Illinois State University
Department of Politics and Government
POL/SOC 470-001
Seminar in Community Development
Schroeder Hall 107
Thursdays, 6:00-8:50pm CT

Instructor: Dr. Michael Hendricks
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*Please note that the syllabus is open to change. Students are advised to regularly visit the course's ReggieNet page to keep track of potential alterations.

Catalog Description: The seminar will review the theoretical and applied literature on community development. Both domestic and international strategies of community development will be examined to see what works and in what contexts.

Course Objectives: This course is designed as an introduction to the field of community development. The course will provide opportunities for discovering and researching specific community projects, organizations, and methods. My hope is that students leave the course with an understanding of what the concept and practice of community development means to them (at this stage of their professional life). Specifically, the course is designed to address the following:

- How communities change over time and the factors (global, national, and local) that impact local change;
- The actions people can take in order to create desired changes in communities;
- The dimensions of power in communities and the role community and economic development professionals can have within those power dynamics;
- The theory and practice of community development, in both the United States and internationally;
- How people can be mobilized for action within their communities and neighborhoods;
- Social, cultural, and economic differences among people, organizations, and communities in the development process;
- Global, national, and local factors that impact communities and their economies;
- Provide opportunities for applying individual experiences.

Course Delivery: The course is scheduled to meet Thursdays from 6:00-8:50pm in Schroeder Hall 107. As per Provost Tarhule's July 28th email, Illinois State is closely monitoring the COVID-19 pandemic. Students will be notified immediately if any changes occur to the course's regular scheduled meeting time and/or space.

Following guidance from the Center for Disease Control (CDC), the Illinois Department of Public Health (IDPH), and the Illinois Board of Higher Education (IBHE), Illinois State has implemented the following measures for the Fall 2021 semester:

- Face Mask/Covering Requirement: Face mask/coverings are required in all public indoor spaces to align with updated CDC masking recommendations released Tuesday, July 27, 2021. The IDPH is also in full support of the CDC recommendations, which state that "everyone, including fully vaccinated individuals, wear a mask in public indoor settings in areas with substantial and high transmission." McLean County is currently designated as having "substantial" transmission by the CDC. *Therefore, until further notice, face masks/coverings are required for students, faculty, staff, and visitors on campus, including Laboratory Schools, in all common indoor spaces (classrooms, conference rooms, hallways, restrooms, breakrooms, dining facilities, elevators, public spaces within on-campus residential living environments, etc.).*
- Vaccination Requirement: Students, faculty, and staff who are taking courses or working on campus, are required to provide evidence of receiving an approved COVID-19 vaccination to Student Health Services (SHS). (See instructions below.) The University is accepting vaccines currently authorized for emergency use by either the U.S. Food and Drug Administration or the World Health Organization. Learn more about where to find a vaccine. Students who are enrolled in fall courses, who are fully vaccinated, and who

upload their COVID-19 vaccination information prior to the first day of class will be entered to win s $1,000 scholarship (Awarded to 100 students) or a $100 in Flex Dollars added to the Redbird ID Card (Awarded to 75 students). Winners will be notified at their Illinois State University email address the week of August 23. Learn more about the vaccination incentive program.

- Testing Requirement: Beginning August 9, 2021, students, faculty, and staff who are on campus and who have not provided Student Health Services (SHS) with evidence of vaccination are required to participate in weekly on-campus saliva-based COVID-19 testing provided by SHIELD Illinois.
- No Exemptions: There is no exemption process for the COVID-19 vaccine requirement. Individuals who do not provide Student Health Services (SHS) with evidence of vaccination are required to participate in on-campus saliva-based COVID-19 testing. Students needing an accommodation from this requirement, please contact Student Access and Accommodation Services.

Course Texts and Readings: All readings are available through the course's ReggieNet page. Students can find the readings under the "Weekly Readings" folder, which is under the "Resources" folder. There are a lot of readings for this course. Students should not leave the readings until the day before class or the day of class. It is recommended to try to read an article or two each day. The more students are able to read, the more helpful the course will be. The readings are comprehensive in part so that students can refer back to them as they explore different research projects. Students should rely on these readings to complete their weekly assignments.

Academic Integrity and Honesty: Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. In this course, students are expected to submit original work. Breaches of the academic integrity rules are extremely serious matters. Sanctions for such a breach range from instructor-imposed academic sanctions, such as a failing grade for the course, to University-imposed disciplinary sanctions, such as probation or expulsion. Plagiarism (or cheating in any way) will not be tolerated. Any student plagiarizing will receive an automatic 0% for that assignment, no exceptions! Students are strongly encouraged to come and talk to me if they have any questions about what constitutes plagiarism or visit Illinois State University's Code of Student Contact page.

Class Etiquette:
- Emails to instructor: (1) Use ISU email account; (2) Address instructor as Prof. Hendricks or Dr. Hendricks; (3) Indicate course name or number; and (4) Allow adequate time for a reply (24 hours) before emailing again. I will respond to weekday emails within 24 hours. I will respond to weekend emails that I receive on Friday (after 5:00pm), Saturday, or Sunday on the following Monday.
- Consideration for opinions of others is required but this does not mean debate is discouraged. Students should make comments in ways that invite discussion. Our classroom contains members with various life experiences, divergent perspectives, and

different strategies for defending their views. Students should state claims constructively and respectfully, listen carefully when colleagues are speaking, and speak to me if they are offended by something that is said in class. Note that use of profanity or insults which defame a person's character, race, ethnicity, religion, gender, sexual preference, political affiliation, and nationality are inappropriate and will not be tolerated. Such abuses will be subject to disciplinary actions under ISU's Student Code of Conduct.

ADA Statement: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

Student Counseling Services: Life at college can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit Student Counseling Services (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, 309-438-3655.

Student Bereavement Policy: Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work. More information is available in the Student Bereavement Policy.

Absence Policy: All students in this course are responsible for attending class and completing all academic work. However, I expect the impacts of COVID-19 are still likely to lead to student absenteeism and other course disruptions, which is why there is no attendance grade for this course. Students should make arrangements with me in advance if they will be missing class due to participation in a Sanctioned University Activity, fulfillment of a religious obligation, exercise of a bereavement leave, or another university-recognized excused absence. When students need to miss class, they must be swift and proactive in working with me to take advantage of learning opportunities, develop mastery of course materials, meet the learning objectives as outlined in the course, and prepare themselves for more advanced learning. If a student must miss class due to an extended illness (3 or more consecutive class days) or bereavement, the Student Health Services and the Dean of Students Office can help.

Course Assignments:
- Class Participation (5%)
  - I will record student participation after each seminar but will not assign a final participation grade until the end of the semester. See the description below.
- Two Analysis Papers (15%)
  - Due under the "Assignments" tab on this course's ReggieNet page **at 5:00pm on Wednesday before class on Thursday.**
- Guest Speaker Questions (20%)
  - Due under the "Assignments" tab on this course's ReggieNet page **at 5:00pm each Thursday (before class begins at 6:00pm).**

- Talking Points (30%)
  - Due under the "Assignments" tab on this course's ReggieNet page **at 5:00pm on Wednesday before class on Thursday.**
- Presentation Leader (10%)
  - Each student will present ONE of the course's weekly readings to the class during the scheduled class time. Due to the size of the class and the number of available weeks, two students will present together during Weeks 10 and 11.
- Research Paper (20%)
  - **Annotated Bibliography and Paper Outline (2.5%) is due on Thursday, October 7th at 6:00pm** under the "Assignments" tab on this course's ReggieNet page.
  - **Research Presentations (2.5%) will be held on Thursday, December 2 during regularly scheduled class time**. You do not need to send me your presentations in advance.
  - The **Research Paper (15%)** should be submitted under the "Assignments" tab on this course's ReggieNet page **at the end of the scheduled time on the scheduled day for the final exam in this course (TBD).**

*Below is more detailed information on each assignment for this course.

Class Participation (5%)
This course is a seminar, not a lecture series. Students are responsible to come to class prepared to discuss the information and claims found in the readings and explore related research possibilities. Keep in mind that the purpose of the seminar is to engage in informed group discussion: we are not interested in uninformed opinion. This means that students should closely and critically read each book or article on the reading list, and spend time thinking about what each contributes to the topic that week and to community development in general. Class discussion will focus on such issues as the theoretical arguments being made (both explicitly and implicitly), the empirical evidence that is marshaled to test these arguments, weaknesses of the work, and potential directions for future study.

Grades for participation will be assigned at the end of the semester. However, students may ask for feedback on their performance at any time. Remember, this is a seminar, so just showing up to class is not enough. Students must come to class prepared to participate in an informed discussion of the issues raised by the week's readings. If students just show up to class every week, but never say a word, they can expect to receive a D or lower for class participation (5% of final grade). The following general grading scale will be used for participation and preparation:
- A: The student made a very strong contribution to the course. Class discussion, comments, and presentations reflected understanding and analysis of the material, and were constructive. Constructive means that a student does not simply identify a weakness or problem. Rather, constructive comments identify a problem and offer suggestions for how to address the weakness or problem;
- B: The student contributed meaningfully to the course. Class participation and/or presentations went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions

about how weaknesses might be overcome or how the literature might be usefully extended in the future;

- C: The student did not contribute meaningfully to the seminar. Class participation and/or presentations were limited to repeating the assigned material rather than making connections or extensions;
- D or lower: The student attended class but did not participate in discussions or present meaningful questions for academic debate.

Two Analysis Papers (15%)
At two points throughout the semester students will write a 2-3 page analysis paper on the week's readings. Each paper is worth 7.5% of the final grade. **Students will submit these papers under the "Assignments" section on this course's ReggieNet page by 5:00pm on Wednesday before class on Thursday.** Late papers will not be accepted.

In these papers, students should take the opportunity to reflect on the readings and develop critical thinking and analytical writing skills. Students should not summarize the literature but provide a thoughtful critique/analysis of the reading(s). In these papers, there should be an introduction that sets out the thesis or primary argument, a body that develops the thesis/argument and cites the readings as needed to support the thesis/argument, and a conclusion that rounds out the analysis paper. This is an opportunity to go beyond restating key points from the readings and think intelligently and originally about what they mean, what they tell us about community development, and what still needs to be addressed. The best papers will be those that take up a single point or small issue and develop a thoughtful analysis of that point. Do not try to cover too much in the paper. Feel free to use these papers as an aid in class discussion.

Guest Speaker Questions (20%)
For each class (excluding August 19, November 25, December 2, instances when the student is writing an analysis paper, and when the student is the presentation leader), each student will produce **two questions** for our guest speaker. At the beginning of each class, we will have a guest speaker who works or has experience working in the topic of community development that we are covering that week. We will have a discussion with these guest speakers for the first 45-60 minutes of class. It is imperative that students come to class prepared with questions for the guest speaker. These questions should not be personal in nature. Students should pose questions that seek answers to how the guest speaker's experiences or current position relates to the topic of the week (i.e., something interesting that students found within one or multiple reading(s)). Posing these questions may require a small bit of research on the guest speaker and/or the organization where they work. There are ten total weeks (2% of final grade) when students will have to provide two questions for guest speakers. **Students will submit their questions under the "Assignments" section on this course's ReggieNet page by 5:00pm the day of class. Note that every student will submit their questions during Week 2 (August 26th).** Late questions will not be accepted.

Talking Points (30%)
For each class (excluding August 19, November 25, December 2, instances when the student is writing an analysis paper, and when the student is the presentation leader), each student will produce **three** "talking points" about the readings. There are ten total weeks (3% of final grade)

when students will have to provide three talking points. The talking points should be in the form of a short paragraph outlining the question or argument. **Students will submit their talking points under the "Assignments" section on this course's ReggieNet page by 5:00pm on Wednesday before class on Thursday. Note that every student will submit their talking points during Week 2 (August 26th).** Late submissions will not be accepted.

These questions are intended to improve understanding of the material and inspire discussion, so they should be the most interesting questions or arguments that the student has identified based on the week's readings. Questions can relate to a single reading, a set of readings, or the week's selections as a whole. Each talking point should refer to a different chapter or article from the weekly readings. Students may also include questions of clarification if there are areas in the readings that they find difficult to understand. However, keep in mind that I will evaluate the quality of the questions as a critical part of this grade component. Given the size of the class, and the amount of material covered, not everybody gets an opportunity to ask every question they have. Consider this as an opportunity to participate and ask questions.

This is an example of an effective talking point from an ACED Fellow from Fall 2019:

In the article, "Community Based Adaptation to Climate Change," Ayers and Forsyth explain that programs are needed to strengthen the capacity of local people to riskier climates. Essentially, responses to climate change require a contextualized solution. However, in the article, "Addressing Climate Change," Drolet and Sampson note that there are over-arching and international policy concerns related to climate change, such as migration. Are these two observations at odds with each other? How do developers balance the specific context of climate insecurity in a region with higher levels of policy? Also, can creative solutions, such as the floating gardens in Bangladesh, be upscaled? What might other creative solutions look like in other regions?

This example highlights the main foci between the two articles. The talking point then presents a question that pits the two articles against one another, thereby creating points for discussion. Additionally, the student formed questions that seek responses/solutions related to the possible juxtaposition in these two articles, which creates room for further discussion. Note that this is only one of the many ways to produce a quality talking point.

Presentation Leader (10%)
Each student will serve as the presentation leader for one class. The presentation leader will make a 20-25-minute presentation at the beginning of each class (after our guest speaker presentation) that presents a critical and thoughtful analysis of the week's readings. I encourage these presentations to be formal (e.g., electronic). The presentations should touch on the major theoretical and applied approaches addressed in the readings. The presentation can either focus on the larger themes of the week's readings or specifics related to each reading. The objective of this task is to make sure that all students are on the same page in terms of understanding the primary arguments and assumptions made in the readings. Students should be as comfortable with the week's readings as possible. Students do not have to have a perfect understanding of the texts for the day; but if there is something they do not understand, be honest about it. Students should come to class prepared to discuss what they found interesting or confusing. This is an

excellent opportunity for classmates to ask clarifying questions about the readings. Grades for this assignment will be based on the student's engagement with and insight into the week's readings. I encourage the presentation leader to schedule a meeting with me before class to answer any questions they might have about the structure and/or content of the presentation.

Suggestions for putting together the presentations:
- Outline the author's argument;
- Identify the author's underlying assumptions or unstated agenda;
- Provide background information for understanding the reading;
- Point out connections/disagreements between different readings;
- Demonstrate how the week's readings show a continuation or a departure from themes and positions we have discussed or seen before;
- Draw the class's attention to significant, confusing, difficult, or problematic areas within the week's readings for discussion.

Research Paper (20%)
There are three components to this grade: 1) the research paper (10%); 2) the annotated bibliography and paper outline (2.5%); and 3) the research presentation (2.5%).

At the end of the scheduled time on the scheduled day for the final exam in this course (TBD), students will turn in an original research paper on a substantively important issue related to community development that is of interest to them. In this paper, students should explore a framework or set of frameworks in the field relevant to the question or set of questions they seek to address. Students may choose to focus their research papers on any topic related to community development (covered or not covered in the course). Students should provide an original research question(s) and argument that is supported throughout the paper by research and academic sources. I strongly encourage students to speak with me on several occasions throughout the semester to discuss their research papers and progress. I am happy to provide guidance throughout the research and writing portions of this assignment. Ideally, the research conducted for this course could eventually be utilized in capstone projects. The papers should be 15 pages in length, double-spaced, Times New Roman font, size 12 font, and have 1-inch margins. Students are welcome to use the citation method that they are most comfortable with using as long as they remain consistent throughout the paper and properly cite everything in the paper.

On **Thursday, October 7[1]**, students should turn in their annotated bibliography[1] and paper outline **by 6:00pm** under the "Assignments" tab on this course's ReggieNet page. Students should provide me with their preliminary research question(s) and argument, as well as what academic resources they plan to use in their papers to support their thesis statement. Students should schedule times to meet with me prior to October 7[1] to discuss their research progress.

On December 2[1], each student will make a 10-12 minute presentation on their research paper during regularly scheduled class time. At this point, students should have their papers completed to the point where they can provide a thorough presentation of their research to the class. The purpose of the presentation is to receive feedback from the class, so that students can incorporate

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[1] An annotated bibliography is a brief paragraph describing the content of the source.

this feedback into their final edits before the paper is due the following week. The presentation is expected to be organized, professional, and formal. I will provide students with an example presentation during the Thanksgiving break.

Grading Scale: Final grades will be rounded to the nearest whole number. For example, if a final grade is an 89.5, the grade will be rounded to a 90 (A). However, if a final grade is an 89.4, then the final grade will be rounded to an 89 (B). Grades are based on a weighted average.

A   90-100
B   80-89
C   70-79
D   60-69
F   59 and below

COURSE SCHEDULE

Week 1→ Course Introduction
- *Thursday, August 19th*
    - First day of class
    - Introductions
    - Course overview
    - Signup for class assignments

Week 2→ Reading, Writing, and Conducting Research
- *Thursday, August 26th Seminar*
    - *Guest Speaker*:
        - Grace Allbaugh, Milner Library's political science librarian
    - *Readings*:
        - Edwards, Paul. N.D. "How to Read a Book, v5.0." *University of Michigan School of Information.*
        - Jensen, Joli. 2018. "Lessons on the Craft of Scholarly Reading." *ChronicalVitae*.
        - Wohl, Hannah, and Gary Alan Fine. 2016. "Reading Rites: Teaching Textwork in Graduate Education." *The American Sociologist 48*, 215-232.
        - Little, Andrew. "Three Templates for Introductions to Political Science Articles." Unpublished manuscript.
        - Schroeder, David, David Johnson, and Thomas Jensen. N.D. "Reading Research Reports: A Brief Introduction."
        - Weingast, Barry. 2010. Caltech Rules for Writing Papers: How to Structure Your Paper and Write an Introduction." Unpublished manuscript.

Week 3→ What is Community?
- *Thursday, September 2nd*
    - *Guest Speaker:*
        - Pamela Reese, Normal's City Manager

- o *Readings:*
  - Bartle, Phil. 2003. "What is Community? A Sociological Perspective."
  - Brint, Steven. 2001. "Gemeinschaft Revisited: A Critique and Reconstruction of the Community Concept." *Sociological Theory* 19(1): 1-23.
  - Kickett-Tucker, Cheryl, and Jim Ife. 2018. "Identity in Australian Aboriginal Communities." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 22).
  - Leventhal, Tama, Jeanne Brooks-Gunn, and Sheila B. Kamerman. 2012. "Communities as Place, Face, and Space.: Provision of Services to Poor, Urban Children and their Families." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 13).
  - Sampson, Robert J. 2012. "What Community Supplies." In In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 36).
  - Tonon, Graciela. 2018. "The Concept of Community: Opinions, Life Experiences and Definitions of Children, Young People and University Students from the Province of Buenos Aires." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 18).

Week 4→ What is Community Development?
- *Thursday, September 9th*
  - o *Guest Speaker:*
    - Melissa Hon, Economic and Community Development Director for the [City of Bloomington](#)
  - o *Readings*:
    - Garcia, Ivis. 2020. "Asset-Based Community Development (ABCD): Core Principles." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 4).
    - Hustedde, Ronald J. 2015. "Seven Theories for Seven Community Developers." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 2).
    - Kolzow, David R., and Robert H. Pittman. 2015. "The Global Economy and Community Development." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 22).
    - Peterson, C. Bjorn, Craig A. Talmage, and Richard C. Knopf. 2020. "Weaving Reflection, Action, and Knowledge Creation: Lived Experiences as a Catalyst into the Cycle of Praxis for Community Development." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 1).
    - Phillips, Rhonda, and Robert H. Pittman. 2015. "A Framework for Community and Economic Development." In *An Introduction to*

Community Development (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 1).
- Vincent, John W. 2015. "Community Development Practice." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 5).
- *Suggested*:
  - Craig, Gary. 1998. "Community Development in a Global Context." *Community Development Journal* 33(1): 2-17.
  - Craig, Gary, Marjorie Mayo, and Marilyn Taylor. 2000. "Globalization from Below: Implications from the Community." *Community Development Journal* 35(4): 323-335.
  - DeFilippis, James. 2012. "Community Control and Development: The Long View." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 4).
  - DeFilippis, James, and Susan Saegert. 2012. "Communities Develop: The Question is, How?" In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 1).
  - Haines, Anna. 2015. "Asset-Based Community Development." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 3).
  - Hamer, Janet, and Jessica LeVeen Farr. 2015. "Community Development Finance." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 20).
  - Myrdal, Gunnar. 1974. "What is Development?" Journal of Economic Issues 8(4): 729-736.
  - Sen, Amartya. 2012. "Development as Capability Expansion." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 37).

Week 5→ Social Capital and Community Development
- *Thursday, September 16th*
  - *Guest Speaker:*
    - Grayson Bourke, Stevenson Center ACED Alum (political science), East Bluff Community Center
  - *Readings:*
    - DeFilippis, James. 2001. "The Myth of Social Capital in Community Development." *Housing Policy Debate* 12(4): 781-806.
    - Fukuyama, Francis. 1999. "Social Capital and Civil Society." *International Monetary Fund.*
    - Knotts, H. Gibbs. 2005. "Sticks, Bricks, and Social Capital: The Challenge of Community Development Corporations in the American Deep South." *Community Development Journal* 41(1): 37-49.
    - Mattessich, Paul W. 2015. "Social Capital and Community Building." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 4).

- Putnam, Robert. 1993. "The Prosperous Community: Social Capital and Public Life." *The American Prospect* 13: 35-42.
- Woolcock, Michael. 2001. "The Place of Social Capital in Understanding Social and Economic Outcomes."

Week 6→ Community Development Organizations/Corporations
- ***Thursday, September 23rd***
  - *Guest Speaker:*
    - Kendra Shaw, Stevenson Center ACED Alum (political science), [Berwyn Development Corporation](#)
  - *Readings:*
    - Cordero-Guzmán, Héctor, and Victoria Quiroz-Becerra. 2012. "Community-based Organizations and Migration in New York City." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 31).
    - Fursova, Julia. 2020. "Stepping up the Ladder: Reflecting on the Role of Nonprofit Organizations in Supporting Community Participation." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 5).
    - Glickman, Norman J., and Lisa J. Servon. 2012. "More than Bricks and Sticks: Five Components of Community Development Corporation Capacity." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 6).
    - Orozco, Manuel, and Rebecca Rouse. 2012. "Migrant Hometown Associations and Opportunities for Development: A Global Perspective." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 32).
    - Varady, David, Reinout Kleinhans, and Nuha Al Sader. P. 2020. "What Can Northwest European Community Enterprises Learn From American Community-Based Organizations." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 7).
    - West, Monieca. 2015. "Establishing Community-Based Organizations." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 7).
  - *Suggested*:
    - Benjamin, Lehn, Julia Sass Rubin, and Sean Zielenbach. 2012. "Community Development Financial Institutions: Expanding Access to Capital in Under-Served Markets." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 10).
    - Rohe, William M., Rachel G. Bratt, and Protip Biswas. 2012. "Learning from Adversity: The CDC School of Hard Knocks." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 7).
    - Walker, Christopher. 2002. *Community Development Corporations and their Support System*. Washington D.C.: Urban Institute.

Week 7→ Community Development in Urban vs. Rural Areas
- *Thursday, September 30th*
  - *Guest Speaker:*
    - Natasha Moodie, Stevenson Center ACED Fellow (sociology), Housing Assistance Council
  - *Readings:*
    - Dobis, Elizabeth A., Lionel J. Beaulieu, and Indraneel Kumar. 2020. "The Study of Poverty in Places: Scope, Scale, and Space." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 2).
    - Hofstedt, Brandon. 2020. "Social Indicator Projects for Rural Communities: The Case of the Northwoods Quality of Life Database." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 16).
    - Oe-Chool. 2018. "Saemaul Development and Global Saemaul Undong for Community Development." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 6).
    - Saegert, Susan. 2012. "Building Civic Capacity in Urban Neighborhoods: An Emprically Grounded Anatomy." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 24).
    - Stoecker, Randy. 2012. "The CDC Model of Urban Development: A Critique and an Alternative." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 42).
    - Tacoli, Cecilia. 2003. "The Links Between Urban and Rural Development." *Environment & Urbanization* 15(1): 3-12.
  - *Suggested*:
    - Dabson, Brian. 2011. "Next Steps in Community Development: A Rural Perspective." *Federal Reserve Bank of St. Louis*.
    - Green, Gary P. 2018. "Place-Based Approaches to Poverty Alleviation: Institutional Innovation and Asset-Based Community Development." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 7).
    - Thomas, Talya D. "An Exploratory Study of Food Deserts in Utica, Mississippi." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 17).

Week 8→ Housing and Development
- *Thursday, October 7th*
  - *Guest Speaker:*
    - Cassidy Kraimer, Stevenson Center ACED Fellow (political science), McLean County Regional Planning Commission (MCRPC)
  - *Readings:*

- Elias, Brenda M. 2020. "How to Build an 'Intentional Community.'" In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 10).
- Immergluck, Dan. 2012. "Community Response to Foreclosure." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 9).
- Macedo, Joseli. 2015. "Housing and Community Planning." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 17).
- Reece, Jason. 2020. "In Pursuit of Just Communities: Supporting Community Development for Marginalized Communities Through Regional Sustainability Planning." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 3).
- Squires, Gregory D., and Charis E. Kubrin. 2012. "Privileged Places: Race, Opportunity, and Uneven Development in Urban America." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 40).
- Stone, Michael E. 2012. "Social Housing." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 8).

Week 9→ Community Revitalization, Gentrification, and Development
- *Thursday, October 14th*
  - *Guest Speaker:*
    - Genevieve Rappold, Stevenson Center ACED Fellow (political science), [City of Bloomington's Department of Community Development](#)
  - *Readings:*
    - Balsas, Carlos J.L. 2020. "Downtown Revitalization, Livability and Quality of Life in Tucson, Arizona." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 19).
    - Boyd, Michelle. 2008. "Defensive Development: The Role of Racial Conflict in Gentrification." *Urban Affairs Review* 43(6), 751-776.
    - Emami, Shahrzad. 2017. "Combatting Gentrification Through Community-Based Lawyering."
    - Lawrence, Deliah. 2002. "Community Development: Can Communities Effectively Fight Displacement Caused by Gentrification? *Journal of Affordable Housing & Community Development Law* 11(4): 357-373.
    - Reardon, Kenneth M. 2015. "Neighborhood Planning for Community Development and Renewal." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 18).
    - Rose, Kalima. 2002. "Combating Gentrification Through Equitable Development." *Race, Poverty & the Environment* 9(1): 5-8.
  - *Suggested*:

- - **Gentrification and Neighborhood Revitalization: WHAT'S THE DIFFERENCE?**
    - Maurrasse, David, and Jaclyn Bliss. 2006. "Comprehensive Approaches to Urban Development: Gentrification, Community, and Business in Harlem." *Northwestern Journal of Law & Social Policy* 1(1): 127-147.
    - von Hoffman, Alexander. 2001. "Fuel Lines for the Urban Revival Engine: Neighborhoods, Community Development Corporations, and Financial Intermediaries." *Fannie Mae Foundation*.

Week 10→ Culture, Arts, and Religion in Community Development
- *Thursday, October 21st*
  - *Guest Speaker:*
    - Dr. Christa Platt, Director of ISU's Multicultural Center and/or Kwame Paterson, Associate Director of ISU's Multicultural Center
  - *Readings:*
    - Atienza, Glecy C., and Jose Roberto "Robbie" Guevara. 2018. "'Basta Masaya, OK Na': Theater-Based Approaches in the Philippines." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 14).
    - Borrup, Tom. 2018. "Equity and Resilience: Planning and Developing Horizontal Networks through Cultural Districts." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 16).
    - Chigbu, Uchendu, Chimaraoke O. Izugbara, and Walter T. de Vries. 2018. "Land, Culture, Culture Loss and Community: Rural Insights from Sub-Saharan Africa." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 8).
    - Cranshaw, Julie, and Menelaos Gkartzios. 2018. "The Way Art Works: Insights for Community Development." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 13).
    - McGrath, Jerrold. 2020. "Centering Aesthetics in Community Development: Approaches from the Banff Centre for Arts and Creativity." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 24).
    - Meade, Rosie R. 2018. "Community Arts, Community Development, and the 'Impossibility' and 'Necessity' of Cultural Democracy." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 15).
    - Owens, Michael Leo. 2012. "Capacity Building: The Case of Faith-based Organizations." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 15).

- Teghe, Daniel. 2018. "Community Cultural Capital: Anakie, Australia." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 17).
  - *Suggested*:
    - Chhabra, Deepak, and Rhonda Phillips. 2015. "Tourism-based Development." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 16).
    - Issac, Jeffrey C. 2003. "Faith-Based Initiatives: A Civil Society Approach." *The Good Society: A Journal of Civic Studies* 12(1): 1-10.
    - McLean County, IL Arts, Culture, and History PDF

Week 11→ Gender and Community Development
- *Thursday, October 28th*
  - *Guest Speaker:*
    - Krista Zampacorta, Stevenson Center ACED Fellow (political science), Chestnut Health Systems
  - *Readings:*
    - Abreu, Roberto L. et al. 2021. "'We Are Our Own Community': Immigrant Latinx Transgender People Community Experiences." *Journal of Counseling Psychology* 68(4):390-403.
    - Banu, Dilruba, Fehmin Farashuddin, Altaf Hossain, and Shanuj Akter. 2001. "Empowering Women in Rural Bangladesh: Impact of Bangladesh Rural Advancement Committee's (BRAC) Programme." *Journal of International Women's Studies* 2(3): 30-53.
    - Garber, Judith. 2012. "Defining Feminist Community: Place, Choice, and the Urban Politics of Difference." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 39).
    - Hassan, Zaharah, and Abu Daud Silong. 2008, "Women Leadership and Community Development." *European Journal of Scientific Research* (23)3: 361-372.
    - Kia, Hannah, Margaret Robinson, and Jenna MacKay, and Lori E. Ross. 2021. "Poverty in Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, and Other Sexual and Gender Minority (LGBTQ2S+) Communities in Canada: Implications for Social Work Practice." *Research on Social Work Practice*: 1-15.
    - Leavitt, Jacqueline. 2003. "Where's the Gender in Community Development?" *Journal of Women in Culture and Society* 29(1): 207-231.
    - Mason, Dyana P. 2020. "Social Economy, Social Capital, NGOs, and Community Development: A Gendered Perspective." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 6).
    - Stall, Susan, and Randy Stoecker. 2012. "Community Organizing or Organizing Community? Gender and the Crafts of Empowerment." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 22).

- ▪
  - o *Suggested*:
    - ▪ Gittel, Marilyn, Isolda Ortega-Bustamante, and Tracey Steffy. 2000. "Women Creating Social Capital and Social Change." *Trotter Review* 12 (1): 32-34.
    - ▪ Licuanan, Niza R., Rosintan Panjaitan, and John C. van Es. 1996. "Gender and Community Development in the United States: Does Gender Matter?" *Community Development Society Journal* 27(2): 135-147.

Week 12→ Youth and Community Development
- *Thursday, November 4th*
  - o *Guest Speaker:*
    - ▪ Kenyetta McGowens, Stevenson Center ACED Fellow (anthropology), Change Happens
  - o *Readings:*
    - ▪ Buzinde, Christine, Behrang Foroughi, and Josephine Godwyll. 2018. "Youth Leadership Programs for Community Development and Social Action: A Pedagogical Approach." *Community Development Journal* 54(4): 677-694.
    - ▪ Jenkin, Elena, Erin Wilson, Matthew Clarke, Kevin Murfitt, and Robert Campain. 2018. "Children with Disability: Human Rights Case Study." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 26).
    - ▪ Majee, Wilson, and Adaobi Anakwe. 2020. "Youth Engagement: A Mixed Method Investigation of Adult and Youth Perceptions of Community Resources in Rural America." *Community Development* 51(2): 140-156.
    - ▪ Moran, Lisa, Bernadine Brady, Cormac Forkan, and Liam Coen. 2018. "Building Communities of Youth: Narratives of Community and Belonging Among Young People Attending Youth Cafes in Ireland." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 20).
    - ▪ Olson, Brad, and Mark A. Brennan. 2018. "From Community Engagement to Community Emergence: A Conceptual Framework and Model to Rethink Youth—Community Interaction." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 19).
    - ▪ Wheaton, Brenda, Georgina Roy, and Rebecca Olive. "Exploring Critical Alternatives for Youth Development through Lifestyle Sport: Surfing and Community Development in Aotearoa/New Zealand." *Sustainability* 9(12): 1-16.

Week 13→ Education and Community Development
- *Thursday, November 11th*
  - o *Guest Speaker:*

- Dani Park, Stevenson Center ACED Fellow (sociology), EduFuturo
  - *Readings:*
    - Bonilla-Santiago, Gloria. 2020. "Sustaining an Urban Education Pipeline: A Case Study of University and Community Development Partnership." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 27).
    - Chung, Connie. 2012. "Connecting Public Schools to Community Development." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 14).
    - LeChasseur, Kimberely. 2014. "Critical Race Theory and the Meaning of 'Community' in District Partnerships." *Equity & Excellence in Education* 47 (3): 305-320.
    - Reardon, Kenneth M. 2018. "The South Memphis Revitalization Action Project (SOMERAP): A Town/Gown Partnership for Community Transformation." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 30).
    - Talmage, Craig A., Robin Lewis, Kathleen Flowers, and Lisa Cleckner. 2020. "Community Innovation and Small Liberal Arts Colleges: Lessons Learned from Local Partnerships and Sustainable Community Development." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 26).
    - Tonon, Graciela. 2020. "The New Role of the University in Community Development." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 25).

Week 14→ Climate Change and Sustainable Community Development
- *Thursday, November 18th*
  - *Guest Speaker:*
    - Haley Ehlers, Stevenson Center ACED Fellow (political science), CFROG: Climate First: Replacing Oil and Gas.
  - *Readings:*
    - Ayers, Jessica, and Tim Forsyth. 2009. "Community-Based Adaptation to Climate Change." *Environment: Science and Policy for Sustainable Development* 51(4): 22-31.
    - Blatchford, Laurel. 2018. "Climate Change Disproportionally Affects Low-Income Communities." *Enterprise*.
    - Drolet, Julie Lynne, and Tiffany Sampson. 2017. "Addressing Climate Change from a Social Development Approach: Small Cities and Rural Communities' Adaptation and Response to Climate Change in British Columbia, Canada." *International Social Work* 60(1): 61-73.
    - Hamshaw, Kelly, Shoshanah Inwood, Jane Kolodinsky, and Melanie Needle. 2018. "The Role of Community Engagement and Indicators in Generating Knowledge for Informing Regional Planning for Sustainability." In *The Routledge Handbook of Community Development:*

Perspectives from Around the Globe (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 12).

- Roseland, Mark, and Duane Fontaine. 2018. "Sustainable Community Development and the Green Economy: Ensuring a Strong Sustainability Approach." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 10).
- Spiliotopoulou, Maria, and Mark Roseland. 2020. "Theories and Concepts Influencing Sustainable Community Development: Introducing the Concept of Community Productivity." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 20).
  - *Suggested*:
    - Climate Change and Community Development. MeryCorps.
    - Fanany, Ismet, Awar Hasan, and Sue Kenny. 2018. "Sustainable Livelihoods in Indonesia." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 11).
    - Smart Growth and Climate Change. United States Environmental Protection Agency.
    - Wheeler, Stephen M. 2015. "Sustainability in Community Development." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 23).

Week 15→ Thanksgiving Break!
- *Thursday, November 25th*
  - No class, Happy Thanksgiving!

Week 16→ Research Presentations
- *Thursday, December 2nd*
  - Last day of class.
  - Students will present their research papers during class.

Week 17→ Finals Week (December 6th-10th)
- *Research papers are due at the end of the scheduled time the day the final exam is scheduled for this course. This date and time are still to be determined. I will notify you when they are scheduled.*

Some Suggested Readings on Community Assessments, Measuring, Asset Mapping, Surveys, Analyses, Grants, etc.

- Browning, Beverly A. 2015. "Securing Grants for Community Development Projects." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 21).
- Córdova, Teresa. 2018. "Collaborative Development Practice: Interacing with Government to create a Small Business Incubator." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 29).
- Green, Gary P. 2015. "Community Asset Mapping and Surveys." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 10).
- Green, John J. 2018. "Community Development in the Era of Large-Scale Data: Integrating Quantitative Data and Community Engagement." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 28).
- Hamer, Janet R., and Jessica LeVeen Farr. 2015. "Community Development Finance." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 20).
- Hearn, William, and Tom Tanner. 2015. "Assessing Your Local Economy: Industry Composition and Economic Impact Analysis." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 11).
- Hendriks, Martijn, Kai Ludwigs, and David Bartram. 2018. "International Migration Decisions and Happiness." In *The Routledge Handbook of Community Development: Perspectives from Around the Globe* (eds. Sue Kenny, Brian McGrath, and Rhonda Phillips) (see Chapter 21).
- Islam, M. Rezaul. 2015. "Methods and Framework of Participatory Action Research for Community Development in Bangladesh." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 14).
- Kolzow, David R. 2015. "Developing Community Leadership Skills." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 8).
- Kraeger, Patsy. 2020. "Building a Healthy Community: The Coastal Georgia Indicators Coalition." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 15).
- Kubisch, Anne C., Patricia Auspos, Prudence Brown, Robert Chaskin, Karen Fulbright-Anderson, and Ralph Hamilton. 2012. "Strengthening the Connections between Communities and External Resources." In *The Community Development Reader* (eds. James DeFilippis and Susan Saegert) (see Chapter 43).
- Norouzi, Mostafa. 2020. "Impact of Socioeconomic Characteristics on Neighborhood Environment Satisfaction in Deteriorated Areas." In *Research Handbook on Community Development* (eds. Rhonda Phillips, Eric Trevan, and Patsy Kraeger) (see Chapter 18).
- Okubo, Derek. 2015. "Community Visioning and Strategic Planning." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 6).
- Phillips, Rhonda, and Robert H. Pittman. 2015. "Measuring Progress: Community Indicators, Best Practices, and Benchmarking." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 19).

- Vincent, John W. 2015. "Community Development Assessments." In *An Introduction to Community Development* (ed. Rhonda Phillips and Robert H. Pittman) (see Chapter 9).

<u>Some Suggested Readings on Microfinance and Microcredit Approaches to Community Development</u>
- Andranovich, Greg, Ali Modarres, and Gerry Riposa. 2007. "Community Banking and Economic Development: Lessons from Los Angeles." *Community Development Journal* 42(2): 194-205.
- DeFilippis, James, and Susan Saegert (eds.). 2012. *The Community Development Reader*. 2nd Edition. New York and London: Routledge. **CHAPTERS 10 and 34.**
- Dichter, Thomas, and Malcolm Harper. 2007. *What's Wrong With Microfinance?* Warwickshire, UK: Practical Action.
- Fernando, Jude (ed.). 2006. *Microfinance: Perils and Prospects*. London and New York: Routledge.
- Glazer, Sarah. 2010. "Evaluating Microfinance: Do Small Loans for Poor Entrepreneurs Help End Poverty?" *CQ Global Researcher*. CQ Press.
- Hulme, David, and Thankom Arun. 2009. *Microfinance: A Reader*. London and New York: Routledge.
- Schreiner, Mark, and Jonathan Murdoch. 2001. "Opportunities and Challenges for Microfinance in the United States." In *Replicating Microfinance in the United States*. eds. James H. Carr and Zhong Yi Tong. Washington D.C.: Woodrow Wilson Center Press.
- van Bastelaer, Thierry. 2000. "Does Social Capital Facilitate the Poor's Access to Credit? A Review of the Microeconomic Literature." *Social Capital Initiative*. Working Paper No. 8.

**If you cannot access any of the readings from the suggested readings lists above (and you are interested in reading them) on ReggieNet, Milner, Google Scholar, etc., let me know because I have access to them.*