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**USF Sarasota-Manatee - New Undergraduate Course Proposal Form – COURSE  
ORIGINALLY SUBMITTED AS SOC 4603**

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**1. College/School Contact Information**

<u>Tracking Number</u> 102	<u>Date &amp; Time Submitted</u> 2015-01-21 16:06:02.0	
<u>Discipline</u> Sociology	<u>College/School</u>	<u>Budget Account Number</u> 126300004
<u>Contact Person</u> Sarah Fayard	<u>Phone</u> 9413594619	<u>Email</u> sarahfayard@sar.usf.edu

**2. Course Information**

<u>Prefix</u> SYD	<u>Number</u> 4601	<u>Full Title</u> Community Building and Social Change
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3.

Is the course title variable?	N
Is a permit required for registration?	N
Are the credit hours variable?	N

4.

<u>Credit Hours</u> 3	<u>Section Type</u> Discussion (Primarily)	<u>Grading Option</u> Regular
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Abbreviated Title (30 characters maximum)  
Community Building

5. Prerequisites

6. Corequisites

7. Co-Prerequisites

8. Course Description

This course will introduce students to the community building paradigm (i.e., how to address collective problems in diverse communities) as well as guide students as they become actively involved in various comprehensive community building initiatives.

9. **Justification**

(This section is critical since the APC members will make their decision based on the information provided here. The information should be in the following outline form.)

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course is designed to show students how diverse communities solve important public problems. In addition to discussing the community building paradigm, students will be actively involved in community problem-solving initiatives throughout the Sarasota-Bradenton region. Similar courses are already at work at several universities including Emory University and Washington University in St. Louis. USFSM is committed to the Pillars framework. As such, this course will also fulfill the Community Engagement and Diversity Pillars requirement. It is not necessary for accreditation.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

The community building paradigm

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course is needed because of the numerous shared issues faced by various types of communities, which are made up of individuals diverse in race, gender, class, and culture. This course will teach students how to take the information they are learning in the classroom and put it into action in the community. Additionally, this course has been approved as a Community Engagement and Diversity pillars course and will allow the students to experience the everyday challenges and successes of community engagement.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

no

E. How frequently will the course be offered? What is the anticipated enrollment?

annually. Between 15 and 20 students. Because the students will be actively involved in community building initiatives throughout the community, there need to be enough students to form several groups. On the other hand, each group should be working on a different community project, so there cannot be more groups than projects.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (If dropping/deleting a course please complete the nonsubstantive course change form.)

no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

A master's degree is required with 18 graduate credit hours in sociology. experience with community building work would be a plus.

## 10. Other Course Information

### A. Objectives

1. Introduce students to the community building paradigm, which is an understanding of how to address collective problems in diverse communities.
2. Provide students with the tools, methods, and strategies for planning and evaluating community building initiatives.
3. Supply students with the tools and principles to investigate and address urban issues as well as foster social change.
4. Guide students as they undertake various community building projects and experience the everyday challenges of community engagement.

### B. Learning Outcomes

1. Discuss the community building paradigm, which is used to address the shared issues faced by various types of communities (e.g., neighborhoods, cities, suburbs, and regions), which are inhabited by individuals diverse in race, class, and culture.
2. Demonstrate an understanding of the role and responsibilities of the public, private, and nonprofit sector in addressing the collective needs of specific types of communities and individuals, particularly the needs of low and moderate income, racially-diverse, and culturally-varied individuals, families, and neighborhoods.
3. Use the tools, methods, and strategies, which have been shown to be effective in community building, to plan and evaluate their own comprehensive community development projects.
4. Write a complete project portfolio, which includes a work plan, deliverables, and sustainability strategies as they undertake various collaborative community building projects.

### C. Major Topics

1. Community Building Paradigm
2. Sustainability, Evaluation, and Capacity Building

### D. Examples of Course Textbooks and Course Readings

Carmen Sirianni. 2009. *Investing in Democracy: Engaging Citizens in Collaborative Governance*. Washington, DC: The Brookings Institution Press.  
Eugene Bardach. 2009. *A Practical Guide for Policy Analysis*. 3rd ed. Washington, DC: CQ Press.  
Michael Mintrom. 2003. *People Skills for Policy Analysts*. Washington, DC: Georgetown University Press.

## 11. Syllabus

Please submit an electronic copy of your syllabus to Rhonda Moraca,  
[moraca@sar.usf.edu](mailto:moraca@sar.usf.edu).

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