



GOUCHER COLLEGE

Welch Center for Graduate and Professional Studies

SYLLABUS – Community and Economic Development

Course NumberCSP630
Credits 3
SemesterSpring 2016 Online
Instructor:Rebecca Hill
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Office Hours:Arranged by appointment

I usually check my email several times daily on weekdays and at least once over the weekend, unless I am travelling and you will be notified if this is the case. In general if you have a question you can expect to have an answer within 24 hours, maybe a little longer on weekends. I want to be there to help, please do not hesitate to contact me if you need help. Please note that I live in Colorado and am on Mountain Time. I will also log into the classroom frequently.

Welcome to our Course!

This course will provide students with an overview of the interdisciplinary theories, practices and resources within community and economic development. This course will also serve to familiarize students with the economic jargon that will be helpful in communicating with individuals from diverse backgrounds also interested in Community and Economic Development.

Main Course Topics

1. The goal of the course is to help students acquire knowledge about the issues, challenges, debates, and opportunities involved in using economic structures and processes to support the cultural vitality and integrity of communities.
2. The goal of the course is to provide concrete examples and resources of culture and economic development practice that students can apply in their future work involving cultural sustainability.
3. The goal of the course is to familiarize students with the tools needed to communicate with the broad group of interdisciplinary players that are involved in community and economic development.

Departmental Learning Outcomes

This course is aligned with two departmental learning outcomes, listed below. Students will meet departmental learning outcomes through successful completion of assignments and activities in core and elective courses. A list of all departmental learning outcomes can be found at:
<http://www.goucher.edu/graduate-programs/ma-in-cultural-sustainability/curriculum>

Outcome 2: Exhibit professional and ethical responsibility in managing partnerships that foster community self-determination and empower community efforts in cultural documentation, preservation, revitalization and social equity.

Outcome 5: Identify and demonstrate a range of professional management skills that contribute to organizational sustainability such as financial skills, communications, and leadership through collaboration, teamwork, and consensus building.

Learning Objectives

Through a mix of on-line classroom and research project-based work, you will gain a fuller understanding of the issues, challenges, debates, and opportunities that arise in considering how economic structures and processes can support the cultural vitality and integrity of communities. Successfully completing this course will build the skills and knowledge base that you will need to be an advocate for and implementer of cultural sustainability practice in a development context. You will be able to:

- **Define and explain** key concepts, theories, benefits, issues, and guiding principles of sustainable cultural programming in a community and economic development context.
- **Evaluate** practices for encouraging community engagement in the development of sustainable cultural practice in a development context.
- **Recognize** the key elements of project management related to sustainable cultural programming in a community and economic development context
- **Explain** the key steps and types of measurement used for successful project evaluation.
- **Develop** and present a final research paper that describes and critiques one organizational approach to sustainable cultural programming in a community and economic development context.

Assignment Instructions:

- You are required to identify and work with a staff member at a cultural institution to develop your Final Research paper.
- You are required to participate in three online classes
- You are required to participate in online Canvas activities including posting to discussions.
- You are required to participate in 1 collaborative class projects (working with a fellow student to design questions for and moderate one of the weekly discussion boards).
- You are required to contribute at least eleven discussion board posts of 250 words or more. The discussion board posts need to include thoughtful descriptions and reflections on the lectures and discussions and reflective mini essays on issues or themes that pertain to culture and community and economic development.
- You will be required to make five brief postings to a private journal, updating the professor on the status of your final research project. Postings will not be available to anyone else.
- You will be expected to submit your Final Research paper to your e-portfolio.
- You will be required to make a power point presentation (approx.10-15 minutes) of your final research paper in an online class at the end of the semester

Final Research Paper: You will be required to select and work with an organization engaged in culture and development programs or services to develop an organizational profile and critical assessment of some aspect of their work related to the course topic. The organization may be a non-profit, government program, for-profit business or virtual organization. It may be an organization located

where you live or one with which you have personal experience. The paper will describe the organization's mission, background, programs, structure and size; delineate assets, partners, evaluative and collaborative capacity; and critically assess the organization's programmatic methods and practices for contributing to the cultural vitality and integrity of its target community.

Final paper will be 15-20 pp. and draw upon course readings or other research, phone or in-person interviews with selected organization personnel, and relevant organization materials and documents (for example, strategic plans, board and advisory committee lists, etc.). Consult with the professor about your selection and organizational contacts by the 4th week of the course. Professor will assist the student in making organizational contacts if required. During the course of the research, you will post updates of your activity in a private journal on Canvas. You will also prepare a power point presentation summarizing your paper, to be given via online at the end of the semester.

Required Readings

Sachs, Jeffrey. The End of Poverty.

Robinson, Jerry and Green, Gary. Introduction to Community Development.

Other readings will be available through Canvas, our e-learning platform, through the Goucher College Library (for instance, journal articles through Project Muse) as PDF files or through online links:

"Introduction," *Our Creative Diversity: Report of the World Commission on Culture and Development*. Pp. 21-31. Paris: UNESCO Publishing, 1995. NOTE: Read only the "Introduction" chapter beginning on p. 21.

Sen, Amartya. "Culture and Development," presentation, World Bank meeting, December 13, 2000. 27 pp. Available as pdf online. http://info.worldbank.org/etools/docs/voddocs/354/688/sen_tokyo.pdf

Kates, Robert W., Thomas M. Parris, and Anthony Leiserowitz. "What is Sustainable Development: Goals, Indicators, Values and Practice," *Environment: Science and Policy for Sustainable Development*, Vol. 47, No. 3, pp. 8-21.

Putnam, Robert D. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6:1, Jan. 1995, 65-78.

Granovetter, Mark. "Economic Action and Social Structure: The Problem of Embeddedness." In Granovetter, Mark and Richard Swedberg, eds. *The Sociology of Economic Life*. 2nd Ed. Boulder, CO: Westview Press, 2001. Pp. 51-76.

Adamson, Rebecca, Sherry Salway Black, and Sarah Dewees. 2003. *Asset Building in Native Communities*. Fredericksburg, VA: First Nations Development Institute. 26 pp. Available as PDF.

Hawkes, Jon. "Appendix 1: Public Planning Frameworks" and "Appendix 3: Arts Indicators," *The Fourth Pillar of Sustainability: Culture's Essential Role in Public Planning*. Victoria: Cultural Development Network, 2001. Pp. 39- 47; 57-61. Available online.

Jackson, Maria Rosario. Shifting Expectations. [PDF]. 2009. ***Animating Democracy, Arts & Civic Engagement Initiative***. Available online. 11pp.

Northern Forest Center. *Northern Forest Wealth Index*. 2000. 59pp. Available online.

Duggan, Betty J. "Tourism, Cultural Authenticity and the Native Crafts Cooperative." In Erve Chambers, ed. *Tourism and Culture: An Applied Perspective*. Albany: SUNY Press, 1997. Pp. 31-58. Available as PDF.

Sweet, Jill. "The Portals of Tradition: Tourism in the American Southwest." *Cultural Survival Quarterly*, Summer 1990. Available online.

Kleymeyer, Charles David. "The Uses and Functions of Cultural Expression in Grassroots Development." In Kleymeyer, Charles David, ed. *Cultural Expression and Grassroots Development*. Boulder, CO: Rienner Publishers, 1994. Pp. 17-38. Available as PDF.

Walker, Chris, Maria Jackson and Carole Rosenstein. *Culture and Commerce: Traditional Arts in Economic Development*. Urban Institute, 2003. 49pp. Available online

Wells, Patricia Atkinson. "Helping Craftsmen and Communities Survive." In Michael Owen Jones, ed. *Putting Folklore To Use*. Lexington: University of Kentucky Press, 1994. Pp. 240-250.

Margaret Mead, "The Changing Significance of Food." In Counihan, Carole and PennyVan Esterik, *Food and Culture: A Reader*. Reprinted from *American Scientist Spring 1970*.

Michael Shuman. "Local Clusters of Self Reliance: The Key To Rural Prosperity." Available online at www.smallmart.org (and reprinted here).

Gary Paul Nabhan, editor and compiler. *Renewing America's Food Traditions*. Center for Sustainable Environments, Northern Arizona University, 2004. 93pp.

Fayissa, B.; Nsiah, C. and Tadasse, B. "The Impact of Tourism on Economic Growth and Development in Africa." Department of Economics and Finance Working Paper Series, Aug 2007

Creaco, S. and Querini, G. "The Role of Tourism in Sustainable Economic Development" 43rd Congress of the European Regional Science Association. August, 2003

United Nations Development Programme, "Development Synergies: Gender Equality, Economic Development and Environmental Sustainability." United Nations Development Programme, September 2012.

Grading

Course Elements	Percent
Discussion board (11 posts at 4 points each)	44%
Class Project	10%
Private Journals (5 postings at 2 point each)	10%
Final Research Paper	25%
Research Paper presentation	11%
TOTAL	100%

Grade Scale

A	93 or more points
A-	90 - 92 points

B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
D	60 - 69 points
F	59 points and below

Course Policies

Communication:

- Faculty will be available at their Goucher email address and will respond to queries within 24-48 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions on the discussion board).
- For questions about assignments that may be interesting and helpful to other class members: please use the discussion board.
- For problems with technical aspects of the website: contact helpdesk@goucher.edu (you may copy the instructor).

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

Late Policy:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, please notify me before the assignment is due so a new date can be negotiated. Only follow-ups completed by the due date can be redone. Late assignments without such notification will be docked.

Academic Integrity:

All final work products are to be the independent work of each student and stored in the electronic portfolio. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a full description of the code and what constitutes a violation of the code, refer to the Goucher Handbook or online at www.goucher.edu/x1292.xml.

Disability Support:

<http://www.goucher.edu/academics/academic-support/disability-support-services>