

**COMMUNITY ENGAGEMENT in PLANNING
UP494, Spring 2017**

University of Illinois, Urbana-Champaign
Department of Urban & Regional Planning
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Class meets on Wed from 5-7:50pm in TBH 19
Office hours M & W 2-3:00 pm or by appointment

Course Description

This seminar will explore theory, policy and practice of community engagement through cases studies, and observing actual planning and decision-making process at different scales and contexts. Students will learn about different tools and strategies that bring people together, particularly in low-income neighborhoods and culturally diverse cities. Collectively we will design a participatory process for a local organization. Throughout the semester we will grapple with the myriad of challenges and dilemmas faced by nonprofit advocates, community activists and equity-oriented public planners.

Assignments and Classroom Activities

Active Participation and Attendance

Learning is a social process and collective endeavor; therefore your primary responsibility in class is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class. In addition, you are encouraged to keep notes in a systematic way. This is an important habit to develop as future researchers, scholars, planners and policy makers. Please bring the reading material and your notes to class.

Reading Reflection (20 points) – Undergraduate Students Only.

All of the reading is required. However, for a deeper reflection, you will write 4 short reflective essays (pick any of the readings after 2/15). Each essay should summarize the major themes of the required materials, and then discuss how the reading informs your thinking about the class project. The reflection should be between 2 to 3 pages. To receive full credit, please turn in your essay before class starts.

Discussion Leader (20 points) – Graduate Students Only

Graduate students will be responsible for leading a discussion during the semester. This entails creating a one-page handout with questions/discussion topics about the required reading and facilitating a discussion. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading and able to give a brief critique of those readings as well. I recommend that that discussion leaders meet with me at a few weeks in advance to discuss what they hope to accomplish in the classroom discussion (please do the reading before meeting with me). Options: 3/1, 3/15, 3/29, 4/5, and 4/12.

Community Meeting Analysis (30 points)

The purpose of this project is to give you an opportunity to observe and analyze different formats and contexts for community engagement as well as to explore alternatives and tradeoffs between different processes.

Class Project: Engaging Residents at the Neighborhood Level (50 points)

This class will collaborate with Habitat for Humanity on how to begin a three-year community engagement process in a neighborhood where they have built many homes, as well as own numerous vacant properties. Historically, Habitat has focused on housing, but wants do engage residents in everything from awarding grants to neighborhood revitalization. More specifically we will work on initiatives that encourage neighbors to talk to each other and engage in meaningful ways at the block and neighborhood level.

Course Grade

A	94-100 pts	B-	80-83.9	D+	67-69.9
A-	90-93.9	C+	77-79.9	D	64-66.9
B+	87-89.9	C	74-76.9	D-	60-63.9
B	84-86.9	C-	70-73.9	F	0-59.9

Course Expectations

Inclusivity and Professionalism

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in a Department of Urban and Regional Planning class, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes lectures, discussions, labs, projects, and extracurricular programs

Attendance

The quick pace and applied nature of this course necessitates strict adherence to attendance, preparation, and deadlines. Attendance is required except in the case of for example, medical and family emergencies. After the first absence I will deduct 5 points from your final grade. After the first tarty, I will deduct 2.5 points. If you miss class, please stop by my office hours or make an appointment to find out what you missed.

Office Hours, Accessibility and Informal Learning

I invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs--factors that might interfere/conflict with a student's successful completion of the course--should tell me as soon as possible. Please feel free to make suggestions to enrich this course.

Late Assignments

I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact me. You may leave voice message or send e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness.

Academic Dishonesty

Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (<http://admin.illinois.edu/POLICY/CODE>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Required Reading

A hard copy of the reader can be purchased at Notes & Quotes, 502 E John St # 107 Champaign, 344-4433. Pdfs also available on Compass.

Course Calendar
Subject to change

DATE	Reading & Discussion	Habitat Project
1/18	<p>Overview: History & Theory</p> <p>Hardy, Ruth Ellen. 1997. Citizen Participation. Planning Forum, Volume 2: 8-21.</p> <p>+</p> <p>Day, Diane. 1997. Citizen Participation in the Planning Process: An Essentially Contested Concept? Journal of Planning Literature, Vol. 11, Issue 3, pp. 421-434.</p>	<p>Film: The Democratic Promise: Saul Alinsky and his Legacy DVD HN90.R3 D464 2005</p>
1/25	<p>Making Sense of the Terminology</p> <p>Butteriss, Chris. What is community engagement, exactly? (10 pages)</p> <p>International Association for Public Participation (IAP2), Spectrum of Public Participation, 2014 (1 page).</p> <p>National Coalition for Dialogue & Deliberation. 2013. Engagement Streams Framework (12 pages).</p> <p>Nabatchi, T. and Mergel, I. 2010. Participation 2.0: Using Internet and Social Media Technologies to Promote Distributed Democracy and Create Digital Neighborhoods. In The Connected Community: Local Government as Partners in Citizen Engagement and Community Building, edited by Svava and Denhardt, pages 80-87 (8 pages).</p> <p>+</p> <p>Svava, James H. and Janet Denhardt. 2010. Overview: Citizen Engagement, Why and How? In The Connected Community: Local Government as Partners in Citizen Engagement and Community Building, page 5-27 (22 pages)</p> <p>Fung, A. Varieties of Participation in Complex Governance. Public Administration Review. 66, 66-75, Nov. 2 (11 pages).</p>	<p>Project Introduction / Habitat for Humanity</p>
2/1	<p>Solving Problems through Community Engagement</p> <p>IAP2 Public Participation Toolbox – Small and Large Group Problem-Solving Techniques.</p> <p>Forum theatre performance Shannon Ivey and STATE of Reality TEDxColumbiaSC - https://www.youtube.com/watch?v=vcLcXeXJVDU (video 18 minutes)</p> <p>Takahashi, Lois M and Smutny, Gayla. 1998. Community Planning for HIV/AIDS prevention in Orange County, California. Journal of the American Planning Association, 64(4): 331-56.</p> <p>+</p> <p>The Medea Project: Theatre for Incarcerated Women/HIV Circle: https://www.youtube.com/watch?v=MH6lthuJzTA (36 minutes) and GLIDE Talk Rhodessa Jones + Lateefah Simon: https://www.youtube.com/watch?v=DEzT9ARHgk0 (47 minutes)</p> <p>Avery, et al. (1981). Chapter 9 Working with Emotions in Building United Judgment A Handbook for Consensus Decision Making, Centre</p>	<p>First & Second Impressions</p>

	for Conflict Resolution, Madison Wisconsin, pages 69-76, (8 pages).	
2/8	<p>Analyzing & Evaluating Engagement & Participation</p> <p>Arnstein, Sherry. 1969. Ladder of Citizen Participation. <i>Journal of the American Institute of Planners</i> 35 (4): 216–24.</p> <p>Briggs, Xavier de Souza. 1998. Doing Democracy Up-Close: Culture, Power, and Communication in Community Building. <i>JPER</i>, 18: 1-13.</p> <p>IAP2 Public Participation Toolbox (10 pages).</p> <p>+</p> <p>Rowe, Gene, and Lynn J. Frewer. 2000. Public Participation Methods: A Framework for Evaluation. <i>Science, Technology & Human Values</i>, 25(1): 3–29.</p> <p>King, C. S., Feltey, K. M., & Susel, B. O. (1998). The question of participation: Toward authentic public participation in public administration. <i>Public Administration Review</i>, 58(4), 317-326.</p> <p>Halvorsen, K E. “Assessing Public Participation Techniques for Comfort, Convenience, Satisfaction, and Deliberation.” <i>Environmental Management</i> 28, no. 2 (August 2001): 179–86.</p>	Making Contacts
2/15	<p>Organizing and Engaging Stakeholders</p> <p>Briggs, Xavier de Souza, 2003. Organizing Stakeholders, Building Movement, Setting the Agenda,” Strategy Tool #4, Community Problem Solving. Cambridge: Community Problem Solving Project @ MIT (27 pages).</p> <p>Read at least 1 of the following 3 options:</p> <p>Georgia Department of Community Affairs. 2013. Planning for Community Involvement: A Guidebook for Citizens & Local Planners. Technical Assistance Series. Atlanta, State of Georgia (37 pages).</p> <p>Morrish & Brown. 1994. Excerpts from Planning to Stay. Minneapolis, Milkweed Editions (24 pages).</p> <p>Frank, Flo and Anne Smith. 1999. The Community Development Handbook: A Tool to Build Community Capacity. Quebec: Labor Market Learning and Development Unit, Human Resources Development Canada (90 pages)</p> <p>+</p> <p>Kubisch, et al., Chapter 3 - Strengthening the Capacities and Connections of Community Residents. In <i>Voices from the Field II: Reflections on Comprehensive Community Change</i>, pages 34-44.</p>	<p>What can we learn about the neighborhood? Where do we look?</p> <p>Plan neighborhood tour with Habitat</p>
2/22	<p>Activating Space & Testing Ideas through Community Engagement</p> <p>Citispace: http://www.citispace-group.org/</p> <p>St. Louis Plan4Health Traffic Calming Demonstrations: https://www.youtube.com/watch?v=Vetz_jy9xug (5 minutes)</p>	<p>Guests – Jamie Jones and Brian Bulaya (MUPs) from Citispace</p> <p>Brainstorming with Habitat - TBD</p>
3/1	<p>Incorporating Public Input into Plans</p> <p>Champaign County Regional Planning Commission. Sustainable Choices 2040: Long Rang Transportation Plan. Review carefully,</p>	<p>Guest – Ashley McLaughlin (MUP alum) from CCRPC</p> <p>Habitat meeting with residents on</p>

	<p>particularly the “Public Involvement” section, https://lrtp.cuuats.org/.</p> <p>IAP2 Public Participation Toolbox – Small and Large Group Public Input Techniques (2 pages).</p> <p>+</p> <p>Sandoval, Gerado and Jane Rongerude. 2015. Telling a Story that Must Be Heard: Participatory Indicators as Tools for Community Empowerment. <i>Journal Of Community Practice</i> Vol. 23, 403-414.</p>	Saturday
3/8	<p>Engaging Stakeholders in Planning Continued</p> <p>Aronson, Jane. 1994. Old People Have a Say? Public Consultation on Long Term Care Reform in Ontario. <i>Women and Environments</i>, Summer/Fall: 11-13.</p> <p>Briggs, Xavier de Souza, “Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course,” Strategy Tool #2, Community Problem Solving, 2003.</p> <p>Optional:</p> <p>Film: Brooklyn Matters, New Day Films, 82:00, 2007.</p>	Guest – Aline Roldan (MUP) – imagination and engagement in Brazil.
3/15	<p>Determining Community Priorities: Participatory Budgeting</p> <p>Participatory Budgeting Project: https://www.participatorybudgeting.org/about-us/.</p> <p>Participatory Budgeting Project Videos: https://www.participatorybudgeting.org/resources-to-do-pb/videos/ Watch: Real Money, Real Power: Participatory Budgeting and What is Participatory Budgeting, (about 6 minutes total).</p> <p>PBNYC / New York City: Participatory Budgeting in District 39 (2012): https://www.youtube.com/watch?v=6ZrcFwijws4 (7 minutes).</p> <p>NYC Council - Participatory Budgeting: http://labs.council.nyc/pb/.</p> <p>Su, Celina. 2014. Participatory Budgeting in New York City. <i>Metropolitics.eu</i>, December 1.</p> <p>New Documentary ‘Count Me In’ Highlights Participatory Budgeting: http://chicagotonight.wttw.com/2016/11/03/new-documentary-count-me-highlights-participatory-budgeting (watch the two videos, about 10 minutes).</p> <p>+</p> <p>Holdo, Markus. 2016. Reasons of Power: Explaining Non-cooptation in Participatory Budgeting. <i>International Journal of Urban and Regional Research</i>.</p>	Guest - Ryan Krum – UIC Great Cities, Participatory Budgeting Project in Chicago.
Spring break		
3/29	<p>Engaging Community through Mapping Community Problems</p> <p>Dennis, Samuel F. "Prospects for qualitative GIS at the intersection of youth development and participatory urban planning." <i>Environment and Planning</i> A38.11 (2006): 2039-2054.</p> <p>Centro Autonomo. 2016. Displacement in Albany Park: Housing Hardships for Low-Income Tenants. Chicago, IL.</p>	Guest – Efad Huq (MUP alum and Phd student) – engaging immigrants in Albany Park.

	<p>Huq, Efadul. 2016. 30 Day Notice. Contesting Displacement and Building Alternatives in Albany Park, Chicago. Capstone Poster, Department of Urban & Regional Planning, University of Illinois, Urbana-Champaign.</p> <p>+</p> <p>Parker, Brenda. 2006. "Constructing Community through Maps? Power and Praxis in Community Mapping." <i>Professional Geographer</i>, 58:4: 470-484.</p>	
4/5	<p>Imagining Alternatives through Performance</p> <p>Farmer, Esther. 2005. Community Development as Improvisational Performance – A New Method for Understanding Practice. <i>Journal of the Community Development Society</i>, 36(2): 1-14.</p> <p>Center for Digital Story Telling: Watch the video - CPT12 (57 minutes). http://www.storycenter.org/atn-about</p> <p>Theatre for the Living: What is maladjusted? https://www.youtube.com/watch?v=gns5hc7uUS4 (6 minutes). Also watch a couple of the videos about the individual actors: https://vimeo.com/channels/maladjusted</p> <p>+</p> <p>Hou, Jeffrey & Kinoshita, Isami. 2007. Bridging Community Differences through Informal Processes. <i>JPER</i>, 26: 301-314.</p>	
4/12	<p>Problems Solving through Negotiation, Mediation and Consensus Building</p> <p>Forester, John. 2006. Making Participation Work when Interests Conflict: Moving from Facilitating Dialogue and Moderating Debate to Mediating Negotiations. <i>JAPA</i>, 72(4): 447-456.</p> <p>Clines, Francis X. 2001. "A City Tries to Turn Candor Into Consensus." <i>The New York Times</i>, September 9 (2 pages).</p> <p>+</p> <p>Briggs, Xavier de Souza. 2003. We Are All Negotiators Now: An Introduction to Negotiation in Community Problem-Solving Strategy Tool #5, Cambridge: Community Problem Solving Project @ MIT (41 pages).</p> <p>Optional</p> <p>Avery, et al. (1981). <i>A Handbook for Consensus Decision Making</i>, Madison Wisconsin: Centre for Conflict Resolution (131 pages).</p>	TBD
4/19	Discuss Community Meeting Assignment	TBD
4/26	<p>Partnering for Implementation and Impact</p> <p>Kubisch, et al., 2002. Chapters 5: Strengthening the System of Supports. In <i>Voices from the Field II: Reflections on Comprehensive Community Change</i>, Washington DC: Aspen Institute, pages 61-77.</p> <p>Kubisch, et al., 2002. Chapters 6: Strengthening the Connections between Communities and External Resources. In <i>Voices from the Field II: Reflections on Comprehensive Community Change</i>, Washington DC:</p>	TBD

	Aspen Institute, pages 78-99. + Briggs, Xavier de Souza. 2003. Perfect Fit or Shotgun Marriage?: Understanding The Power and Pitfalls in Partnerships.” Strategy Tool #1, Cambridge: Community Problem Solving Project @ MIT (22 pages).	
5/3	TBD	TBD
Finals Week	TBD	