



Department of Community Sustainability

CSUS 447
Community Economic Development

Spring 2016
Tuesday and Thursday, 12:40-2:00 p.m.
001 Natural Resources Building

Instructor: Dr. Rene P. Rosenbaum, Associate Professor
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Office Hours: Wednesday 9:00 AM – 12:00 AM or by appointment.

Catalog Course Description: Concepts, principles, models, and skills for community and economic development. Community participation in local development initiatives

Required Course Packet: Course Packet **CSUS 447 Rosenbaum** is available for purchase from the Budget Printing Center located at 974 Trowbridge Road, across from MacDonald's in the Trowbridge Plaza in East Lansing.

I. COURSE DESCRIPTION

INTRODUCTION

CSUS 447 provided a broad introduction to community economic development (CED), a rapidly evolving field of study that enjoys considerable current interest. The course presents a variety of community concerns, essential concepts, and important topics to help students think about the complex and boundary spanning scope of the discipline. Students are exposed to the history, concepts, theories, frameworks, policies, principles, and best practices in CED, and how the results of community planning and development practice can be gauged using a variety of techniques and strategies to measure progress.

The link between CED and sustainability is emphasized in the class. Particular attention is given in the course to "triple bottom line" (TBL) accounting

to measure place-based community sustainability in terms of three dimensions of performance: social, environmental, and economic. Students are randomly assigned to groups of 4 or 5 representing a Michigan metropolitan statistical area (MSA). Group members will work to research and collect the necessary information to write a Triple Bottom Line Sustainability Performance Report for the MSA. Data collection needs to be organized around three types of analyses: 1) the activities and achievements of the local governments in the MSA to show how their local operations and activities (and hence budgets), have impacted sustainability; 2) the policies and strategies of local government and sustainable development, and 3) the state of economic, environmental, and social conditions in the areas under the MSA. Additional information on TBL project objectives, requirements and deadlines are provided in the TBL Research Project Handout.

We will rely heavily on the reading materials and class discussions to master the material. The class is conducted on the Socratic method and dialogue and discussion is expected. Collaborative learning through small group and classroom discussion will be emphasized to ensure that the time that instructor and students have together is as productive as possible. On a typical day, class discussion will break up into small groups where students discuss the reading(s) for 30 minutes after which there is another 30 minutes for general class discussion. Remaining class time is often used for open dialogue and discussion, and reflection on the learning goals for the day and issues that arose in the small and class-wide discussions.

For most students this will be their first course in community economic development. Community and economic development as a known profession can be traced to post-world reconstruction efforts. It has evolved from an original needs-based emphasis to one that is more inclusive and assets-based. It is now a recognized discipline of interest to both practitioners and academicians. Defined and thought about in many different ways, CED draws from a wide variety of academic fields. Despite being new to the discipline, most students are familiar with many community economic development issues and challenges in our communities, but it is important to understand the processes at work by critically evaluating these issues using the different concepts and ideas that CED provides. As a novice in CED, students can reduce confusion for themselves if they make it a point from the start to become familiar with the vocabulary used in CED.

AIMS

The aim of this course is to introduce students to the field of community economic development, with an emphasis on the current community concerns, and the concepts, theories, methods, policies, and best practices in planned community economic development efforts to understand and address place-

based community problems and improve quality of life, and on how the results of community economic development practice and policies can be accurately measured. We aim to provide a sound foundation to enable students to understand the “CED framework” in terms of CED history, theory, policy, and best practices, and to encourage them to think deeply, critically, coherently, holistically, systemically and confidently about American place-based communities, the CED challenges they face, and ways to address them. Given the students taking the course are mostly juniors and seniors, the course aims to take advantage of their knowledge, attitudes, and personal, academic, and professional skills and talents to conduct TBL research to help measure the progress being made by local units of government in measuring social, environmental, and economic community conditions and gauging the sustainability impacts of municipal expenditures and policies.

METHODS

Although the majority of the required readings for this class are online, a few are not and these have been bounded into a course packet for your convenience, which you can purchase now at the Budget Printing Center located at 974 Trowbridge Road. We will rely heavily on the reading materials for class discussions. The class is conducted using the Socratic method and dialogue and discussion is expected. Collaborative learning through small group and classroom discussion will be emphasized to ensure that the time that instructor and students have together is as productive as possible. On a typical day, class discussion will be broken up into small groups where students discuss the reading(s) for 30 minutes after which there is another 30 minutes for general class discussion. Remaining class time will be used to reflect on the learning goals for the day, lecture, videos, discussions on course-related issues, or to work on course-related material.

In-class Small Group Expectations and Outcomes

The class is being divided into small groups of four or-five to have opportunity for discussions and collaborative learning and problem solving opportunities related to class reading topics and other class related work. Once students have been placed into their group, they will remain in that group for the rest of the semester. Personal development goals from small groups activities include

- Listening better to what others say
- Explain your own ideas
- Speak and work with others whether you are close with them or not.
- Receive correction and criticism from others
- Ask about what you don't understand
- Admit when you are wrong

- Think about questions for which the answers are uncertain
- Learn from others
- Teach yourself and
- Become more aware of how others see you

OBJECTIVES/ OUTCOMES

Upon completion of this course, students should be able to

1. Recognize contemporary community economic development challenges, facts, trends, and issues in Michigan, the nation and globally;
2. Identify and apply key, concepts, tools, principles, history, theories and policies related to sustainable community economic development;
3. Appreciate the modern community economic development movement in historical perspective;
4. Distinguish and critically evaluate traditional economic development policies and strategies and wealth creating approaches to community economic development;
5. Apply the triple bottom line framework to assess progress in reporting community sustainability performance.

LINK TO MSU LEARNING GOALS AND CSUSCOMPATENCIES

In addition, CSUS 447 supports Michigan State University's learning goals of **Analytical Thinking**: Students will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what they learn both in and out of class.

Cultural Understanding: Students will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: Students will learn to be effective citizens by engaging in opportunities for involving inside and outside the classroom.

Effective Communication: Students communicate with diverse audiences using speech, writing, debate, art, music, and other media. They will learn how to communicate effectively through their interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: Students will learn to make decisions through integrated reasoning by observing the example of fellow students, faculty professional staff, peers, student leaders, and MSU alumni who are advancing knowledge, and transforming lives in innumerable ways.

CSUS 447 also supports the Department of Community Sustainability's following core competencies:

Critical thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to the challenge of community complex sustainability problems.

Community: Students will demonstrate knowledge of the various interpretations of community as it relates to the study and practice of sustainability.

Equity: Students will demonstrate knowledge of the dynamics of social equality and inequality (equity) and how they affect sustainability

Civic Engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

II. STUDENT ASSESSMENT

Item	%	Points	Item Description
Class Participation	10	60	Attendance, class participation, group discussion, informal writing exercises, homework, in-class assessments
Take home test	20	120	2 Take home test each worth 60 points are scheduled
Midterm and Final Exam	30	180	A midterm and an final exam each worth 90 points are planned
TBL Research Report Project	40	240	Paper and class presentation
Total	100	600	

Scale: 100-93%=4.0, 92.9-86=3.5, 85.9-80=3.0, 79.9-75=2.5, 74.9-69=2.0, 68.9-65=1.5, 64.9-60=1.0, Below 59.9=0

1. Class Participation will be graded on the basis of attendance (30 points), homework, student knowledge, willingness to participate, and students' ability to integrate course concepts in questions asked by the instructor or classmates (30 points).

Note: if student requires a grief absence, you should complete the "Grief Absence Request" web form (found at <https://www.reg.msu.edu/sitempa.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with student to make appropriate accommodations so you are not penalized.

Required Readings: The readings are meant to help students understand the language of community economic development, and to gain increased knowledge of community economic development issues, facts, concepts, theory, and policies affecting community economic development. Coupled with small group and class discussions, lectures, and related classroom

activities, they are also meant to help you better comprehend community economic development materials and critically assess contemporary community issues and their relationship to sustainability.

Students are expected to come prepared to class. Coming prepared to class means having read the readings for the day, being prepared to comment or ask questions on material that is interesting or ambiguous, and being prepared to discuss the discussion questions found in some of the readings.

2. Take Home Tests: There will be 2 take home tests, each worth 10% of the final grade or 60 points. You will have a week to complete the test. One test is due February 2nd and the other is due April 7th.

3. Midterm and Final Exams. The Midterm Exam will cover the materials from the first half of the semester and the Final Exam will cover the material from the second half of the semester. Each is worth 15% of the final grade or 90 points. These in-class exams will consist of multiple choice, true and false, matching, short essay and list type questions.

4. Triple Bottom Line (TBL) Community Sustainability Research Project (See handout)

EXTRA CREDIT

You can earn up to 30 points by attending 3 university presenters (10 points each), provided they are approved by the professor, and writing a 1 page paper- ½ page for a summary of what was said, and ½ reflection on what you learned and how it relates to the class. Other options for extra credit will also be available.

III. COURSE SCHEDULE, TOPICS, AND REQUIRED READINGS

UNIT ONE - INTRODUCTION

Week 1 - Introduction to the course

1. January 12, 2016-Course Structure, Grading Policy, Content Overview, Introductions, Community Economic Development Problem Identification Exercise
Handouts: 1) Course syllabus; 2) TBL Project Description
2. January 14, 2016 - Measuring Progress in Community Sustainability

Assigned Readings:

Philips, R. & Pittman R. (2009). Measuring Progress: community indicators, best practices, and benchmarking, In R. Philips & R. H. Pittman. (Eds.), *An Introduction to Community Development* (pp. 284-295). New York, NY: Routledge Taylor and Francis Group.

Slaper, T.F. (2011) The Triple Bottom Line: What Is It and How Does it Work? *Indiana Business Review*, Spring 2011.

<http://www.ibrc.indiana.edu/ibr/2011/spring/article2.html>

Public Agency Sustainability Reporting: A GRI Resource Document In Support of the Public Agency Sector Supplement Project p. 1-28.

<https://www.globalreporting.org/resource/library/Public-Agency-Sustainability-Reporting.pdf>

Michigan Webpage:

In-class videos:

Triple Bottom Line and Sustainability: the science of good business.

<https://www.youtube.com/watch?v=2f5m-jBf81Q>

Business Case for Sustainability

<https://www.youtube.com/watch?v=KIW8-WW0k3g>

UNIT TWO. CONTEXT FOR COMMUNITY ECONOMIC DEVELOPMENT: CONTEMPORARY COMMUNITY CHALLENGES

Week 2 - The Michigan Context

3. January 19, 2016 - The Michigan Poor

Assigned Readings:

Ruark, Peter (2015) *Poverty is still too high in Michigan*, Michigan League for Public Policy

<http://www.mlpp.org/wp-content/uploads/2015/10/Poverty-is-still-too-high-in-MI.pdf>

United Way ALICE (Asset Limited, Income Constrained, Employed) Report for Michigan, (2014). Read pages 1-25 (Executive Summary, Introduction, and Chapter 1., Who is Struggling in Michigan) and browse the report's appendices A, G, H.

Available at <http://www.unitedwayalice.org/>

4. January 21, 2016-Michigan Associations of United Way and the Working Poor

Assigned Readings:

Ruark, P. & Singh, S. (September 2015) *Labor Day Report: Economic Recovery Eludes Many Michigan Families*, Michigan League for Public Policy. Available at:

<http://www.mlpp.org/labor-day-report-economic-recovery-eludes-many-michigan-families>

Association of United Ways' Public Policy Priorities (2015). Available at:

<http://www.uwmich.org/publicpolicy/>

Guest Speaker: Scott Dzurka, President and Chief Executive Officer, Michigan Association of United Ways Lansing, MI.

Week 3 The National/Global Context

5. January 26, 2016 - National Risks

Assigned Readings:

National Snapshot: Poverty Among Women & Families, 2014
<http://www.nwlc.org/sites/default/files/pdfs/povertysnapshot2014.pdf>

Chris, M. (2015), 4 things you didn't (but should) know about economic inequality. *Fortune Magazine* available at
<http://fortune.com/2015/06/11/income-inequality/>

Lynn, B. C. (2010). The Hidden Monopolies Everywhere In *Cornered: the New Monopoly Capitalism and The Economics of Destruction* (pp. 1-30). Hoboken, New Jersey: John Wiley & Sons, Inc.

In Class Video

Wealth Inequality in America

<https://www.google.com/search?q=wealth+inequality+video&ie=utf-8&oe=utf-8>

Take home Test handed out

6. January 28, 2016 - Global Risks

Global Risks 2014, Executive Summary, p. 9, 10.
http://www3.weforum.org/docs/WEF_GlobalRisks_Report_2014.pdf

Global Risks 2014 Generation Lost? in. p. 33-37
http://www3.weforum.org/docs/WEF_GlobalRisks_Report_2014.pdf

In Class Videos

Climate change and sustainable development
<https://www.youtube.com/watch?v=8BgD9xul16g>

Global Wealth Inequality - What you never knew you never knew
<https://www.youtube.com/watch?v=uWSxzjyMNpU>

Week 4 - TBL Project Planning and Training

7. February 2, 2016- Public Procurement and Project Development

Assigned Readings

McCrudden, C. (2004). Using public procurement to achieve social outcomes Natural Resources Forum 28 (pp. 257–267).

<http://edf.org.uk/news/ChrisMcCruddenPaper.pdf>

SECTOR SUPPLEMENT FOR PUBLIC AGENCIES

Pilot Version 1.0 With an abridged version of the GRI 2002 Sustainability Reporting Guidelines March 2005 Global Reporting Initiative (GRI)

<https://www.far.se/PageFiles/1990/PUBLICAGENCIESSECTORSUPPLEMENTPILOT.PDF>

Guest Speaker, Roger Somerville, Associate Director of Purchasing, Michigan State University.

Take home test due

8. February 4, 2016- American Fact Finder Training

Guest Speaker, Suzanne Teghtmeyer

Librarian, Michigan State University Main Library

UNIT THREE - COMMUNITY ECONOMIC DEVELOPMENT POLICY IN HISTORICAL PERSPECTIVE

Week 5 - CED in Historical Perspective

9. February 9, 2016 - Grass Roots Movements and Federal Public Policy in Poor Communities

Assigned Reading

Bhatt K. and Dubb S. (2015) Educate and Empower Tools for Building Community Wealth August 2015 Chapter 1, History: Community Development and the State. p. 49-63. Available at:

<http://democracycollaborative.org/sites/clone.community-wealth.org/files/downloads/EducateAndEmpower.pdf>

10. February 11, 2016 - U.S. Policy toward the Poor, and Unemployed

Assigned Reading

Blakely, E. J. (2009). The Evolution of American (Spatial) Local and Regional Economic Development Policy and Planning. In J.E. Rowe (Ed.),

Theories of Local Economic Development (pp. 39-61). Burlington, VT: Ashgate Publishing Company.

UNIT FOUR – TRADITIONAL ECONOMIC DEVELOPMENT POLICIES

Week 6 - Policy Overview

11. February 16, 2016 - Drivers of Economic Development

Assigned Readings

Kelly M. & McKinley, S. (2015). The Seven Drivers of Traditional a Cities Building Community, pp. 25-34 in *Health City Building Community Wealth* <http://democracycollaborative.org/sites/clone.community-wealth.org/files/downloads/CitiesBuildingCommunityWealth-Web.pdf>

Enough is Enough: Business Tax Cuts Fail to Grow Michigan's Economy, Michigan League Public Policy, Available at: <http://www.mlpp.org/enough-is-enough-business-tax-cuts-fail-to-grow-michigans-economy-hurt-budget>

12. February 18, 2016 - Job Chasing

Assigned Readings

Williamson, T. Imbroscio, D. & Alperovitz, G. (2002). The Chase for Jobs, Chapter 2. In *Making a Place for Community: Local Democracy in a Global Era* (pp. 52-70). New York, NY: Routledge, Taylor and Francis Group. Found in Course Packet.

Luger, M. I. (2009). Configuring to be Globally Competitive In J.E. Rowe (Ed.), *Theories of Local Economic Development* (pp. 113-126). Burlington, VT: Ashgate Publishing Company.

Week 7 - Traditional Economic Development Policies Continued

13. February 23, 2016 - Conventional Policy Measures

Assigned Reading

Williamson, T, Imbroscio, D. & Alperovitz, G. (2002). Conventional Policy Measures to Help Communities, Chapter 5. In *Making a Place for*

Community: Local Democracy in a Global Era ((pp. 133-145). New York, NY: Routledge, Taylor and Francis Group.

14. February 25, 2016 - Local multipliers

Assigned Reading

Williamson, T. Imbroscio, D. & Alperovitz, Gar. (2002). Strengthening Local Multipliers, Chapter 7. In *Making a Place for Community: Local Democracy in a Global Era* (pp.165-185). New York, NY: Routledge, Taylor and Francis Group.

Week 8 - Student Assessment and Intro. to Unit 5

15. March 1, 2016 - Exam 1

UNIT FIVE – THE MODERN COMMUNITY ECONOMIC DEVELOPMENT MOVEMENT

16. March 3, 2016 - Community as Beneficiary

Assigned Reading

Simon, W. H. (2005). The Community as Beneficiary of Economic Development. In *The Community Economic Development Movement: Law, Business, & the New Social Policy* (pp. 69-92). Durham, NC: Duke University Press.

TBL Project Update Due–Draft report on Sustainability Outcomes

Week 9 - Spring Break

Week 10 -The Modern Community Economic Development Movement Continued

17. March 15, 2016 - Community as Beneficiary -continued

Assigned Reading

Simon, W. H. (2005). The Community as Beneficiary of Economic Development. In *The Community Economic Development Movement: Law, Business, & the New Social Policy* (pp. 93--111). Durham, NC: Duke University Press.

18. March 17, 2016 - The Community Development Corporation

Assigned Readings

Vidal, A. C., and Keating, D. W. (2004). Community development: Current Issues and Emerging Challenges *Journal of Urban Affairs*, Volume 26, No. 2. Pages 125-137

<http://onlinelibrary.wiley.com/doi/10.1111/j.0735-2166.2004.00191.x/epdf>

Community Development Corporations CDCs) Key Facts and Figures

<http://community-wealth.org/sites/clone.community-wealth.org/files/CDC%20KFF.png>

Community Wealth Org. (November, 2015) Overview, Community Development Corporations

<http://community-wealth.org/strategies/panel/cdcs/index.html>

The Urban Institute (2005) The Impact of Community Development Corporations on Urban Neighborhoods. p. 1-15.

<http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/report-galster-et-al.pdf>

UNIT SIX – COMMUNITY ECONOMIC DEVELOPMENT CONCEPTS AND TOOLS

Week 11 - Community, Social Capital, Community Organizing

19. March 22, 2016 - Defining Community, Social Capital

Assigned Readings

Bartle, P. (2015). *What is Community? A Sociological Perspective*.

Available at <http://cec.vcn.bc.ca/cmp/whatcom.htm>

Mattessich, P. (2015). Social Capital, Community Organizing, Chapter 4. In R. Philips & R. H. Pittman. (Eds.), *An Introduction to Community Development* (pp. 57-71). New York, NY: Routledge Taylor and Francis Group

20. March 24, 2016 - Community Practice and Community Organizing

Assigned Readings

Vincent II J. W. (2015). *Community Development Practice, Chapter 7*. In R. Philips & R. H. Pittman. (Eds.), *An Introduction to Community Development* (pp. 103-121). New York, NY: Routledge Taylor and Francis Group.

Murphy, P. W. & Cunningham, J. V. (2003). Community Organizing, Principal Tool for Change and Reform. In *Organizing for Community Controlled Development* (pp.78-93) Thousand Oaks: Sage.

Week 12 Asset-Based Development and Community Economics

21. March 29, 2016 - Asset-Based Community Development and Mapping

Assigned Readings

Haines, A. (2015). Asset-Based Community Development, Chapter 3. In R. Philips & R. H. Pittman. (Eds.), *An Introduction to Community Development* (pp. 45-56). New York, NY: Routledge Taylor and Francis Group.

Green, G. P. (2015). Community Asset Mapping and Surveys, Chapter 12. In R. Philips & R. H. Pittman. (Eds.), *An Introduction to Community Development* (pp. 225-238). New York, NY: Routledge Taylor and Francis Group.

22. March 31, 2016 - Community Economies

Assigned Reading

Hamilton, G. (2015). Understanding Community Economics. In R. Philips & R. H. Pittman (Eds.), *An Introduction to Community Development* (pp. 225-238). New York, NY: Routledge Taylor and Francis Group.

Take Home Test handed out

Week 13 - Conclude Unit 6; Start Unit 7

23. April 5, 2016 - What works in Community Economic Development

Assigned Reading

Shuman M. (2012). Zero–Cost Solution. In *Local Dollars, Local Sense: How to Shift Your Money from Wall Street to Main Street and Achieve*

Real Prosperity, (pp. 14-43). White River Junction, Vermont: Chelsea Green Publishing.

UNIT SEVEN – THE NEW ECONOMY MOVEMENT

24. April 7, 2016 - Defining the New Approach

Assigned Reading

Kelly M. and McKinley, S. (2015). Cities Building Community Health
<http://democracycollaborative.org/sites/clone.community-wealth.org/files/downloads/CitiesBuildingCommunityWealth-Web.pdf>. pp. 17-24; 43-52.

Take Home Test 2 Due

Week 14 TBL Enterprises and Worker Cooperatives

25. April 12, 2016 - TBL Enterprises in Michigan

Assigned Reading

Link, T., & Stough B. (2015). Attracting and Retaining Triple Bottom Line Enterprises: the Possibilities to increase Community Wealth. Available at
http://www.michigan.gov/documents/deq/Triple_Bottom_Line_502153_7.pdf

GUEST SPEAKER-

Terry Link, Author of assigned reading on TBL Enterprise in Michigan, Owner of Starting Now, LLC, and Senior Fellow, U.S. Partnership for Education for Sustainable Development

25. April 14, 2006 - Worker Cooperatives

Assigned Reading

Abell, H. (2014). Worker Cooperatives: Pathways to Scale, The Democracy Collaborative,
<http://democracycollaborative.org/sites/clone.community-wealth.org/files/downloads/WorkerCoops-PathwaysToScale.pdf>

UNIT EIGHT - CONCLUSION

Week 15 Community Economic Development: Emerging Perspectives

27. April 19, 2016 The Next System Project

Assigned Readings

Alperovitz G., Gustave S. J. & Guinan J. (2015). The Next System Project: NEW POLITICAL-ECONOMIC POSSIBILITIES FOR THE 21ST CENTURY NSP-Report 1

http://thenextsystem.org/wp-content/uploads/2015/03/NSPReport1_Digital.pdf

Transforming cities, changing the system

<http://community-wealth.org/content/transforming-cities-changing-system>

28. April, 21, 2016 The Bioregional Economy

Assigned Reading

Cato, M.S. (2013). Sharing our common wealth. In *The Bioregional Economy, Land, liberty and the pursuit of happiness*, (pp. 145-163).

Padstow, Cornwall: TJ International, LDT.

Week 16: Student TBL Presentations

29. April 26: TBL Presentations

30. April 28: TBL Presentations

IV. OTHER COURSE INFORMATION

CHANGES IN COURSE SYLLABUS OR SCHEDULE

Changes may occur to enhance the learning in this course or due to unforeseen circumstances. In this event, students will be notified as soon as possible to any of these changes.

CLASSROOM ETIQUETTE

Please turn off your cell phone and refrain from exchanging text messages during class time. Bring your course packet to class when course packet reading materials are scheduled for discussion.

ACCOMODATION FOR STUDENTS WITH DISABILITIES

MSU is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center of Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to an instructor during the second week of class and or two week prior to the accommodation date (test, project, etc.). Requests received after this due date may not be honored.

ACADEMIC INTEGRITY

Article 2.III.B.2 of the Academic Freed Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition the Department of Community Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00 Examinations. Therefore, unless authorized by your instructor, students are expected to complete all course assignments, including homework, tests, and exams, without assistance for any source. You are expected to develop original work for this course; therefore you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Student who violate MSU regulations of Protection of Scholarship and grades will receive a failing grade in the course or on the assignment.

Faculty is required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an outline course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. The Associate Provost for Undergraduate Education oversees this course. There will no workings—the maximum sanction allowed under university policy will occur on the first offense.

IMPORTANT DATES

February 2nd-Take home test 1 Due

March 1-Midterm Exam

March 3rd.-TBL Project Update Due–Draft report of Sustainability Outcomes

April 7, 2016 Take Home Test 2

April 12-TBL Project Update Due - Draft report that include municipal operations and policy

April 21-TBL Report Due

April 26-28 TBL Project Presentations

MAY 2, 12:45-2: 45 Final Exam

CSUS 447-2016 - TRIPLE BOTTOM LINE RESEACH PROJECT HANDOUT

Introduction

For this project, students assume to be working for a consulting firm that has won a contract to conduct a study of Michigan metropolitan statistical areas (MSAs) to investigate their sustainability reporting practices and outcomes. They will be randomly placed in a group of 4-5 that corresponds to one of Michigan's 14 MSAs. Each student group will conducting a triple bottom line study of the MSA to assess the area's accountability for sustainability performance as measured by its operations, policies, and the state of their environmental, social, and economic conditions.

Students are to collect, analyze, interpret, and synthesize census data and local government agency reports information and the literature on governmental performance reporting related to three different types of measures of MSA sustainability: 1) operational impacts from municipal actions and operations; 2) local government policies and their effectiveness; and 3) sustainability outcomes measured in terms of the state of economic, environmental, and social conditions in the MSA area under consideration.

Regarding the measurement of sustainability outcomes, students need to conduct secondary data research using census data through American Fact Finder to identify community indicators to measure community conditions. For each of the 3 dimensions (social, economic, and environmental) in a triple bottom line study, students need to select 5 community conditions for analysis. Each of the five conditions under each of the three dimensions then needs to be measured using census data to construct three indicators of each condition. For example, if you are measuring poverty as one community condition under the social dimension, you could measure poverty in the MSA by any three of the following: poverty by age, by race and ethnicity, by military status, gender, single family households, etc. Once the community indicators have been selected and estimated for the latest year, for which Census data is available, say 2014, students then need to compare these MSA community indicators across time and location for meaningful interpretation. The time analysis, better known as trend analysis, consists of measuring differences in community indicator statistics using census data for 2000, 2010, and 2014. The location analysis involves collecting data to compare the sustainability outcomes of the MSA to those of the state.

A TBL study also includes conducting an analysis of the local governments' public policy and their relation to sustainability. The study also needs to consider local government's programs and activities expenditures and their relation to sustainability. This type of research involves trying to find answers to a number of basic questions, including:

- How are local government agencies in the MSA currently reporting on their overall performance - including traditional financial reporting and sustainability reporting?

- How does sustainability/triple bottom line reporting fit with other types of information disclosure and performance reporting currently used by local government agencies in the MSA?
- Which types of local government agencies are reporting specifically on their sustainability performance and why?
- How do different local government agencies vary in their approach to sustainability reporting?
- What is generally covered when reporting on sustainability performance?
- What are the key challenges for local government agencies when implementing sustainability programs, activities, and policies?

TBL Project Student Outcomes: The research project is intended to promote the following student outcomes:

- Students improve in their ability to work collaboratively and independently.
- Students learn to find, use and interpret Census data to develop community indicators to measure community conditions.
- Students learn to use different methods to find, use, and interpret municipal reports' information to assess how municipal operations and policies are accounting for and impacting sustainability performance.
- Students practice written, oral, and other forms of communication.
- Students learn to apply TBL accounting to produce a report that measures sustainability performance at the level of an MSA.
- Students enhance their integrated reasoning skills by using an integrated systemic technique (TBL) to evaluate the sustainability performance of place-based communities.

TBL Project Due Dates

The TBL research project requires students to turn in certain 'deliverables'. These include two TBL report updates, the Final TBL report, and the TBL Report presentation. The due dates for the deliverables are as follows:

- March 3rd.-TBL Project Update 1 Due - Draft Report includes sustainability outcomes assessment.
- April 12-TBL Project Update 2 Due - Draft report includes municipal operations and policy assessment.
- April 21-Final TBL Report Due
- April 26-28 TBL Project Presentations

TBL Report Requirements and Assessment (200 points total)

The manuscripts should be prepared using the American Psychological Association (APA) *Style Guide*. All pages must be typed, double-spaced (excluding references, footnotes, and endnotes). Text must be in 12-point Arial. Block quotes may be single-spaced. Must include margins of 1 inch on all the four sides and number all pages sequentially. The body of the report should be as long as you need it to be but should not exceed 50 pages. Both a hardcopy

and an electronic copy of the report need to be provided. The report should follow the subheadings below.

- Cover page: The title of the study should be descriptive and concise. The authors of the report should be listed and the date of the report provided (5 points).
- Table of Contents that includes the section titles and second-level titles and corresponding pages (5 points).
- Executive Summary: The summary should be concise, and should summarize all the elements of the study. It should stand on its own, independent of the rest of the text (10 points).
- Introduction: Provide a brief description of the MSA and rationale for the study; put the study in context, why is the research needed and why is it relevant? Provide a thesis statement (10 points).
- Objectives of your study: What are your research questions? These should be simple (not complex), specific (not vague) and clearly stated (10 points).
- Methods: How did you go about conducting the study to answer the research questions? What data did you use and why? How was the data collected and analyzed to answer the questions? (20 points).
- Findings: Clearly report the findings related to municipal operations and policies and if, why, and how municipal agencies account for sustainability in their reporting. Use the basic research questions noted above to guide both the research and the write-up of the findings. As to the sustainability outcomes, use census data to measure the state of the MSA's social, economic, and environmental conditions, currently, over time, and in comparison to the state. The findings section can be organized in any way you find best. Additional subheading can be included to organize the report by each of the three measures of performance: operations, policy, and state of community conditions. Charts depicting the sustainability outcomes of the MSA are encouraged (60 points).
- Discussion: You examine the results and integrate the findings into an understanding of the MSA's sustainability outcomes and the state of TBL sustainability reporting that measures being accountable to sustainability in terms of operational impacts, government policies, and community conditions. In addition you indicate what the findings mean for making progress toward sustainability outcomes and sustainability reporting to create more sustainable communities (30 points).
- Conclusion: Summarize the findings and their significance and implications for sustainable outcomes in the MSA and for public sector sustainability accounting (10 points).
- Reference Section: This section should follow is the *APA Style Guide* (10 points).
- Compliance with All Project Due Dates and general requirements (10 points).
- Compliance with grammar and technical points associated with academic writing and formatting (tone, spelling, punctuation, proper citations, sections,

title, executive summary, reference, sections, page numbering, etc.) (20 points).

Final Paper Assessment Scale

- An outstanding paper (4.0)-responds to the criteria above, exceeds the fullest expectations, is error free, uses appropriate language and is well written.
- Very Good (3.5)-responds to the criteria above and demonstrates overall competence, meeting all minimum requirements and exceeds requirements in some areas but not all.
- Good (3.0)-response to the criteria meets the requirement. However, the response to the criteria contains deficiencies or significant weaknesses.
- Fair (2.5)-response to the criteria minimally meets basic requirements and demonstrates limited understanding of requirements
- Poor (2.0)-response to the criteria has many deficiencies and/or gross omissions, including failure to address the elements of the criteria.
- Below 2.0-paper is non-responsive to criteria

In-Class PowerPoint Presentation of TBL Report

Each group of students will take 20-25 minutes to make a detailed presentation on the report's purpose, methods, findings, conclusions, and implications. The students may organize the presentation in any way they wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aid for the audience. A copy of the power point presentation should be submitted to the instructor.

The class presentation has a total value of 40 points. Student groups will be evaluated as follows:

- Participation: All students in the group need to be involved in the presentation (5 points).
- Knowledge/Understanding: Presentation demonstrates an in depth understanding by using relevant and accurate detail to support thesis statement (10 points).
- Thinking/inquiry: Presentation is centered on a thesis that shows a highly developed awareness of the issues and a high level of conceptual ability (10 points).
- Communications: The presentation is imaginative and effective in convey idea to the audience; the presenter responds effectively to audience reaction and questions (5 points).
- Use of visual aid: The presentation includes appropriate and easily understood visual aid that the presenter refers to and explains at appropriate time (5 points).
- Presentation skills: The presenters are organized and speak clearly and loudly enough to be heard using eye contact, a lively tone, gestures, and body language to engage the audience (5 points).

A Note on Academic Writing Skills

Whether you're a student, teacher, or businessperson, academic writing skills are necessary in today's world. Essays, reports, presentations and research papers are just some examples of documents written in the academic style. Academic writing, when used appropriately, presents a polished and professional image.

What Is Academic Writing?

[Academic writing](#) refers to a particular style of expression. Characteristics of academic writing include:

- A formal tone
- Use of the third-person rather than first-person perspective
- Clear focus on the issue or topic rather than the author's opinion
- Precise word choice

Writers employing the formal academic style avoid [jargon](#), slang, and abbreviations.

Academic writing is formal writing. Many novice writers have trouble telling informal writing apart from formal writing. They resort to informal writing, since it's easier and more familiar. Characteristics of informal writing include the use of colloquialisms and jargon, writing in the first person or making "I" statements, making direct personal statements, and imprecise word choices. In comparison, the most formal writing of all can be found in legal documents.

Informal writing is fine for diary entries, blogs, personal writing, letters or emails to friends. However, writers working on papers for school, college application essays, scientific papers, research papers, conference presentations, and business proposals generally employ a more formal style akin to donning a suit or dress to attend a wedding.

Here are examples of informal and formal writing.

Informal writing: I think he's a loser.

Formal writing: Macbeth's horrific choices cause him to lose everything he holds dear: children, wife, friends, crown and king.

In this example, the first statement is informal. The writer speaks in the first person, using the word "I", and states an opinion. The author employs the slang term "loser", which is inappropriate in a formal context. He also uses the contraction "he's." If this were in the middle of a paragraph, it may be easier to understand to whom the author is referring. Taken as a simple statement,

however, it's impossible to know whether the writer thinks his best friend, his dog, or a rock star is a loser!

The second example uses an academic, formal style typical of what professors might expect at the college level. Written in the third-person, the sentence omits references to the writer and focuses on the issue. Strong, specific adjectives like “horrific” convey the author’s view clearly without resorting to slang. The use of the colon—sometimes discouraged by professors as an [antiquated](#) punctuation mark, but still used in formal documents—creates a strong, formal feel when properly used here to introduce a list.

Academic Writing Skills

Writers seeking to improve their academic writing skills should focus their efforts on three key areas:

1. *Strong writing*: Thinking precedes writing. Good writers spend time distilling information from their sources and reviewing major points before creating their work. Writing detailed outlines helps many authors organize their thoughts. Strong academic writing begins with solid planning.
2. *Excellent grammar*: Learn the major and minor points of grammar. Spend time practicing writing and seek detailed feedback from teachers, professors or writers you respect. English grammar can be detailed and complex, but strong writers command the major points after many years of study and practice. Using a good writing reference, such as Your Dictionary, can provide advice on the more troublesome points of grammar. Proper punctuation use and good proofreading skills improve academic writing as well.
3. *Consistent stylistic approach*: Whether your school or employer requires use of the [MLA](#), [APA](#) or [Chicago](#) Manual of Style, choose one style and stick to it. Each of these style sheets provides guidance on how to write out numbers, references, citations, and more. All are available at your local bookseller in hard copy or online. The MLA is commonly used in English classes, while APA is for psychology and science. Chicago Manual of Style is often the choice in the workplace.

Academic writing skills encompass strong composition, excellent grammar, and a consistent stylistic approach.

Source: <http://grammar.yourdictionary.com/style-and-usage/academic-writing-skills.html>

Michigan's Metropolitan Statistical Areas, 2014

1. Ann Arbor, MI MSA
2. Battle Creek, MI MSA
3. Bay City, MI MSA
4. Detroit-Warren-Dearborn, MI MSA
5. Flint, MI MSA
6. Grand Rapids-Wyoming, MI MSA
7. Jackson, MI MSA
8. Kalamazoo-Portage, MI MSA
9. Lansing-East Lansing, MI MSA
10. Midland, MI MSA
11. Monroe, MI MSA
12. Muskegon, MI MSA
13. Niles-Benton Harbor, MI MSA
14. Saginaw, MI MSA

Source: *Wikipedia*