

PA 495

Community Analysis Winter 2018

Section 1: Mondays 6:00-8:50 pm 418 Eberhard Center

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Office Hours: Mondays 12-2, Tuesdays 2-5 pm, or by appointment

Books and Materials

The following books can be found at the campus bookstore; both are **required**:

- Blakely, E. J., & Leigh, N. G. (2013). *Planning local economic development: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.
- Levy, J. (2011). *Contemporary urban planning* (9th ed.). Boston: Longman.

Overview

The main objective of this course is to immerse students in the study of local communities, local economic development strategies, community development strategies, and the urban form. This means that at the end of the course students will have a working knowledge of the political actors, power structures and political processes that combine to make a “community.” This course incorporates current readings on urban theory and a survey of the literature on socio-historical concepts of cities to reach this goal. This course also aims to equip students with the ability to analyze and gather data to understand how socio-political composition affects communities across the United States. Class time will be devoted to both lecture and discussion. Informed discussions are encouraged and expected. Please do not feel shy or intimidated – your opinions are expected and valued.

Various conceptions of community are explored the community as an object of inquiry, the community as service provider, the community as an economic unit and the community as a place to live anchored by strong and vital neighborhoods. Community Analysis provides a vehicle to develop a systems approach to the understanding of community. Being the **Capstone class** for the SPNHA program, PA 495 engages students from all sectors (Public, Nonprofit and Health). Each of these areas will benefit from Community Analysis because all are predominantly present within urban settings and are key components within all communities. A Capstone course is a culmination, which requires a synthesis of skills gained in throughout a student’s academic program. Community Analysis provides the framework by which students can engage in exploratory analysis of a local unit and directly apply urban theory.

Goals

- Demonstrate a basic knowledge about the key features and issues of urban government, politics, and policy.
- Think critically and analytically about urban, suburban and rural government, politics, and political systems.
- Be able to effectively observe, analyze, and participate in your own city, town, and/or metropolitan government.
- Understand the various land-use issues that permeate urban life as well as explore the various economic development tools that are available and effective for local leaders, citizens and policymakers to use.

Grading Milestones

Papers

There are four significant paper assignments, three which are group projects analyzing economic development, new urbanism and community-level governance strategies in Michigan—details will be given to students in advance of due dates. There is also an individual paper project that entails developing a comprehensive profile of the community of your choice.

Discussion Session

One time during the semester, each student will be responsible for leading a discussion session on a topic related to new urbanism, creative class sector development, urban design, urban planning, economic development strategies and/or the effects of globalization in their hometown.

This should be written as a review paper. A **review paper** is a paper in which you analyze a specific term, provide a discussion of the benefits and detriments the term may have within the context of your hometown. Explaining the impact of the term in an urban/suburban or rural context. This assignment requires you to conduct a thorough and detailed study of

- **NOTE: This syllabus may be revised as needed throughout the semester.**

Classroom Policies

- **Attendance:** Class time will be devoted to both lecture and discussion. Informed discussions are encouraged and expected. Please do not feel shy or intimidated – your opinions are expected and valued. Additionally, students will be responsible for participating in leading discussions and presenting information on a weekly basis so your attendance is vital for a good grade in this course. After **three absences**, students will be encouraged to drop the course as multiple absences will lower their overall course grade by a half letter grade (A to A-, B+ to B, etc.). **Excused absences** will need to be accompanied with a note at least 48 hours in advance.
- **Technology Policy:** So as not to disturb the class, please turn off your cell phone before class begins. Computer use is fine, however if I see students using their computers for something other than taking notes, you will be marked absent for that day's attendance, **no exceptions**.
- Additionally, **technological excuses** ("my printer died," etc.) will not be accepted under any circumstances. Always make back-ups for your work, and plan ahead so that you will have time to use the on-campus computers and printers if necessary. You may also submit papers by e-mail in the event that you have problems with Blackboard. However, you should NOT consider an e-mailed paper to be submitted until you have received a reply from me confirming that I have received it. To this end, all papers should be submitted in **.doc, .docx, .pdf, or .txt format only**.
- **Email Communications:** Emails will be returned in a timely manner; however, this may not always mean I will answer emails on the day they are received. Emails must include: a subject, your name and a salutation as well as the issue that needs to be address. This is practice for the future and also helps me to keep track of which students have issues throughout the course. NOTE: If your email does not have these components, they will not be answered.
- **Withdrawing from the Course:** The final day to withdraw from the course is **March 9th at 5pm**.
- **Students with Disabilities:** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. **Note:** All discussions will remain confidential.
- **Late Work:** Work only will be accepted **within 12 hours from the end of the class period in which it is due**. All late work will be penalized with a full grade deduction (Example: A papers will be graded as A- as the total points possible.). After the time period is up, no late work will be accepted and you will receive a zero for that assignment.

Paper Writing Tips

- **Academic Integrity:** Instances of academic dishonesty will be considered a violation of academic ethics. You should consult me if you are uncertain pertaining to an issue of academic honesty prior to submitting an assignment. Please refer to Section 223.01 of the Grand Valley State University Student code for a description of plagiarism.

the term you are analyzing. Students **must use** at least **two** separate academic resources (i.e., article, textbook, book, etc.) to prepare the definition, develop pros and cons of the term, and explain the term "in action" on the ground in your hometown. To prepare for classroom discussion, students will develop a "Question of Thought" which relates to their review paper as well as provide **one** additional outside source (examples include: blog posts, news articles, YouTube videos, journal article, book chapters, etc.) for the rest of the class to review (this does not have to be specific to your hometown and can be a basic overview of the term to ground discussion). Your selected resource should be sent to the entire class **at least one day prior** to your discussion session.

Each student's session will last 5-7 minutes and will provide students an opportunity to respond to your question and presentation.

Attendance

Attendance will be taken during each class period. Class participation in our group activities, as well as during outside group meetings will be monitored and incorporated into your attendance grade.

Participation

An essential component to this course is coming prepared to discuss and participate in the class environment. It is my expectation that students be engaged with the material, and communicates with the class their opinions, thoughts, insights and experiences during each lecture period.

Self-Reflection and Group Journals

Students will be responsible for keeping a group work journal (on Blackboard) of observations of the group processes to be turned in separately at the end of the semester. At the end of each team project you will be responsible for doing a journal entry. You will be graded on **three**

- **SafeAssign:** all assignments will be submitted online in Blackboard with SafeAssign enabled. SafeAssign is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. SafeAssign is effective as both a deterrent and an educational tool. SafeAssign compares submitted assignments against a set of sources to identify areas of overlap between the submitted assignment and existing works. One you've submitted your papers; you will receive a SafeAssign originality score. Scores over 25% will need to be re-written and submitted. *Those students or groups who submit work with SafeAssign scores over 40% will receive a failing grade and cannot be resubmitted.* This is to ensure that you cite other's work correctly, do not copy and paste others' work into your documents and use good writing techniques. **Note:** citations that are included in the originality report will not be counted in the 25% or less threshold.
- **Wikipedia:** At no time during this course should Wikipedia be used as a legitimate source of information.
- For all papers: journal articles, books, newspapers, in person interviews, public documents and government documents are the only sources that will be accepted.
- Additionally, **APA Style** citations are the **only** accepted style for works cited pages. Please see: <http://owl.english.purdue.edu/owl/resource/560/01/> for an extensive list of the ways to cite sources. Another good resource is www.citationmachine.net, which will actually format your citations in APA if you provide the source information.

reflections although you may choose to write more entries. The form that should be submitted for the journals can be found on Blackboard under the Journals tab.

Point Breakdown:

Community Profile Paper: 100
 Community Profile Commercial: 25
 Economic Development SWOT: 100
 Economic Development Presentation: 25
 New Urbanism SWOT and Analysis: 100
 New Urbanism Presentation: 25
 Business Incubation SWOT: 100
 Business Incubation Presentation: 25
 Student Led Discussion Session: 50
 Student Self-Reflection and Group Journals: 50
 Attendance: 50
 Participation: 25

Total: 675 points

Grade Scale

94-100	A	77-79	C+
90-93	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	67-69	D+
80-82	B-	60-66	D
		< 60	F

Evaluation

These grades reflect an evaluation of the accuracy, depth, and quality of expression within your work. Although a grade is not a precise measure, each carries a meaning.

- An "A" is reserved for the very best student work; it means that the student has exceeded expectations for the assignment in all aspects-accuracy and depth of response as well as quality of expression.
- An "A-" means the student exceeded expectations in most aspects but not all.
- A "B+" or "B" indicates that, while accurate and adequate in depth and quality of expression, the assignment could still be significantly improved.
- Grades of "B," "C+," or "C" indicate that the student has met expectations for undergraduate work in the course, but that the work is generally undistinguished in its accuracy, depth, and/or quality of expression.
- Grades of "C-," "D," or "F" indicate that the student's work is below expectations for the course and serious deficiencies exist.

Class Schedule

Date	Readings	Assignments
Week 1: Introduction to Class January 8	Syllabus Review Movie: Urbanized	Syllabus quiz. No class Thursday, January 12 th — Southern Political Science Association Meeting Urbanized Response Questions Due: 1/12 by 5pm.
Week 2: Group Work, cont., Globalization and	REQUIRED: Green Leigh and Blakely, Introduction and Chapter 1 REQUIRED: Baldassare, Mark. (1992). Suburban Communities. <i>Annual Review</i>	Community Analysis City

its effect on Local Economic Development January 22	<i>of Sociology</i> , 18: 475-494. Retrieved from: http://www.jstor.org/stable/2083463	Choice Due
Week 3: Theories of Local Economic Development and the Planning Process January 29	REQUIRED: Green Leigh and Blakely , Chapter 3 and 5 REQUIRED: Sassen, Saskia . (2012). URBAN CAPABILITIES: AN ESSAY ON OUR CHALLENGES AND DIFFERENCES. <i>Journal of International Affairs</i> , 65(2), 85-95. Retrieved from http://www.jstor.org/stable/24388220	Critique Week 1
Week 4: National Policy and Data Collection February 5	REQUIRED: Green Leigh and Blakely , Chapter 2 and 6 RECOMMENDED: Manyika, Remes, and Orellana : Punching Above Their Weight (ON RESERVE)	Critique Week 2
Week 5: Business Development and Local Economic Development Strategies February 12	REQUIRED: Green Leigh and Blakely , Chapter 7 and 9	Critique Week 3
Week 6: Business Incubation and Third Sector Community Development Strategies February 19	REQUIRED: http://www.theatlantic.com/business/archive/2016/04/innovation-is-overrated/477702/ REQUIRED: http://www.rollingstone.com/politics/news/james-howard-kunstler-on-why-technology-wont-save-us-20120712	Urban SWOT Analysis Due (2/19) Community Analysis Outline Due (10 points)
Week 7: Creative Class Economies February 26	REQUIRED: Florida : Rise of the Creative Class (Preface and Introduction) (ON RESERVE) REQUIRED: Macgillis : The Ruse of the Creative Class (ON RESERVE)	Critique Week 4 Start Rural Incubator SWOT
Spring Break: March 4-11th		
Week 8: Neighborhood and Business Development March 12	REQUIRED: Meyer and Hyde : Too Much of a Good Thing, Homeowners Associations in Historical Perspective (ON RESERVE) REQUIRED: Logan and Rabrenovic : Neighborhood Associations: Their Issues, Their Allies and Their Opponents (ON RESERVE)	Community Analysis Section 1 and 2 Due (10 points)
Week 10: Future of Economic Development and Introduction to Land Use Development March 19	REQUIRED: Green Leigh and Blakely , Chapter 8, 10, and 11 RECOMMENDED: Green Leigh and Blakely , Chapter 12 and 13	
Week 11: History of Land Use Planning in the United States March 26	REQUIRED: Levy , Chapters 1 – 3 REQUIRED: http://nchchonors.org/wp-content/uploads/2013/10/jacobs-jane-intro-death-and-life-of-great-cities-intro.pdf RECOMMENDED: Billitteri : Blighted Cities (ON RESERVE)	Rural Incubator SWOT Due Critique Week 5
Week 12: Politics and Planning and Social Issues of Planning April 2	REQUIRED: Levy , Chapter 4-6 REQUIRED: http://www.curbed.com/2016/5/4/11580294/jane-jacobs-legacy-architecture-design-urban-planning RECOMMENDED: http://www.slate.com/articles/news_and_politics/politics/2015/01/the_gentrification_myth_it_s_rare_and_not_as_bad_for_the_poor_as_people.html	Community Analysis Section 3 and 4 Due (10 points) Start New Urbanism SWOT Project
Week 13: Tools of Land-Use, Smart Growth and Urban Design April 9	REQUIRED: Levy , Chapters 7, 9, 10 REQUIRED: Barron : Neighborhood Renaissance (ON RESERVE) RECOMMENDED: Litwalk : Voluntary Associations and Neighborhood Cohesion (ON RESERVE)	Critique Week 6 Class Neighborhood Walk

Week 14: Kuntsler Day, Kuntsler Work Group Day April 16	REQUIRED: Kuntsler : Home from Nowhere REQUIRED: http://www.thedailybeast.com/articles/2015/08/01/what-jane-jacobs-got-wrong-about-cities.html REQUIRED: http://www.theatlantic.com/video/index/382568/gentrification-without-the-negative-in-columbus-ohio/	Group Neighborhood Walk Group Work Day
Finals Week (April 23-28th) Walkability SWOT Presentations and Community Analysis Paper and Commercial Due		

SWOT ANALYSIS



Urban SWOT Analysis

Groups will be assigned in the first weeks of class and will be the same group you work with on the all SWOT Analysis paper. In class, you will be presented with **four** potential city developments for the city of East Lansing, Michigan. Groups will be responsible for collecting relevant census, economic development tool information (i.e., grants, tax credits, financing tools, etc.) available to make the project of your choice a reality. Groups should actively seek to include **real-life** cost examples in their presentations. Groups will be graded on a presentation as well as a memo summarizing the group’s findings. Finally, each group member will be responsible for turning in a reflection on the group’s procedures, process and product, which will be used to calculate your participation grade for the project. These forms are posted on Blackboard and will be due after each group project.

Memo should include: a discussion of the potential benefits and pitfalls of the project chosen. 2.) Discuss potential funding sources (local, state and/or federal) that could be used to incentivize developers, 3.) Discuss any potential land use issues that would arise from building your chosen project.

Kunstler/New Urbanism Analysis

In your group, members are responsible for providing a “dictionary” of new urbanism terms based on a careful reading and review of Kunstler’s Home from Nowhere article and selections from Jane Jacob’s Life and Death of Cities. Using additional sources, groups should **provide a factual description of the facets of New Urbanist principles promoted by Kuntsler and the New Urbanism Congress**. Papers should also incorporate information on socio-economic trends (education, race, income, homeownership) as well as a walkability assessment for both areas profiled.

This component of the SWOT should focus include broad observations and generalities about downtown areas as a whole. The Kunstler Day walk around Center City will also be useful in incorporating your observations.

In the second section of the paper, groups should describe in detail the presence or absence of new urbanism in downtown Grand Rapids. Using the terms outlined in the first section, the group is responsible for detailing the degree to which each factor is present. Additionally, groups should identify the neighborhood and/or business association present in the area and discuss major projects or activities surrounding neighborhood vitality.

In the third section of the paper, groups will conduct a walkability audit of one the neighborhood districts of Grand Rapids. Additionally, groups should identify the neighborhood and/or business association present in the area and discuss major projects or activities surrounding neighborhood vitality.

Directions: a) provide a specific detailed evaluation/assessment of the following factors and, b) describe how this factor could be reconfigured and improved to better conform to New Urbanism principles. Use the exact terms listed below.

The “dictionary” portion of the paper should define the following factors using Kuntsler’s article and the Congress of New Urbanism definitions:

Limited Size
Mixed-Use District
Mixed-Use Buildings
Mixed-Income Housing
Street Network Design and Street Connectivity
Increased Density
Narrow Streets
Lively Streets/Walkability
Public Spaces
Diversity and Density of Building Types
Prominent Public Buildings and Symbols
Smart Transportation/Transit Linkage

Group Presentation: The class will be divided into groups and assigned a separate district in which you will be responsible for conducting a separate walk, using the walkability audit tool and making a short class presentation/video on the district, notable aspects

Business Incubator SWOT

Case Synopsis: The city of _____ has come to your team asking you to develop a proposal for a business incubator. Since this is an undertaking of important value to the community and could have significant economic benefits, they are asking for your expertise on how best to approach the process of setting one up. Your team is responsible for creating a short report providing an overview of what a business incubator is, what clientele the incubator should target and provide guidance on how the incubator should be set up (i.e., business concept, core competencies needed for the incubator manager, space needed, market data, and a brief overview of a one-year plan for financial management of the incubator once the program gets started (i.e., benchmarks of success). Your proposal should also note important partnerships that need to be developed before starting the incubator so that the community ties (finance, nonprofit, business leaders, etc.) to the initiative are strong. Your team has acquired a \$75,000 grant to assist you with first-year development costs. As part of section five your group is responsible for developing a budget for first year costs that will be covered by you budget and list costs that the city and its partners will be responsible for covering.

1. Section One: Overview on Business Incubators.
 - a. This section should answer the following questions about business incubators: What are they? What is their history in the United States? Why are they important to community development? Why can the help (or hinder) community development in urban and rural areas?
 - b. This section will include information that defines what a business incubator is, who forms them, organizational schemas utilized in incorporating them at the local level (i.e., as a nonprofit, for-profit, hybrid, etc.).

- c. A short explanation of the board structure for nonprofit and for profit business incubators should be included in this section as well.
2. Section Two: Community Description
3. Section Three: SWOT Analysis
 - a. This section should review the Strengths, Weaknesses, Opportunities, and Threats to a proposed changed to developing an incubator the community chosen. These summations should be based on a review of Master Plan documents, current economic development strategies, and current socio-economic data of the community.
 - b. This section should also include a case description of the model best suited for the community (i.e., virtual or walled, early stage vs. late stage, entrepreneurial vs. established industry focus) and explain why this model is suited for the community chosen. A review of existing incubators (see BlackBoard) may help with the development of this section.
 - c. This section also should include a detailed description of the incubator focus (i.e., a kitchen incubator, an agri-business focused incubator, an entrepreneur training incubator, a mixed-use incubator, manufacturing incubator, a virtual incubator, etc.)
4. Section Five: First Year Plan
 - a. This section should provide a general overview of the next steps to implement to assist the city in starting the incubator project. It should identify and prioritize key partnerships and/or board members, outline a plan for services that should be offered at the incubator, fees that should be charged to clients, and potential locations for the incubator.
 - b. This section should provide **3, 6, 9 and 12 month benchmarks** and receivables that your team would use to mark progress.
 - c. This section should also discuss a tentative budget for the first year of operation.

Community Health SWOT (Substitution for Business Incubator SWOT Project)

For community health and community development students, this project is an option for the Business Incubator project.

1. Section One: Community Description
2. Section One: Overview of Community Health Care System.
 - a. This section should answer the following questions about community health care system incubators in the community chosen: How many providers, hospitals, elder care facilities, public health programs located in the municipality? How well do they work together? Why are they important to community development? What providers or specialization are missing from the community? Which groups of citizens have access issues?
 - b. This section should explain or describe health care inequities, sanitary issues, or locational impediments to care in the community chosen.
3. Section Three: SWOT Analysis
 - a. This section should review the Strengths, Weaknesses, Opportunities, and Threats to the community health system in the community chosen. These summations should be based on a review of Master Plan documents, current health care/community health strategies, and current socio-economic data of the community.
 - b. This section should identify a Threat or Weakness and propose a solution to achieve a specific health outcome (i.e., easier access to certain facilities, developing complementary recreational programming for youth, etc.)
 - c. This section also should include a detailed description of who should be responsible for the implementation of the intervention, key community partnerships needed to implement, as well as a discussion of a marketing strategy for the intervention (i.e., would it be based in the school system? A municipal building? A standalone facility?)
4. Section Five: First Year Plan
 - a. This section should provide a general overview of the next steps to implement to assist the city in starting the community health project. It should identify and prioritize key partnerships and/or board members, outline a plan for services that should be offered in the program, fees that should be charged to clients, and health or program indicators for success.
 - b. This section should provide **3, 6, 9 and 12 month benchmarks** and receivables that your team would use to mark progress.
 - c. This section should also discuss a tentative budget for the first year of operation.

Community Profile Paper

One of the main projects in this course is a community profile of a United States city of your choice. It should include the information listed below along with any supporting documentation (i.e., maps, graphs or photos) you feel lend additional information to the paper.

What Information is Available on the Web?

Most communities have websites that can offer quite a bit of information. If your city is in Michigan, you may want to visit <http://www.mml.org> (for cities/villages) or <http://www.michigantownships.org> (for townships) for the official URLs of your community. **Note: any maps or images of your city should be put into an appendix.**

Paper Outline

This is a general outline of the contents of the case study; further details will be provided throughout the term as we discuss various aspects of municipal government. These sections should be included in your final paper.

- **Introduction**—an overview of the community about which you are writing. This short introduction should be one to two paragraphs, include a topic sentence and outline for the reader what is to follow in each section.
- **Historical Development:**
 - Describe when, why and how the community came into being; who founded it?
 - When did it become a governmental jurisdiction? (i.e., when was it incorporated and recognized by the state government)
 - What, if any, geographic/economic factors contributed to the location and/or creation of the jurisdiction?
 - Have there been significant changes over time? (i.e., a shift from a township to city? Metropolitan consolidation? Major change in city charter?)
- **Demographic Profile:** This section should show the growth in the variables listed below. This information should be presented in tabular format in this section and then discussed. **For this section, you must compare changes over three points of comparative data from 2000, 2010 or 2015 census data to show changes over time.** In your discussion, you should identify what these socioeconomic characteristics mean for this community? Has it grown, contracted, is it more or dense than when it was originally founded? How does this community differ from those around it? From the state as a whole? This section should include all of the items from the following list and should be presented in both a graphical and summarized manner (i.e., don't just copy and paste information from the census, interpret it!). There should be **FOUR** tables in this section.
 - The first will track overall population in the community using Social Explorer Census Database for years 2000 and 2010 (T1 and T8).
 - The second will track changes in racial and ethnic composition using Social Explorer Census Database for years 2000 and 2010 (T54 and T55)
 - The third will look at housing units using Social Explorer Census Database for years 2000 and 2010 (# of, occupancy status, and owner occupied units) (T68, T70, T73)
 - The fourth will look at income and unemployment using Social Explorer ACS 5 year estimates (2010-2014) and (2005-2009) (T37, T83, T157)
- This section should also discuss changes in housing values from the year 2000, current property tax rate (i.e., millage rate for residential properties) average rent costs, relevant crime statistics, and health data which can also be found in Social Explorer.
- **Governmental Structure/Political Character**
 - This section should discuss form of the local government. It should also discuss the political characteristics of the community based on the election results of the most recent Presidential election.
 - Explain the form of government and identify **three** relevant political actors/governmental officials in the jurisdiction. (i.e., Council members, Council President, Mayor, Mayor Pro Tem, and/or City Manager.). Please provide a short biographical profile of important leaders and discuss how long they've been in power in the community.
 - Provide a political profile of your community. Using electoral data, describe the political party distribution of the past two Presidential and state-wide elections. If possible, try to identify the character of local electoral politics using the last local election results.

- Finally, this section should discuss the range of government services provided by the local unit (typically found in the CAFR), along with a fiscal picture of the community (i.e., financial picture as of the most recent CAFR).
- **Economic and Land Use Patterns**
 - Describe the character of the local economy; you must include the top 3 major employers, describe the business sectors of the top 3 employers, and include the number of people employed by these businesses.
 - Does your city participate in *regional or metropolitan planning*? If so, what do these planning authorities do?
 - Identify aspects of *creative class sectors* (arts, entertainment, financial service sector jobs and/or cultural job growth) in your community
 - Identify aspects of *urban design, walkability projects and/or new urbanism* in the community.
- **Hot Topics and Citizen Involvement**
 - Identify critical issues/problems confronting community; what is being done about them?

Ways to get the “pulse of your community”:

- Incorporate an overview of the most recent issues on the local government agenda. Download the minutes of watch a transcript of the last city council meeting and provide a brief discussion of what are the current topics of discussion in your jurisdiction.
- Read the local paper and note the editorial section, highlight a story that is of city-wide interest and report on how the editorial position reflects on the community.
- Look at the agendas of local citizen boards, neighborhood associations, or other activist groups present in your locality.

Finally, the paper should have a *conclusion* that summarizes your findings.

Note on Logistics/Requirements

If in doubt, don't hesitate to ask for assistance and/or advice. Each paper should begin with a brief introduction and be divided into appropriate sections and subsection. **Using headings and subheadings are appropriate and appreciated throughout the paper.** A uniform style should be used throughout.

Final Papers should include a title page, utilize APA style citations and incorporate good writing techniques. Papers are to be **single-spaced** and use accurate spelling, punctuation, grammar and sentence structure. Finally, it is important, when possible, to incorporate the topics covered in class in this profile. Personal opinion on how well your city is tackling emerging issues is welcomed, but please limit these comments to the conclusion of your paper.

Self-Reflection and Group Work Journals

Self-Reflection and Group Evaluations: Students will be responsible for keeping a journal of work and observations of the group work process to be turned in separately at the end of the semester. Since I cannot be at each meeting held outside of class, it is this journal piece that will allow me to accurately gauge your participation and contribution to the final products from the group work completed during the semester. I will grade on **three** journal entries and it is your responsibility to do these on your own throughout the semester. Students will also be responsible for submitting an evaluation of group member's work activities in their journal entries. Guidance for these evaluations are confidential and will not be factored into paper or presentation grades except in extreme cases. Again, these writing prompts can be found on Blackboard.