COMMUNITY ENGAGEMENT

URP 6931, 3 CREDITS, SPRING 2020
THURSDAYS 9:35AM-12:35PM, FAC 208

INSTRUCTOR: Dr. Kathryn Frank, ARCH 464, kifrank@ufl.edu, 352-294-1495

OFFICE HOURS: By appointment; contact the instructor to schedule.

COURSE WEBSITE: See Canvas, http://lss.at.ufl.edu

COURSE COMMUNICATIONS: Please send messages through the course management system (Canvas). You will receive a reply within 24 hours during the workweek and within 48 hours on weekends.

REQUIRED TEXTS:

No textbook purchases are required. All required readings are available through the course website.

PREREQUISITE KNOWLEDGE AND SKILLS: None.

PURPOSE OF COURSE: This course will provide instruction and hands on experience with community engagement and stakeholder collaboration, especially within an urban and regional planning context.

COURSE GOALS AND/OR OBJECTIVES: By the end of this course, students will be able to:

- Provide rationale, theory, and ethics for community engagement in an urban and regional planning context, and including for diverse communities.
- Apply the principles of planning communication for outreach to the public, decision makers, and stakeholder groups.
- Select, design, and conduct engagement activities within a community engagement process.
- Design and conduct the phases of a community engagement process, using a consensus building approach.
- Apply principles of negotiation to planning.
• Design and conduct collaborative cross-jurisdictional, inter-agency, and multi-stakeholder organizations and networks.

**INSTRUCTIONAL METHODS:** The course consists of 6 modules corresponding to the learning objectives: 1) Community engagement rationale, theory, and ethics, 2) Planning communications, 3) Engagement activities, 4) The consensus building approach, 5) Negotiation, and 6) Collaborative organizations and networks.

Classes will include instructor, guest, and student presentations, discussions of the required readings, in-class engagement activities, field trips, and group project meetings. All classroom materials, such as presentation slides and activities, will be posted on the course website.

The assignments consist of leading two classroom activities, attending and reporting on one community engagement meeting, profiling one case of a community engagement process, and conducting one applied/experiential group project.

**COURSE POLICIES**

**ATTENDANCE POLICY:** Attendance is required, because classes present topics not completely addressed by the readings, there are class discussions and activities, and the assignments use material covered during class. Readings for each module should be completed prior to the class day they are assigned in the schedule below. Attendance will be taken randomly throughout the semester. If you miss a class, check Canvas and inquire with classmates. Absence can be waived for UF-excused reasons with prompt documentation.

**LATE/MAKE-UP POLICY:** Late assignments will be marked down 10% of the total grade if they are not turned in by the deadline, and then an additional 10% for each week they are late (including weekends). Makeup work is allowed for UF-excused reasons with prompt documentation. See https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. The terms of making up missed work will be determined by the instructor in discussion with the student.

**ASSIGNMENT POLICY:** Each assignment has a grading rubric based on the instructions. In general, full credit requires the following: attending to the instructions, demonstrating a solid understanding of the course topics, research and analysis if required, compelling writing and presentation, proper source attribution (and other honor code policies), and timely submittal.

Students MUST follow the University's Honor Code, which includes issues of cheating,
plagiarism, and honesty. See http://www.correspondencestudy.ufl.edu/students/handbook/Plagiarism/PlagiarismAlert.html for guidance to avoid plagiarism and other Honor Code violations.

Each student must submit work that is conducted by them alone (unless group collaboration is specified) and original to this course, i.e., not the student’s work from another course (unless it is used as a reference and properly cited). The instructor will screen all assignments for plagiarism using the text-matching tool Turnitin (http://turnitin.com/static/index.html).

**UF POLICIES**

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

**COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all class discussions and email messages. The instructor and students will together establish ground rules at the beginning of the semester.

**GETTING HELP**

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
• Resources for handling student concerns and complaints

• Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

## GRADING POLICIES

### ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Instructions</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and preparation</td>
<td>Come to class every week. Do required readings and other class preparations as specified. Attendance and preparations are checked randomly.</td>
<td>15%</td>
</tr>
<tr>
<td>Lead two classroom activities</td>
<td>Design and lead two classroom activities to demonstrate course topics and techniques.</td>
<td>15%</td>
</tr>
<tr>
<td>Engagement meeting</td>
<td>Attend and report on a local community engagement meeting.</td>
<td>10%</td>
</tr>
<tr>
<td>Case profile</td>
<td>Profile a case of a consensus building planning process or collaborative organization that used community engagement.</td>
<td>20%</td>
</tr>
<tr>
<td>Group project</td>
<td>In a group with your classmates, and with instructor guidance, design and conduct a semester-long community engagement activity in Gainesville.</td>
<td>40%</td>
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### GRADING SCALE:

The relationship between letter grades and numeric grades is: A (≥ 94.0), A- (≥ 90.0), B+ (≥ 87.0), B (≥ 83.0), B- (≥ 80.0), C+ (≥ 77.0), C (≥ 73.0), C- (≥ 70.0), D+ (≥ 67.0), D (≥ 63.0), D- (≥ 60.0), and E (<60.0). Where A=4.0, A-=3.67, B+=3.33, B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, E=0.0.
INSTRUCTOR/COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

ABOUT PROFESSOR FRANK

I specialize in community engagement and capacity building for sustainability and resilience. Specific areas of expertise include collaborative planning, neighborhood planning, and youth participation. I have conducted and studied community engagement in the contexts of urban social equity planning, sea level rise adaptation, ecosystem and watershed management, regional planning, and small town and rural planning. I am the director of the Florida Center for Innovative Communities. I previously worked as a planning consultant and environmental engineer. I have a doctorate in City and Regional Planning from Georgia Tech and a master’s degree in Community and Regional Planning from the University of Oregon.
ADJUSTMENTS: This syllabus represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, should be expected.

The semester-long community engagement activity will require attendance at several specific community meetings in Gainesville. The dates for these meetings will be announced at the beginning of the semester or as soon as possible. If a meeting conflicts with employment or another UF class, an absence may be excused with documentation and makeup arranged with the professor.

COURSE MODULES:

NOTE – REQUIRED READINGS ARE DUE ON THE DAY THEY ARE LISTED

Module 1 – Community Engagement Rationale, Theory, and Ethics

Week 1 – January 9

Topics

• Overview of the course
• Introduction to community engagement and collaboration

Week 2 – January 16

Topics

• Diverse communities and perspectives in planning
• Democratic principles and civic responsibilities
• History of community engagement in planning, including institutional requirements and incentives
• ‘Government in the sunshine’ and other transparency laws

Required Readings

• Planning with Diverse Communities (2019) – Chapters 1-2
• Dedenbach, Laura, Kathryn Frank, Kristin Larsen, and Tyeshia Redden. Building the foundation for Arnstein’s ladder: community empowerment through a participatory neighborhood narrative process. Learning from Arnstein's Ladder: From Citizen Participation to Public Engagement, RTPI Library Series, Mickey Lauria and Carissa Slotterback, editors. (In press)

Assignments
• Start all assignments
• Sign up to lead two classroom activities in the semester

Week 3 – January 23

Topics
• Power and politics in planning, trust in government, meaningful engagement, and empowerment
• Role of planners as facilitators and advocates
• Organizations and related fields supporting community engagement
• Additional ethical considerations, such as privacy

Required Readings
• Planning with Diverse Communities (2019) – Chapters 3-4
• “Ladder of Citizen Participation” (Arstein 1969)
• “Engagement Toolkit (Draft)” City of Gainesville (Wolf 2019)

Assignment
• Select case profile

Module 2 – Planning Communications

Week 4 – January 30

Topics
• Importance of planning communications, and opportunities
• Principles of effective communications, including perspective-taking, multiculturalism, partnering, visualization, and experiential learning

Required Readings
• “Cross Talk: Make Sure Your Messages to Nonplanning Audiences Don’t Get Lost in Translation,” Planning (magazine) (McIntyre 2019)
• Don’t Be Such A Scientist: Talking Substance in an Age of Style (Olson 2009) – Chapter 1
• Planning with Diverse Communities (2019) – Pages 107-112 (Placemaking)

Week 5 – February 6

Topics
• Techniques of planning communications, including interpersonal and technological/multimedia
• Managing conflict and disruptive behaviors
• Rhetoric, biases, and fakery in communications

Required Readings

• “Taking the Communications High Ground,” PAS Memo, March/April 2012, American Planning Association (Rooney, Hart, and Johnson)
• “Planners and the Digital Commons: Perspectives, Techniques, and Engagement,” PAS Memo January/February 2014, American Planning Association (Shuler)
• “Using Online Tools for Public Engagement,” PAS Quicknotes No. 51, American Planning Association (Read 2014)

Assignment

• Group project milestone 1

Module 3 – Engagement Activities

Week 6 – February 13

Topics

• Types of meetings, and their design and facilitation
• Specific engagement activities, including principles and methods

Required Readings

• A Planner’s Guide to Meeting Facilitation (2019) – Chapters 1-3
• “Facilitation Tools” (Section 3), Facilitation Basics (NOAA 2017)

Assignment

• Engagement meeting due

Week 7 – February 20

Topics

• Meetings and engagement activities (continued)

Required Readings

• A Planner’s Guide to Meeting Facilitation (2019) – Chapters 4-6
• “Crafting Charrettes that Transform Communities” PAS Memo, November/December 2018, American Planning Association (Madill, Lennertz, and Beyea)

Week 8 – February 27
Topics

- Meetings and engagement activities (continued)
- Interpreting the results and using the products from engagement activities
- Evaluating specific engagement activities

Required Readings


Week 9 – March 5 SPRING BREAK

Module 4 – Formality and the Consensus Building Approach

Week 10 – March 12

Topics

- Case profile presentations
- Parliamentary procedures and Roberts Rules of Order
- Overview of the consensus building approach as a model for designing participatory planning processes

Required Readings


Assignment

- Case profile due

Week 11 – March 19

Topics

- Case profile presentations (continued, if needed)
- Principles and practices for each step of the consensus building approach
- Cases of consensus building-based planning processes
- Evaluating planning processes, including consensus building and community engagement

Required Readings


Module 5 – Negotiation

Week 12 – March 26
Topics

- History of negotiation and alternative dispute resolution
- Principles and practices of negotiation, including principled vs. positional negotiation, best alternative to a negotiated agreement (BATNA), and mediation

Required Readings

- *Managing Public Disputes* (Carpenter and Kennedy 1988) – Chapters 1-3
- *Getting to Yes: Negotiating Agreement Without Giving In, Revised Edition* (Fisher and Ury 2011) – Introduction & Chapter 1

Assignment

- Group project milestone 2

**Week 13 – April 2**

Topics

- Applications of negotiation and alternative dispute resolution to planning

Required Readings


Assignment

- Lead two classroom activities completed

**Module 6 – Collaborative Organizations and Networks**

**Week 14 – April 9**

Topics

- Rationale and principles of collaborative organizations
- Types of collaborative organizations, such as metropolitan/regional compacts, grassroots associations, and learning communities
- Evaluating collaborative organizations

Required Readings

- “Thinking Differently for an Age of Complexity” (Chapter 1), *Planning with Complexity, 2nd Edition* (Innes and Booher 2018)
• “What is Collaboration?” (Chapter 1), *Beyond Consensus: Improving Collaborative Planning and Management* (Margerum 2011)
• “Producing Results through Interorganizational Networks” (Chapter 8), *Beyond Consensus: Improving Collaborative Planning and Management* (Margerum 2011)

**Week 15 – April 16**

**Topic**

• Course conclusion

**Required Readings**

• None

**Week 16 – No class**

**Assignment**

• Group project completed