



# On-Campus Course Syllabus

## CRIS 203

### Local Learning and Service

### Spring 2023

#### Class Information

**Day and Time:** Wednesdays 12:15-3pm

**Room Number:** E211

#### Contact Information

**Instructor Name:** Dr. Brandon Seitzler

**Instructor Email:** [bseitzler@criswell.edu](mailto:bseitzler@criswell.edu)

**Instructor Phone:** 214.818.1309

**Instructor Office Hours:** Mondays: 10:45-11:45am; Tuesdays: 9:15-11am; Thursdays: 11:30am-12:45pm

#### Course Description and Prerequisites

This course combines theory and practice to explore the process of urban and community development. By studying social, economic, and political factors, students explore the needs, inequalities, and opportunities that shape cities. In addition to in-class lecture and discussion, student teams work with and learn from partner organizations serving neighboring communities to research and develop solutions to real social problems facing Dallas communities.

#### Course Objectives

By the end of this course, students will be able to:

1. Use data to identify problems and opportunities in their communities.
2. Develop a plan to address social problems using community assets and opportunities.
3. Work with and learn from community partners who serve our city.
4. Apply community development theory to community development practice.

#### Required Textbooks

- Asset Building & Community Development. Gary Paul Green. 2015. 9781483344034.
- Bowling Alone: Revised and Updated. Robert D. Putnam. 2020. 9781982130848.

#### Recommended Reading

See Selected Bibliography at bottom of syllabus.

## Course Requirements and Assignments

- 15% - Attendance and Participation – Students not in the classroom by 12:15 (or at the community site at the designated time in the calendar) will be counted absent for that day.
- 15% - Reading Quizzes
- 15% - Grocery-Budget Assignment
- 15% - Midterm Exam
- 15% - Final Exam
- 25% - Behind Every Door Project

## Course/Classroom Policies and Information

- The ideas expressed by readings, resources, and outside guests in this course should not be interpreted as implying the instructor's or college's endorsement. Course materials and outside speakers are selected for their perceived value in helping to meet the course goals and objectives.
- At all times and especially when we are working in and with the community you are expected to exhibit the college's graduate profile:
  - **Ambassadors** who communicate effectively across various platforms and contexts.
  - **Cultivators** who seek to understand diverse populations and develop purposeful relationships.
  - **Peacemakers** who pursue truth and righteousness through mercy and reconciliation.
  - **Problem-solvers** who think critically, creatively, and collaboratively.
  - **Professionals** who demonstrate competence in their field of study and intentionality in their vocation.
- You may not have your cell phone anywhere in sight during class.
- The one exception to my cell phone rule is using your cell phone as a calculator or to look something up online as a part of class participation. Other than these two exceptions, phones belong in bags.
- You may not use your laptop during class for anything other than class-related activities.
- Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.
- The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Topic and Speaker	Reading Due	Assignments Due
January 18 • Course Introduction • Syllabus • Tools for academic success		
January 25	<ul style="list-style-type: none"> <li>• ABCD Ch. 1: The Role of Assets in Community-Based Development</li> <li>• ABCD Ch. 2: A History of Community Development in America</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 1 &amp; 2 Reading Quizzes</li> </ul>
February 1 • Richard Miles, Miles of Freedom, speaking in class	<ul style="list-style-type: none"> <li>• ABCD Ch. 3: Community Sustainability</li> <li>• BA Ch. 1 Thinking about Social Change in America</li> <li>• BA Ch. 2 Political Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 3 Reading Quiz</li> </ul>
February 8 • April Bee, Behind Every Door and Dallas Lights, speaking in class	<ul style="list-style-type: none"> <li>• ABCD Ch. 4: The Community Development Process</li> <li>• BA Ch. 3 Civic Participation</li> <li>• BA Ch. 4 Religious Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 4 Reading Quiz</li> </ul>
February 15 • April Bee, Behind Every Door and Dallas Lights, speaking in class	<ul style="list-style-type: none"> <li>• ABCD Ch. 5: The Role of Community-Based Organizations</li> <li>• BA Ch. 5 Connections in the Workplace</li> <li>• BA Ch. 6 Informal Social Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 Reading Quiz</li> </ul>
February 22 • Find data for Grocery-Budget Assignment	<ul style="list-style-type: none"> <li>• ABCD Ch. 6: Human Capital</li> <li>• BA Ch. 7 Altruism, Volunteering, and Philanthropy</li> <li>• BA Ch. 8 Reciprocity, Honesty, and Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 6 Reading Quiz</li> </ul>
March 1	<ul style="list-style-type: none"> <li>• ABCD Ch. 7: Social Capital</li> <li>• BA Ch. 9 Against the Tide? Small Groups, Social Movements, and the Net</li> <li>• BA Ch. 10 Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 7 Reading Quiz</li> <li>• Grocery-Budget Assignment due.</li> </ul>
March 8	<ul style="list-style-type: none"> <li>• ABCD Ch. 8: Physical Capital</li> <li>• BA Ch. 11 Pressures of Time and Money</li> <li>• BA Ch. 12 Mobility and Sprawl</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 8 Reading Quiz</li> <li>• Midterm Exam Due</li> </ul>
March 15	<b>No Class – Spring Break</b>	
March 22	<ul style="list-style-type: none"> <li>• ABCD Ch. 9: Financial Capital</li> <li>• BA Ch. 13 Technology and Mass Media</li> <li>• BA Ch. 14 From Generation to Generation</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 9 Reading Quiz</li> </ul>

<p>March 29</p> <ul style="list-style-type: none"> <li>• Kea Westbrook speaking in class</li> </ul>	<ul style="list-style-type: none"> <li>• ABCD Ch. 10: Environmental Capital</li> <li>• BA Ch. 15 What Killed Civic Engagement? Summing Up</li> <li>• BA Ch. 16 Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 10 Reading Quiz</li> </ul>
<p>April 5</p>	<ul style="list-style-type: none"> <li>• ABCD Ch. 11: Political Capital</li> <li>• BA Ch. 17 Education and Children's Welfare</li> <li>• BA Ch. 18 Safe and Productive Neighborhoods</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 11 Reading Quiz</li> </ul>
<p>April 12</p> <ul style="list-style-type: none"> <li>• Collin Packer, Director of Faith-Based and Local Government Affairs for Texas State Representative Carl O. Sherman, speaking in class</li> </ul>	<ul style="list-style-type: none"> <li>• ABCD Ch. 12: Cultural Capital</li> <li>• BA Ch. 19 Economic Prosperity</li> <li>• BA Ch. 20 Health and Happiness</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 12 Reading Quiz</li> </ul>
<p>April 19</p>	<ul style="list-style-type: none"> <li>• ABCD Ch. 13: Food, Energy, and Community</li> <li>• BA Ch. 21 Democracy</li> <li>• BA Ch. 22 The Dark Side of Social Capital</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 13 Reading Quiz</li> </ul>
<p>April 26</p>	<ul style="list-style-type: none"> <li>• ABCD Ch. 14: Natural Disasters and Climate Change</li> <li>• BA Ch. 23 Lessons of History: The Gilded Age and the Progressive Era</li> <li>• BA Ch. 24 Toward and Agenda for Social Capitalists</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 14 Reading Quiz</li> </ul>
<p>May 3</p>	<ul style="list-style-type: none"> <li>• ABCD Ch. 15: The Future of Community Development</li> <li>• BA Afterword: Has the Internet Reversed the Decline of Social Capital?</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 15 Reading Quiz</li> </ul>
<p>May 10</p>		<ul style="list-style-type: none"> <li>• <b>Final Exam Due 5/12 at 11:59pm</b></li> <li>• Final exam is on Canvas.</li> <li>• Final exam covers all lecture and reading material from semester.</li> </ul>

***The descriptions and timelines above are subject to change at the discretion of the professor.***

## **Selected Bibliography**

Alexander, Michelle. *The New Jim Crow*.

Putnam, Robert. *Bowling Alone: The Collapse and Revival of American Community*

Putnam, Robert. *Our Kids: The American Dream in Crisis*.

Schutze, Jim. *The Accommodation: The Politics of Race in an American City*

Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*.

Sennett, Richard. *The Fall of Public Man*.

Stevenson, Brian. *Just Mercy*.