

COMMUNITY ENGAGEMENT

URP 6931, 3 CREDITS, SPRING 2021

THURSDAYS 1:55-4:55PM VIA ZOOM



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

OFFICE HOURS: Via Zoom 30 min before and after class, or by appointment.

COURSE FORMAT:

Classes will primarily meet via Zoom.

The course requires one physical presence activity. This will be a walking tour of one or more Gainesville neighborhoods. The tour will be conducted early in the semester during regular class time. The date for the tour will be decided based on student availability and weather. Alternatives to walking may be arranged if needed.

The group project will require virtual meetings outside of class times, which will be collectively determined as the project takes shape.

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.

COURSE GOAL: This course will provide instruction and hands on experience with community engagement and stakeholder collaboration, especially within an urban and regional planning context and in support of diversity, equity, and inclusion.

COURSE LEARNING OBJECTIVES: By the end of this course, students will be able to:

- Provide *rationale and ethics* for community engagement in an urban and regional planning context, and including for diverse communities in support of equity and inclusion.
- Apply the principles of *communication* for outreach to the diverse public, decision makers, and stakeholder groups.
- Select, design, and conduct *engagement methods* within a community engagement process.
- Design and conduct the phases of a community engagement process, using *consensus building* and relating to formal planning procedures.
- Recognize community interests, power dynamics, and conflict, and facilitate *empowerment* of excluded groups and *negotiation*.
- Direct cross-jurisdictional, inter-agency, inter-disciplinary, and multi-stakeholder *collaboration*.

INSTRUCTIONAL METHODS:

The course consists of 6 modules corresponding to the learning objectives above: 1) Community engagement rationale and ethics, 2) Interpersonal, public, and cross-cultural communications, 3) Engagement methods, 4) Formality vs. consensus building, 5) Interests, empowerment, and negotiation, and 6) Organizational collaboration.

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 in-class activities (via Zoom), virtually attending and reporting on one community engagement meeting, profiling one case of a community engagement process, and conducting one applied, experiential group project using online/virtual and social distancing methods for safety during the pandemic.

ZOOM CLASS ETIQUETTE AND RECORDINGS:

UF policy requires us to meet during the scheduled class times. Classes will be held through Zoom. We'll divide the 3-hour class into mini sessions, including individual and small group work, and breaks, to avoid Zoom fatigue. Everyone should join class with the video camera on, with the exception of recorded sessions (see next paragraph). If you cannot do this, please discuss it with the instructor.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image

recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE POLICIES

ATTENDANCE POLICY: Synchronous virtual class attendance is required. 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 communication and documentation provided in advance if possible.

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 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 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:

<i>Assignment</i>	<i>Instructions</i>	<i>% of grade</i>
<i>Attendance and preparation</i>	Come to class every week. Do required readings and other class preparations. Attendance is checked randomly.	15%
<i>Lead two classroom activities</i>	Design and lead two classroom activities to demonstrate course topics and techniques.	15%
<i>Engagement meeting</i>	Virtually attend and report on a community engagement meeting.	10%
<i>Case profile</i>	Profile a case of a consensus building planning process or collaborative organization that used engagement.	20%
<i>Group project</i>	In a group with your classmates, and with instructor guidance, design and conduct a semester-long community engagement activity.	40%

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

Dr. Kathryn Frank is an Associate Professor in Urban and Regional Planning and the director of the Florida Center for Innovative Communities. She specializes in community engagement and capacity building for sustainability, resilience, and social equity. Specific areas of expertise include collaborative planning, neighborhood planning, and youth participation. She has led community engagement action research projects in the contexts of urban social equity planning, sea level rise adaptation, ecosystem and watershed management, regional planning, and small town and rural planning. Prior to academia, she was a planning consultant and environmental engineer. She received her doctorate in City and Regional Planning from Georgia Tech and her master's degree in Community and Regional Planning from the University of Oregon.

COURSE SCHEDULE

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 online/virtual attendance at several specific community meetings. 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.

SCHEDULE:

READINGS ARE DUE ON THE DAY THEY ARE LISTED

THE SCHEDULE MAY SHIFT SLIGHTLY TO ACCOMMODATE THE WALKING TOUR, GUEST SPEAKERS, AND GROUP PROJECT MEETING. CHANGES WILL BE DISCUSSED IN ADVANCE.

Module 1 – Community Engagement Rationale and Ethics

Week 1 – January 14

Topics

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

Week 2 – January 21

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
- “Ladder of Citizen Participation” (Arstein 1969)
- 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, RTPPI Library Series, Mickey Lauria and Carissa Slotterback, editors.

Assignments

- Start all assignments

Week 3 – January 28

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
- “Facilitation Tools” (Section 3), *Facilitation Basics* (NOAA 2017)

Assignments

- Select case profile
- Sign up to lead two classroom activities in the semester

Module 2 – Interpersonal, Public, and Cross-Cultural Communications

Week 4 – February 4

Topics

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

Required Readings

- *Planning with Diverse Communities* (2019) – Pages 107-112 (Placemaking)
- “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

Week 5 – February 11

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)
- “Planning With Half a Mind: Why Planners Resist Emotion,” *Planning Theory and Practice* 16(4):498-516 (Baum 2015)
- “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 Methods

Week 6 – February 18

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

Assignment

- Engagement meeting due

Week 7 – February 25

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 – March 4

Topics

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

Required Readings

- *A Planner’s Guide to Meeting Facilitation* (2019) – Chapters 7-8

Module 4 – Formality vs. Consensus Building

Week 9 – March 11

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

- *Breaking Robert’s Rules* (2006) – Chapter 1

Assignment

- Case profile due

Week 10 – March 18

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

- *Breaking Robert’s Rules* (2006) – Chapter 2

Module 5 – Interests, Empowerment, and Negotiation

Week 11 – March 25

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 12 – April 1

Topics

- Applications of negotiation and alternative dispute resolution to planning

Required Readings

- “Negotiation Processes in Urban Redevelopment Projects: Dealing with Conflicts by Balancing Integrative and Distributive Approaches,” *Planning Theory and Practice* 16(3):363-384 (Baarveld, Smit and Dewulf 2015)

Assignment

- Lead two classroom activities completed

Module 6 –Organizational Collaboration

Week 13 – April 8

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 14 – April 15

Topics

- Course review and conclusion

Weeks 15 & 16 – No class

Assignment

- Complete group project