



SOC 381: social context for community development (3)

Course Instructor: Dwight Jackson, Ph.D.

Course Description:

This course is an introduction to development and development theory. Students will acquire knowledge of and the ability to apply a variety of development strategies and methods. During the field component of the course students will be exposed to programming and sites where they will be able to apply the content material for assessing and recommending program alterations within the context of specific communities. Students will become acquainted with the Millennium Development Goals and their relevance to the situations in East Africa. Students will be exposed to a variety of strategies designed to involve members of the community in the process of development. Strategies for funding community development projects locally and internationally are explored.

Course Learning Objectives:

At the conclusion of this course, each student will be able to:

1. Describe the Millennium Development Goals,
2. Identify and appropriately utilize principles of transformational development within a community context,
3. Explain how the principles considered can be applied within the context of humanitarian aid,
4. Understand and apply both strength and deficit models of community assessment,
5. Place community within the larger social and cultural contexts that impact the lives of residents, and
6. Describe the impact of culture upon both the definition of community and community problems.

Course Evaluation:

Daily Journals	200 pts
Paper	100 pts
Project	300 pts
Total	600 pts

Grading Scale:

95-100	A	92-94	A-	89-91	B+	85-88	B
82-84	B-	79-81	C+	75-78	C	72-74	C-
69-71	D+	65-68	D	62-64	D-	61-	F

Assignments:

Class Participation: All students are expected to come to class prepared to participate in the discussions. This means that reading assignments will be completed by the day they appear in the syllabus. While no points are added for expected class participation, students who fail to add to the class experience for other students and the instructor by preparation and contributing to class discussions will be in danger of a grade reduction of up to 5%.

Daily Journals: Each student will maintain a journal of their readings, class discussions, and field experiences. This is not a travel log but a reflection journal. The journal will be evaluated upon the consistency (minimum of 5 entries per week) and level of engagement (description only will earn 75 for example; identifying concepts and processes will earn a 85; and demonstrating an effort to integrate new concepts and the challenges of the field will earn a 95 or higher).

Paper: The Constraints of Social Structure for Development. Each student will prepare a process paper in which they will demonstrate their understanding of both developmental concepts and the



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functions of social structure. The paper will also provide the student with an opportunity to develop a more comprehensive framework for assessing development.

Project: Each team of students will present a community assessment and development case study and proposal during the last week of classes.

Policies and Expectations:

Attendance

Students are expected to be present for every meeting of the course. Success in the course depends heavily on one's attendance and participation in the classroom. The instructor has e-mail and voice-mail. The instructor must be notified in advance for consideration of an excused absence. Even if the absence is excused, the student is fully responsible for any homework or lessons that were assigned or covered in the missed session.

Academic Integrity and Honesty

Students should practice academic honesty. The faculty will discourage all academic dishonesty, cheating, and plagiarism, and will encourage responsible conduct. The faculty has defined cheating as offering the work of another as one's own; for example:

- giving or receiving aid during an examination, turning in written work prepared partially or wholly by another
- claiming to have done laboratory work or outside reading that was not completed
- failure to cite sources used in a research paper or oral presentation.

Plagiarism

The faculty is particularly concerned that many college students are tempted to plagiarize. Faculty members are urged to explain carefully the correct methods for fully documenting an author's work. The faculty has defined plagiarism as follows:

- Copying all or part of a theme, examination paper, library reading report, or other assigned written work from another person's production,
- Submitting as one's own, work that was actually done by another,
- Incorporating passages in term papers from a source book without using quotation marks and footnotes to indicate clearly what has been borrowed.
- Using in collateral reports or book reviews the opinion of a professional literary critic – or a campus friend – as though it were one's own original thought, and
- Unauthorized copying of workbook answers of any sort.

Teaching and Learning Methods:

This course will take advantage of several learning opportunities. Reading and understanding assigned material in order to participate in class discussions anticipates that students in this class are motivated to read and digest assignments in a timely fashion. Class discussion will assume that all participate and contribute to the instruction as well as take advantage of the learning opportunities. Writing assignments are in place to assist the student in both processing information and in developing skills for clearly expressing new ideas. Field assignments are designed to expose students to specific community development situations so that practical application of class discussions and readings are possible. Group projects will allow students the opportunity to integrate learning into practical solutions and into a context of competing community needs.

Required texts:

- Escobar, Arturo (1995). *Encountering Development*. Princeton, NJ: Princeton University Press
- Isbister, John (2006). *Promises not Kept*. Bloomfield, CT: Kumarian



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- Myers, Bryant L. (1999). *Walking with the Poor*. New York: Orbis

Course Outline:

Day	Topic	Readings	Objective	Assignment
1	Intro to Course / FH Rwanda		1. Course expectations 2. To know the contributions of FH Rwanda 3. To understand the new models emerging in Rwanda 4. Create community groups	
2	Poverty	Myers: Ch 1-3; Isbister Ch 1; Escobar Ch 2	To consider definitions of poverty and begin the process of developing and owning their own perspective	Document in your journals the new aspects of poverty that are emerging in your thinking
3	Intro to Dev Constructs	Jackson Ch 1	To introduced to variables in development theories	
4	Development	Myers: Ch 4; Isbister: Ch 3	To learn development frameworks	
5	Development			Develop at least a two paragraph defense of one of the economic models you encountered
6	Social Context	Jackson- Ch 2	To introduce social science framework	Document in your journal and come to class prepared to explain your current understanding of culture, how it is formed, how it is maintained, and how it impacts behavior
7	Social Context	Isbister: Ch 4-5		Come to class having written in your journal your theoretical perspective on social change – after class add new insights or changed perspectives
8				
9	Vision 2020		To understand Rwanda's development policy	Document in journal the information you learn about objective and Millennium Development Goals
10	Vision 2020 Umurenge	Myers: Ch 5	To understand development policy	Go on line and find information on the Millennium Development Goals
11	Deuteronomy	Deut.; Jackson- Ch3	To explore Biblical principles guiding development practice	
12	Deuteronomy	Myers: Ch 8		develop at least a one page journal entry on your theoretical frame of development
13	Qualitative		Prepare for field work	Develop community research plan with



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	Research			team
14	Case Study Methodology		Prepare for field work	
15	Ibid			
16	Case Study Indicators	Jackson- Ch 4; Myers: Ch 7	Prepare for field work	Finalize community assessment plan and note it in your journal
17	Education		To understand the role of education in development	<i>Escobar Ch 5</i> Journal entry: what do you expect to learn about development during your field experience?
18	Economics	Isbister: Ch 6; Escobar: Ch 3	To understand the role of economics in development	As a journal entry evaluate one of the MDGs, its likelihood for attainment and its compatibility with your Christian perspective
19	Power	Escobar: Ch 4-5	To understand human decision making & development	
10	Group Time			
21	CDP and Development	Myers: Ch 6	To understand integrated community development	
22	Development & Growth		Understanding development as an integrated process	
23	Case Study Indicators		Prepare for field work	
24	Data Collection		Prepare for field work	
25	Case Study Indicators		Prepare for field work	
26	Data Collection		Prepare for field work	
27	Case Study Indicators		Prepare for field work	
28	Data Collection		Prepare for field work	
29	Rwandan Community Manners		Prepare for field work	
30	Group Prep		Prepare for field work	Reflection Paper Due before student begins field work. Daily journal entries should address the research and learning processes that you experience
	Field Time		Data Collection / Analysis	
	Analysis & Writing		Data Analysis & writing Case Studies	Get with two other participants and discuss the implications of faith and poverty; document in your journals how this discussion helps you move beyond mere understand to praxis
31	Reporting			Class presentations



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	Findings		
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This syllabus is intended to facilitate the exchange of information between the instructor and student and in no way should be construed as legal document or commitment.