before the final withdrawal date, the student runs the risk of failing the course.
Technology in the Classroom
I encourage you to use technology that contributes to your learning experience. However, if you use technology for purposes not related to the course, such as Facebook, then technology becomes a distraction to you but also your classmates and me.

Academic Honesty
The university regulations regarding academic dishonesty including (but not limited to) cheating, plagiarism, and credential misrepresentation will be strictly enforced. Plagiarism includes but not limited to the presentation of ideas, words, techniques, etc. of someone without properly acknowledging the source. Further information on academic dishonesty and the penalties that go with it is available from the GRU Catalog under Student Rights and Responsibilities.

In our MPA program, we value ethics in public service. To uphold this standard in my class, if you’re caught deliberately plagiarizing, then you will receive an “F” in the course.

Accommodations for Disabilities
Students with any form of physical, emotional, and/or learning impairments requiring accommodation should please inform the instructor and contact the Testing and Disability Services at 706-737-1469 (the TTY number is 706-667-4684) immediately.

E-mail/Office Visits
Students should check their university emails and the course’s D2L site on a regular basis. E-mail is often the best way to contact me. I will respond to your email within 48 hours of when you sent it. If I have not responded within this time, please email me again. While e-mail is convenient, do not hesitate to visit my office.

Other Course Policies
All other aspects of this course will follow the Pamplin Course Policies posted online at this URL: http://www.augusta.edu/pamplin/documents/coursepolicies.pdf. Please read them carefully, as they include important information about Academic Honesty, Disruptive Behavior, Accommodations for Disabilities, Withdrawals, and other topics. By remaining in this course, you agree to abide by these policies.
Schedule

The following schedule is subject to change, but provides a reliable indication of the pace, assignments, and major deadlines that you will need to plan for this semester.

Important dates:

- First day of classes: January 5
- Spring Pause: March 9 – 10
- Last day to drop: March 3rd
- Spring Break: April 3 - 7
- Classes End: May 1

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
<th>Community Partner Events</th>
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<tbody>
<tr>
<td>1</td>
<td>1/11</td>
<td>The Efficacy of Community Development and an Introduction to Development</td>
<td><strong>The Importance of Public Administration in Community Development Scholarship and Practice, PA Times Online</strong>&lt;br&gt;<strong>Building Social Bonds in Communities, PA Times Online</strong>&lt;br&gt;<strong>Teaching the Importance of Community Betterment to Public Managers, Journal of Public Affairs Education</strong>&lt;br&gt;2014 ICMA Economic Development Survey Results (available on the courses D2L site)&lt;br&gt;<strong>The persistent problem of poverty in rural counties throughout the South.</strong></td>
<td>Kick-off; introduction of community partners&lt;br&gt;Invite Brenda Durant &amp; Pax Bobrow from the Greater Augusta Arts Council</td>
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<td>3</td>
<td>1/25</td>
<td>A History of Community Development</td>
<td>Green and Haines, Chapter 2-4</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Reading Material</td>
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| 4    | 2/1  | Engaging the Public | Green and Haines, Chapter 5  
**Tackling Wicked Problems Takes Resident Engagement, ICMA.**  
10 steps to building effective community engagement  
A Failure to Communicate, PA Times Online  
Using Technology to Development Communities, PA Times Online |
| 5    | 2/8  | Scanning: Researching Cases, Surveying, and Asset Mapping | Participatory Asset Mapping |
| 6    | 2/15 | Human Capital | Green and Haines, Chapter 6  
| 7    | 2/22 | Midterm exam | |
| 8    | 3/1  | Physical/Built Capital | Green and Haines, Chapter 8  
American Society of Civil Engineer’s 2013 Report Card for America’s Infrastructure  
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<th>Assignments</th>
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<tr>
<td>9</td>
<td>3/8</td>
<td>Cultural Capital</td>
<td>Green and Haines, Chapter 12  &lt;br&gt;&lt;br&gt; <em>Arts-Based Development, PA Times Online</em></td>
<td>Community asset-mapping due at the start of class  &lt;br&gt; Relevant case study paper due</td>
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<tr>
<td>10</td>
<td>3/15</td>
<td>Financial Capital</td>
<td>Green and Haines, Chapter 9  &lt;br&gt;&lt;br&gt; <em>Public Goods and Sustainable Development, PA Times Online</em></td>
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<tr>
<td>13</td>
<td>Spring Break!!!</td>
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<tr>
<td>14</td>
<td>4/12</td>
<td>Political Capital and Public Participation</td>
<td>Green and Haines, Chapter 11  &lt;br&gt;&lt;br&gt; English, Mary R., Jean H. Peretz, and Melissa J. Manderschied. (2004). Building Communities While Building Plans: A Review of Techniques for Participatory Planning</td>
<td>Neighborhood comment meetings throughout April  &lt;br&gt; Students need to attend at least one neighborhood comment meeting and write a short reflection paper</td>
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Green and Haines, Chapter 15

*Research paper and reflection paper due by 6:00 pm on 4/26*

**Final Exam due by 5/3 at 6:00 pm**

**NOTE:** Clearly, this syllabus is a general guideline and can be altered or changed during the course. You should understand that the dates on the above schedules, both for exercises and tests, are tentative and may change—within a narrow range.