UC San Diego
EXTENDED STUDIES

Course Syllabus

Course Title:	Community Engagement
Instructor Name:	Dr. Beth Karlin
Course Number:	ENVR-40005
Quarter:	Fall 2024
Course Dates:	October 7 - December 7, 2024

Welcome to *Community Engagement*!

I look forward to spending the next few months working with you. Over the next nine weeks, we will explore a toolbox of strategies for conducting community engagement initiatives to support your sustainability and environmental protection behavior change goals.

The course includes lecture material and both required and optional reading. There is also a great deal of instruction and learning that occurs through class discussion forums and individualized feedback on assignments. I look forward to reviewing and responding to your discussions and written assignments.

If you have any questions or need clarification on the lectures or assignments, feel free to reach out through Canvas or email. You're also encouraged to engage with your peers and share your insights—after all, we're all bringing valuable experience to the table.

Instructor Information

Hi, my name is Dr. Beth Karlin and I'm your instructor for this course. I'm a former school teacher and educational administrator who got distracted with climate change and went back to school for a PhD in Social Ecology back in 2008. Since that time, I've been working with governments, nonprofits, and private companies on behavior change programs related to human and environmental health and sustainability. I'm thrilled to be teaching this class and look forward to getting to know each of you!

Communication Policy

I'll be available to you throughout this course for any questions you have about assignments, readings, lectures, or on the topics of community engagement and behavior change in general. I'm here for you and would love to get to know you better!

The easiest way to reach me is via the Canvas interface and I will respond within 48 hours, Monday - Friday (excluding Federal and Jewish holidays). You can also email me at BethUCSD@seechangeinstitute.com.

Because so many of you are in different time zones and work schedules, I haven't scheduled regular office hours, but I am happy to schedule 1:1 meetings via Zoom or Google Meet during the course. Please message me if you would like to set up a meeting and I'll respond with a calendar link to set up a time.

Course Description

Community Engagement is a critical component of sustainable development, fostering empowerment, social cohesion, and locally effective initiatives. This course is for professionals working in environmental science, public policy, urban planning, and community development. Participants will acquire essential knowledge and skills for effectively engaging communities in sustainability efforts, including understanding diverse engagement models, conducting thorough needs assessments, and cultivating collaborative partnerships. The main goal of this course is to equip students with the theoretical knowledge and practical skills needed to effectively engage communities in sustainability efforts. Students will learn how to identify key stakeholders, conduct community needs assessments, facilitate listening sessions, develop and implement communication strategies, build collaborative partnerships, and evaluate the impact of their initiatives.

Student Learning Outcomes

Student Learning Outcomes are specific and measurable goals for student learning. Students demonstrate their mastery of these outcomes through course assessments.

By the end of this course, you will:

1. Understand the basic definitions, concepts, and principles of community engagement for sustainable development and behavior change
2. Analyze models of community engagement and their applicability in diverse contexts.
3. Use established methods to identify key stakeholders, their interests, influence, and relationships crucial for collaborative sustainability initiatives.
4. Know how to create a community needs assessment and/or asset map using appropriate data collection methods and techniques
5. Develop effective communication strategies to facilitate meaningful dialogue and understanding in community settings.
6. Engage storytelling strategies to communicate clearly and facilitate effective listening sessions to integrate community input into program and project development.
7. Design culturally sensitive initiatives that integrate local knowledge, respect cultural practices, and promote equitable participation and benefit sharing.
8. Evaluate activities and outcomes to assess impact and support continuous improvement of community engagement initiatives.

If you are unclear about the outcomes for this course or their application, or if you would like more information about them, please reach out to me.

Course Materials

There are no textbooks needed for this course, only online readings and videos. You are expected to read all required materials and use them, along with course lectures, to complete your discussion board assignments. The midterm quiz will also be based on these readings. Optional readings are intended to enrich your learning experience and are not required

Required and optional readings are included below and also posted in each session of our course in Canvas.

Course Schedule

Below, please find the schedule for course topics and assignments. Please note that this schedule is subject to change during the course.

All original discussion board *posts* are due at 11:59pm the Wednesday of the week they are listed.

All discussion board *responses* and course assignments are due at 11:59pm PT the Sunday of the week they are listed unless otherwise indicated**.**

Week 1 October 7	Introduction, Definitions, and Principles
Required Readings	1. [Community Engagement on Adaptation: Meeting a Growing Capacity Need](#). (Moser & Pike, 2015) 2. [Principles of Community Engagement](#) **Chapter 1, p. 3-17:** Community Engagement: Definitions and Organizing Concepts from the Literature. (McCloskey et al., 2011) 3. [Questions Change Everything in Community Engagement](#). (Hardy, TEDxStKilda, 2017)
Optional Readings	1. [Promoting Sustainable Development with Community Engagement](#). (Fillet, 2023) 2. [Principles of Community Engagement](#) **Chapter 2, p. 45-53:** A Summary of Theoretical Concepts. (2011) 3. [CPR-LA Executive Summary and Final Report](#). (See Change Institute, 2023)
Assignments	**Due Wednesday, Oct. 9 at 11:59pm PT:** Create an original thread in the Week 1 discussion forum. **Due Sunday, Oct. 13 at 11:59pm PT:** Respond to at least two classmates' threads.
Week 2 October 14	Models and Approaches to Community Engagement
Required Readings	1. [Principles of Community Engagement](#) **Chapter 1, p. 20-28:** Community engagement: Definitions and organizing concepts from the literature. (McCloskey et al., 2011) 2. [A Ladder of Citizen Participation](#). (Arnstein, 1969) 3. [Deliberative Democracy and the Climate Crisis](#). (Willis, Curato, & Smith, 2022) 4. [Participatory Action Research](#). (Cornish et al., 2023) 5. [Building Blocks of Behavior Change](#). (See Change Institute, 2021)
Optional Readings	1. [Citizens Assemble: Participatory Approaches for Climate Action](#). (Local Zero, 2024) 2. [Moving from "Doing To" to "Doing With": Community Participation in Geoenergy Solutions for Net Zero – The Case of Minewater Geothermal](#). (Roberts, 2023)
Assignments	**Due Wednesday, Oct. 16 at 11:59pm PT:** Create an original thread in the Week 2 discussion forum. **Due Sunday, Oct. 20 at 11:59pm PT:** Respond to at least two classmates' threads.
Week 3 October 21	Identifying Stakeholders and Building Relationships
Required Readings	1. [Stakeholder Mapping: Methods, Benefits & Examples](#). (Hendricks, 2023) 2. [Using Stakeholder and Social Network Analysis to Support Participatory Processes](#). (Hubacek Et Al., 2006) 3. [What Works for Multi Stakeholder, Multi Sector Collaborations for Smart Local Energy Systems? (Brief).](#) **(**Vigurs et al., 2022) 4. [How to Build (and Rebuild) Trust](#). (Frei, 2018) 5. [How to Create a Magic Carpet for Behaviour Change](#). (Rotmann, 2016)

Optional Readings	1. [Building Trusting Relationships to Support Implementation](#). (Metz et al., 2022) 2. [Factors Affecting Trust Among Natural Resources Stakeholders, Partners, And Strategic Alliance Members: A Meta-Analytic Investigation](#). (Ford et al., 2020) 3. [Toward a Theory Of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts](#). (Mitchell et al., 1997) 4. [How to Create a Stakeholder Map [Templates & Examples]](#). (Mural, 2023)

Assignments	**Due Wednesday, Oct. 23 at 11:59pm PT:** Create an original thread in the Week 3 discussion forum.
	
	Due Sunday, Oct. 27 at 11:59pm PT:
	
	1. Respond to at least two classmates' threads.
	
	2. Complete Assignment #1: Problem and key stakeholders.
	For your first assignment, please identify the topic that you've chosen to focus on for this course, and prepare the following:
	    a. Introduction. What is your topic? Why is it important? How can a community engagement approach support your work on it?
	    b. Objectives. What outcomes do you hope to achieve through your community engagement work?
	    c. Theoretical Approach. What model(s) or frameworks will you use to support your community engagement work? Why did you choose the one(s) you did and how will you use it/them?
	    d. Stakeholder Map. Share a list of at least five key stakeholders (individual or group) with a written rationale of why you included each one, and a present visual table, chart, or diagram mapping these stakeholders on at least two criteria (e.g., geography, organization, age, interest, power). Criteria can be drawn from any course readings or lectures or that you identified on your own.
	    e. Outreach Plan. Finally, briefly discuss how you may reach out to engage and build trust with these groups. You can discuss this holistically for all groups or present different plans for them.
	Estimated length for this assignment is 3-5 pages. This assignment is due at 11:59pm on Sunday of Week 3, so complete the readings and lectures as early in the week as you can.

Week 4 October 28	**Assessing Needs, Behaviors, and Assets**
Required Readings	1. [Developing a Plan for Assessing Local Needs and Resources](#). (Community Toolbox) 2. [Conducting Needs Assessment Surveys](#). (Community Toolbox) 3. [Asset Mapping Toolkit](#). (Duncan, 2016) 4. [Asset-Based Community Development (ABCD): Core Principles](#). (García, 2020) 5. [Asset Based Community Development.](#) (Nurture Development)
Optional Readings	1. [Community Needs Assessment](#). (CDC, 2013) 2. [Conducting Concerns Surveys](#). (Community Toolbox) 3. [Energy Cultures: A Framework for Understanding Energy Behaviours](#). (Stephenson et al., 2010)
Assignments	**Due Wednesday, Oct. 30 at 11:59pm PT:** Create an original thread in the Week 4 discussion forum. **Due Sunday, Nov. 3 at 11:59pm PT:** Respond to at least two classmates' threads.

Week 5 November 4	Speaking and Listening to Communities
Required Readings	1. **The Secret Structure of Great Talks**. (Duarte, 2011) 2. **The Power of Story: The Story of Self, Us and Now**. (Leading Change Network et al., 2014) 3. **Facilitation Planning Checklist**. (Advocacy and Communication Solutions, 2022) 4. **Key Active Listening Techniques**. (Advocacy and Communication Solutions, 2022) 5. **Common Facilitation Challenges**. (Advocacy and Communication Solutions, 2022)
Optional Readings	1. **Using Stories, Narratives, and Storytelling in Energy and Climate Change Research**. (Moezzi, Janda, & Rotmann, 2017) 2. **Transforming the Stories we Tell about Climate Change**. (De Meyer et al., 2021) 3. **Facilitating Meetings: A Guide for Community Planning Groups**. (Academy for Educational Development Center for Community-Based Health Strategies, 2001) 4. **Community Listening Sessions: An Approach for Facilitating Collective Reflection on Environmental Learning and Behavior in Everyday Life**. (Ardoin Et Al., 2022)
Assignments	**Due Wednesday, Nov. 6 at 11:59pm PT:** Create an original thread in the Week 5 discussion forum. **Due Sunday, Nov. 10 at 11:59pm PT:** 1. Respond to at least two classmates' threads. 2. **Quiz #1.** This is a 10-question, open-book, multiple-choice quiz covering the readings and lectures from Weeks 1-4. You may only attempt the quiz one time and will receive feedback immediately upon completing it. The quiz will open at 9am PT on Monday and is due 11:59pm PT on Sunday. Plan to take the quiz at least a day before the deadline to prevent any issues.
Week 6 November 11	Communication and Outreach
Required Readings	1. **Connecting on Climate: A Guide to Effective Climate Change Communication**, **p. 21-40.** (Markowitz, Hodge, & Harp, 2014) 2. **12 Tips for Community Engagement**. (Advocacy and Community Solutions, 2022) 3. **Message Creation Checklist**. (Advocacy and Community Solutions, 2022)
Optional Readings	1. **Does Medium Matter?** (Karlin et al., 2018) 2. **Media Guide**. (Advocacy and Community Solutions, 2022) 3. **The Dirty Dozen of Strategic Communication**. (Advocacy and Community Solutions, 2022)

Assignments	**Due Wednesday, Nov. 13 at 11:59pm PT:** Create an original thread in the Week 6 discussion forum.
	
	Due Sunday, Nov. 17 at 11:59pm PT:
	1. Respond to at least two classmates' threads.
	
	2. Complete Assignment #2: Engagement Protocol.
	In this assignment, you will select one community engagement method (e.g., survey, listening session, focus group, interview) and draft a full protocol for it. This protocol should include:
	   a. Sample. Describe your target population, any inclusion/exclusion criteria, and how you will get in touch with them.
	   b. Recruitment. List all channels you will use to recruit participants, and provide a fully drafted script (email, newsletter) and/or creative design (flyer / social media post) for each one.
	   c. Instrument. Write a full script for the listening session or survey. Include an introduction, information on what you will ask and how you will use their data, and all questions and probes.
	Examples will be provided for each of these methods by the end of Week 4. Estimated total length for this assignment is 3-5 pages. This assignment is due at 11:59pm on Sunday of Week 6, so be certain to complete the readings and lectures as early in the week as you can.

Week 7 November 18	**Ethical and Cultural Considerations**
Required Readings	1. [Understanding Culture and Diversity in Building Communities](#). (Community Toolbox) 2. [Culturally Informed Community Engagement: Implications for Inclusive Science and Health Equity](#). (Hood, Campbell, & Baker, 2023) 3. [Environmental Justice for All](#). (Bullard, 2007) 4. [Ethics and Community Engagement.](#) (Stuart, 2013)
Optional Readings	1. [Hard-to-Reach Energy Users: An Ex-Post Cross-Country Assessment of Behavioural-Oriented Interventions](#). (Muncada et al., 2023) 2. [A Research Ethic for Studying Māori and Iwi Provider Success](#). (Pipi et al., 2004)
Assignments	**Due Wednesday, Nov. 20 at 11:59pm PT:** Create an original thread in the Week 4 discussion forum. **Due Sunday, Nov. 24 at 11:59pm PT:** Respond to at least two classmates' threads.
Week 8 November 25	**Evaluation and Monitoring**
Required Readings	1. [Principles of Community Engagement](#) **Chapter 7, p. 163-182**: Program Evaluation and Evaluating Community Engagement. (Sufian et al., 2014) 2. [Measuring Your Communication Impact](#). (Advocacy and Communication Solutions, 2022) 3. [A Tool for Informing Community-Engaged Projects](#). (Velarde & Svihla, 2021)
Optional Readings	1. [Assess Your Collaboration](#). (Advocacy and Communication Solutions, 2022) 2. [Using Data and Evidence to Demonstrate Program Success](#). (Advocacy and Communication Solutions, 2022)
Assignments	**Due Wednesday, Nov. 27 at 11:59pm PT:** Create an original thread in the Week 4 discussion forum. **No responses due - Happy Thanksgiving!**
Week 9 December 2	**Final Project and Quiz**
Required Readings	None.
Optional Readings	1. [Principles of Community Engagement](#) **Chapter 4**: Organizational Support. (Hatcher, Warner, & Hornbrook) 2. [Principles of Community Engagement](#) **Chapter 5**: Challenges. (Grunbaum, 2011) 3. [Engage Your Community Workbook](#). (Advocacy and Communication Solutions, 2018)
Assignments	**Due <u>Saturday</u>, December 7 at 11:59pm PT** 1. **Quiz #2.** This is a 10-question, open-book, multiple-choice quiz covering the readings and lectures from Weeks 1-4. You may only attempt the quiz one time and will receive feedback immediately upon completing it. The quiz will open at 9am PT on Monday and is due 11:59pm PT on Sunday. Plan to take the quiz at least a day before the deadline to prevent any issues. 2. **Final Project.** Finally, you will create a community engagement plan, expanding on the work that you have done during the course in your discussion boards and assignments and adding in an evaluation plan. Your final plan should include the following:

1. **Introduction.** What is your topic? Why is it important? How can a community engagement approach support your work on it?
2. **Objectives.** What outcomes do you hope to achieve through your engagement work?
3. **Theoretical Approach.** What model(s) or frameworks will you use to support your community engagement work? Why did you choose the one(s) you did and how will you use it/them?
4. **Stakeholder Map.** Identify 3-5 key stakeholders (individual or group) and provide a written rationale of why you included each one along with a visual table, chart, or diagram mapping them on at least two criteria (e.g., geography, organization, age, interest, power).
5. **Outreach Plan.** Present a plan including channels and draft materials (e.g., email script, social media post) for each group, indicating how you will invite them to participate in your engagement process. You can present this holistically or with different plans for each group.
6. **Instrument.** Include a full script for the listening session or survey. Include an introduction, information on what you will ask and how you will use their data, and all questions / probes.
7. **Evaluation Plan.** Conclude with an evaluation plan on how you will measure success against the objective you laid out above.

Estimated total length for the final project is 7-12 pages.

Course Assignments

Your grade in this course will be weighted according to the following criteria.

Discussion Board participation	40 points (8 weeks x 5 points)
Quizzes	20 points (2 quizzes x 10 points)
Course Assignments	20 points (2 assignments x 10 points)
Final Project	20 points
TOTAL	100 points

Discussion Board Participation—40 points total (5 points per week)

From Weeks 1-8, I will post a discussion board question on Canva. You are expected to create an original thread in each week's discussion forum with a thoughtful response to the discussion question, then post at least two responses to threads created by your peers (unless otherwise instructed). I encourage you to do more, and the discussion board provides a forum for connections that can extend beyond the classroom (get to know each other - you are an impressive group!). Weekly discussion board contributions will be scored based on threads posted by 11:59pm on Sunday and up to 5 points per week are possible.

In grading, quality and quantity are considered. Regular contributions that add to the knowledge base of other students, reference the readings and/or lectures, link to additional resources, and provide substantive thought receive points. Make your postings in a timely manner. If you don't know a lot (yet!) about the topics, feel free to share some questions to others and/or search the Internet and share what you find with the class.

Quizzes —20 points total (10 points per quiz)

We will have two quizzes throughout the course – one in week 5 (covering Weeks 1-4) and one in week 9 (covering Weeks 5-8). These quizzes are open-book and will cover the readings and lectures from the previous weeks of the course. You may only attempt each quiz one time. You will receive feedback immediately upon taking it. The quiz will be available from 9am on Monday until the end of Weeks 5 and 9.

Course Assignments —20 points total (10 points per assignment)

We will have two mid-course assignments, which will be due in Weeks 3 and 6. See the course schedule above for details on these assignments.

Final Project —20 points

Finally, you will create a Community Engagement Plan expanding on the work that you have done during the course and adding in an evaluation plan. See the course schedule above for details.

Late Work Policy

Any material posted or sent after the due date will be graded -10% for each day late, unless due to a verifiable medical or family emergency. Late assignments (including discussion board posts) cannot be accepted more than 1 week (7 days) late unless e-mail confirmation from the instructor is given.

Academic Integrity

All UC San Diego Extended Studies students must follow the UC San Diego Extended Studies Academic Integrity Policy, which oversees all instances of academic misconduct, including but not limited to plagiarizing, cheating on exams, allowing someone access to your online course, improper or missing citations in coursework, and using artificial intelligence (see below).

Grading Policies

Letter grades are based on the [UC San Diego Extended Studies Grading Scale](). Your final course grade is based on the percentage of points you have earned.

Passing Grades		Non-Passing Grades	
A+	100%	**D**	60-69%
A	93-99%	**F**	59% and below
A-	90-92%		
B+	87-89%		
B	83-86%		
B-	80-82%		
C+	77-79%		
C	73-76%		
C-	70-72%		

For this class to count towards a certificate, you must select either Letter Grade or Pass/No Pass as your grading option. If you select Not for Credit (NFC) as your grading option, your completion of the class will not count towards the certificate. If you'd like to change your grading option for this course, you may do so through your MyExtension portal before the final class meeting (or for online courses, by 11:59 p.m. on the day before the published end date the course) or before final grades are posted, whichever comes first.

Artificial Intelligence (AI) Policy

UC San Diego's Division of Extended Studies expects that academic study will be applied with honesty, responsibility to scholarship, and with original thought in order to protect the validity of the institution and the intellectual work required of those who are enrolled in courses at Extended Studies.Therefore, unless otherwise stated, **using artificial intelligence to complete any portion of your coursework, whether it is an assignment, discussion, or quiz, is prohibited.** Unauthorized use of AI tools is a violation of the [Extended Studies Academic Integrity Policy](), Section IV, F, under which AI tools are classified as prohibited study aids. Please read [Can I use artificial intelligence tools to complete my coursework?]() for more information.

Artificial Intelligence Tools are Prohibited in this Course
Artificial intelligence tools are considered an unauthorized aid for the purposes of this course. You may not use artificial intelligence (AI) tools (including but not limited to ChatGPT, Copilot, Claude, Jasper, T5, etc.) to complete any part of your work in this course.

Artificial Intelligence Detection Software In Use
Your work will be scanned using AI detection software. If your work is flagged for containing AI-generated content, your instructor will contact you about any concerns they have along with next steps for grading and any academic consequences. Work completed using AI will receive a score of zero and will be reported to Student Affairs per Extended Studies Academic Integrity Policy, Part IV, F.

To avoid a false positive, avoid using writing assistance software or plugins like Grammarly or WordTune, and you should also avoid using translation software, as both of these types of programs tend to use large language models (LLMs), which are also used by artificial intelligence tools, and will register as AI. Write in your own style and using your own words so that you can demonstrate an authentic understanding of the course content and avoid triggering AI detection. Please contact your instructor as soon as possible if you believe you need to use any of these writing assistance tools.

UC San Diego Extended Studies Policies and Resources

MyExtension. Your MyExtension account is your student records portal. Log into [MyExtension](#) to enroll in a course, drop a course, request verification of enrollment, request official transcripts and more.

Academic Policies and Procedures. Please refer to the [UC San Diego Extended Studies Website](#) ([Student Resources](#) tab) for specific details about academic policies and procedures. Navigate to the [Grades](#) section for grade information.

Conduct Code. All UC San Diego Extended Studies students are part of the UC San Diego community and are expected to follow University and UC-wide policies, including the [Standards of Conduct](#) and the [UC San Diego Principles of Community](#). Reports of alleged violations involving sex offenses, including sexual assault and sexual misconduct, will be handled under the policies and procedures set forth in the [University of California's Sexual Violence and Sexual Harassment Policy](#).

Services for Students with Disabilities. UC San Diego Extended Studies is committed to providing equal access and an exceptional learning environment for all students. If you have any problems accessing course material, or if you anticipate or experience physical or academic barriers based on disability, we encourage you to contact our [Services for Students with Disabilities Office](#) to apply for reasonable accommodations. You can reach this office by email at [unex-ssd@ucsd.edu](#) or by calling (858) 822-1366.