

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 9/17/2010
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Kris Ricketts Email: k.ricketts@uky.edu Phone: 7-3767
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 300
- b. Full Title: Foundational Theories in Community & Leadership Development
- c. Transcript Title (if full title is more than 40 characters): Foundational Theories in CLD
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

x (3 hrs) Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study _____
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: This course illustrates the role of social theories and research. More importantly, it addresses the question, "How do we apply theory to guide our understanding of the world around us?" Students will study theories common to multiple social science contexts (communications, leadership, community and education) and, following critical analysis, describe how they are applied within various situations. Students will be expected to integrate the theories into a personal holistic viewpoint that affects their lives.
- j. Prerequisites, if any: Major standing in CLD.
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 35

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: CLD

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: CLD 300

Proposal Contact Person Name: Dr. Rick Maurer

Phone: 7-7582

Email: richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Faculty	8/21/10	Rick Maurer 17-7582 rmaurer@uky.edu	[Signature]
UCC-CCA	10/29/10	Larry Grabou 171855 @uky.edu	[Signature] 11/27/10
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		/ /	
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External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/15/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, mail=shgill@uky.edu, c=US Date: 2011.02.16 09:15:55 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CLD 300 – Foundational Theories in Community and Leadership Development

Fall 2012

Course Instructor

Kristina G. Ricketts, Assistant Professor
Community & Leadership Development
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University of Kentucky
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Class Meetings

TBD

Office Hours

TBD

Course Description¹:

Within society, we all have a lot in common. This can also be seen demonstrated on a theoretical basis. This course is designed not only to illustrate the importance of theory and its role in research, but perhaps most importantly to answer the question “How do we apply theory to guide our understanding of the world around us?” Students in this course will take theories common across multiple social science contexts (communications, leadership, community, and education) and think critically about how they are applied within various situations. Students will also be encouraged to develop their own holistic viewpoint integrating all of the theories involved, in a way that affects their daily life.

Student Learning Outcomes:

Having successfully completed this course, you will be able to:

- Identify core concepts and key principles underlying each theory –
 - Social exchange theory
 - Structuralism/functionalism
 - Social constructionism
 - Critical theory
 - Systems theory
- Appreciate how these major theories are applied within different contexts – leadership, communication, community, education.
- Describe how each theory explains the emergence, stability and/or change in community structures and processes.
- Employ a more holistic viewpoint when looking at society’s opportunities and issues.
- Apply a thorough understanding of how these fundamental theories work in the world around us.
- Integrate basic social science theory within case study situations.

Required Textbooks:

The course has no required texts.

Course Policies:

The instructor will impart respect, as well as encouraging mutual respect among students. In addition, it is the expectation of the instructor that each student will come to class prepared to learn, discuss, interact, and at times, teach.

My expectations for you are:

¹The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Cheating and Plagiarism: Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0.

Additional Information related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* www.uky.edu/StudentAffairs/Code/ and *University of Kentucky Bulletin 2009-2010* www.uky.edu/Registrar/Bulletin.htm.

- 2) **Electronic Communication Devices:** All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during lecture and lab sessions. Visible presence of electronic communication devices during exams will be considered evidence of cheating. Computers (laptops, i-phones, i-pads, etc.) are not allowed to be in use during the class session.
- 3) Submit assignments to the instructor by the end of class, on the date due
- 4) Come to class prepared and ready to contribute, with readings and assignments completed.
- 5) Be willing to ask and answer questions, and contribute to the overall learning of the entire class.

Note to students with disabilities

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Statement of Nondiscrimination

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Attendance Policy

Class attendance and participation are keys to learning. Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. I expect you to be here for class because we have in-class discussions and activities.

Summary of Expectations:

Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Reading Assignments: - Additional Readings may be added during the semester

You will want to have all reading assignments completed before the date listed for each unit.

Unit #1 – Social Exchange Theory – Week 2

- Choi, C.H. and I. Murray. (2010) "Resident attitudes toward sustainable community tourism." *Journal of Sustainable Tourism*, 18(4): 575-594.
- Sigal, L. V. (1973). Reporters and officials. Lexington: Health
- Bass, B. A. (1990). "From transactional to transformational leadership: Learning to share the vision." *Organizational Dynamics*, Winter: 19-31.
- Cook, K, and E. Rice. (2006). Handbooks of Sociology and Social Research, (Chapter 3) 53-76.

Unit #2 – Structuralism/Functionalism –Week 4

- Pavay, J.L., A.B. Muth, D. Ostermeier, D. Steiner and L.E. Miriam. (2007) "Building capacity for local governance: An application of interactional theory to developing a community of interest." *Rural Sociology*, 72(1): 90-110.
- Tichenor, P. J., Donohue, G. A., & Olien, C. N. (1980). *Community conflict and the press*. Beverly Hills: Sage Publications. Chapter 4.
- Collinson, D. (2006) "Rethinking followership: A post-structuralist analysis of follower identities." *The Leadership Quarterly*, 17: 179-189.

Unit #3 – Social Constructionism – Week 6

- Gerbner, G. & L. Gross. (1976). Living with television: The violence profile. *Journal of Communication*, 26, 76.
- Fairhurst, G. & D. Grant. (May 2010). "The Social Construction of Leadership: A Sailing Guide." *Management Communication Quarterly*, 24: 171-210.
- McCabe, J. (2009). "Resisting alienation: The social construction of Internet communities supporting eating disorders." *Communication Studies*, 60(1): 1-16.
- Grint, K. (November 2005). "Problems, problems, problems: The social construction of 'leadership'." *Human Relations*, 58: 1467-1494.

Unit #4 – Critical Theory – Week 9

- Mumford, M. D. & J. R. Van Doorn. (2001). "The leadership of pragmatism: Reconsidering Franklin in the age of charisma." *The Leadership Quarterly*, 12: 279-309.
- Habermas, J. (1989). The Public Sphere: An Encyclopedia Article. In S. E. Bronner & D. M. Kellner (Eds.), *Critical theory and society: A reader*(pp.136-142). New York: Routledge.
- Yosso, T. J. (2002). "Critical race media literacy: Challenging deficit discourse about Chicanas/os." *Journal of Popular Film & Television*, 30(1): 52-63.
- Stovall, D. (2005). "A challenge to traditional theory: Critical race theory, African-American community organizers, and education." *Discourse: Studies in Cultural Politics of Education*, 26(1): 95-108.

Unit #5 – Systems Theory – Week 11

- Spruil, N., C. Kenney, and L. Kaplan. (2001). "Community development and systems thinking: Theory and Practice." *National Civic Review*, 90(1): 105-117.

- Senge, P. M. and J. D. Sterman. (May 1992). "Systems thinking and organizational learning: Acting locally and thinking globally in the organization of the future." *European Journal of Operational Research*, 59(1): 137-150.
- McChesney, R. W. (1999). *Rich media, poor democracy: Communication politics in dubious times*. Urbana: University of Illinois Press.

Assignments:

All assignments are based upon a percentage of the overall course grade. Below is the breakdown:

Attendance/Participation: 20%

Theoretical Perspectives Literature Review: 30%

"You be the Theorist": 20%

Tests: 30%

More specific details about the primary assignments are described below:

Course Attendance & Participation – 20% (200 points)

Students will receive points for showing up to class prepared to discuss core concepts, by participating and providing examples that illustrate original and critical thought. Throughout the course, regular attendance will not be taken; however, there will be in-class and take-home assignments given on a regular basis. These assignments may or may not be announced, and they will all contribute towards the final grade. All assignments will be graded based on a percentage of earned versus possible points. In-class assignments **cannot** be made up; take-home assignments will only be able to be made up with by those with an excused absence. Some of the assignments are detailed below:

- **Case Studies** – Throughout the course of the class, different case studies will be provided. These studies are designed to assist students in synthesizing the leadership concepts and theories into real life situations. Case study application may include: reading and discussing within groups, analyzing and answering basic questions independently, researching and developing one's own case study on a specific topic, etc.
- **Five-Minute Papers** – Mini-applications will be hot writing assignments of one page at the end of a class when you will be asked to apply a particular theory to an explanation and/or interpretation of an aspect of a community structure or process.

Theoretical Perspectives Literature Review – 30% (300 points)

Students will individually select and report on a current issue area pertaining to the field of community leadership development. Students will conduct a brief literature review of a particular theoretical perspective as applied to a community structure, process or issue. For this assignment, you will find, summarize and analyze six peer-reviewed journal articles that apply the theoretical perspective you have chosen to the analysis of a community structure, process or issue. The components of your literature must include:

- A statement of community structure, process or issue you want to explore. State the parameters of your topic and why it is important to you.
- A statement of the theoretical perspective you are going to explore. In your own words, describe the key components of this perspective and explain why you believe that it would be a useful tool for understanding your topic
- Provide a full and complete citation for each article you are reviewing
- State the research question addressed in the article

- Explain how the authors use the theory to:
 - Identify what is important to study about the topic
 - Interpret the results of their study

Specific grading criteria, as well as additional details, will be provided later in the course.

“You Be the Theorist” – 20% (200 points)

Students will develop their own theory to explain or interpret an issue of interest to them. Students may draw upon the theories we have considered in class, but your theory must reflect your own particular interpretive framework for understanding the world around us. To accomplish this you must consider:

- What aspects of the social world (i.e., community structure or process) are you interested in exploring with your theory?
- Identify the core concepts and key principles underlying your theory?
- How does your theory explain the social world and what does it focus on to do this?
- What would you say is the strength of your theory? What might be its weakness?

Specific grading criteria, as well as additional details, will be provided later in the course.

Tests (Week 5, Week 10, Week 14) – 30% (100 points each)

Tests throughout the semester will be administered to examine overall retention and application of the concepts and theories taught within the course. There will be three tests throughout the semester; no test will be cumulative.

Total points available: 1000 points

Grading Scale

Grade	Points Required
A	940-1000
B	850-939
C	750-849
D	650-749
E	Below 649