

# COMMUNITY ENGAGEMENT

URP 6931, 3 CREDITS, SPRING 2023

MONDAYS 12:50-3:50PM

RINKER 220



**INSTRUCTOR:** Dr. Kathryn Frank, ARCH 460, [kifrank@ufl.edu](mailto:kifrank@ufl.edu), 352-294-1495

**OFFICE HOURS:** Mondays 4-5pm or by appointment.

**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 course reserves.

**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, requirements, 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, requirements, 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.

The course will be a combination of regular classes and experiential learning. Classes will include instructor, guest, and student presentations, discussions of the required readings, in-class engagement activities, and group project meetings. The course will include two field trips, dates and times to be determined based on student and event availability. One field trip will be attendance at a local commission meeting. The second will be based on the group project. The group project will also require engagement meetings outside of class times, which will be collectively determined as the project takes shape.

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

All classroom materials, such as presentation slides and activities, will be posted on the course website.

### 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](mailto: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 prepared for class every week and participate. Attendance is checked each week.	20%
<i>Engagement meeting</i>	Individually attend and report on a community engagement meeting.	15%
<i>Lead one classroom activity</i>	In a small group, design and lead a classroom engagement activity.	15%

<i>Case profile presentation</i>	In a small group, present in class a profile of a real-world planning process that had extensive community engagement and/or interorganizational collaboration.	20%
<i>Group project</i>	In a group, design and conduct a real-world community engagement activity.	30%

### GRADING SCALE:

The relationship between letter grades and numeric grades is: A ( $\geq 94.0$ ), A- ( $\geq 90.0$ ), B+ ( $\geq 87.0$ ), B ( $\geq 83.0$ ), B- ( $\geq 80.0$ ), C+ ( $\geq 77.0$ ), C ( $\geq 73.0$ ), C- ( $\geq 70.0$ ), D+ ( $\geq 67.0$ ), D ( $\geq 63.0$ ), D- ( $\geq 60.0$ ), 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

Readings are due on the day they are listed. the schedule may shift slightly to accommodate the field trips, guest speakers, and group project. Changes will be discussed in advance.

### *Module 1 – Community Engagement Rationale, Requirements, and Ethics*

#### **Week 1 – January 9**

##### Topics

- Overview of the course, and tips for working in groups
- Democratic principles and civic responsibilities
- Diverse communities and perspectives in planning
- History of community engagement in planning, including institutional requirements and incentives

##### Assignments

- Sign up to lead one classroom activity and begin preparations
- Start meeting assignment

#### **Week 2 – January 16 HOLIDAY NO CLASS – DO READINGS**

##### Required Readings

- *Planning with Diverse Communities* (2019) – Chapters 1-2
- “Ladder of Citizen Participation” (Arnstein 1969)
- Dedenbach, Laura, Kathryn Frank, Kristin Larsen, and Tyeshia Redden. (2020) 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.

#### **Week 3 – January 23**

##### Topics

- ‘Government in the sunshine’ and other transparency laws
- Role of planners as facilitators and advocates
- Organizations and related fields supporting community engagement
- Power and politics in planning, trust in government, meaningful engagement, and empowerment
- 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

- Start case profile

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

### Week 4 – January 30

#### Topics

- Importance of planning communications and incentives
- 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

### Assignments

- Meeting assignment due
- Start select case profile

### 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)
- “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

- Select case profile due, continue work on case profile

### **Module 3 – Engagement Methods**

#### **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

##### Assignment

- Begin classroom activities

#### **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)

##### Assignment

- Continue classroom activities

#### **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

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

### Assignment

- Continue classroom activities
- Begin preparations for group project

### **Module 4 – Formality vs. Consensus Building**

#### **Week 9 – March 6**

### 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

- Conclude classroom activities

#### **Week 10 – March 13 SPRING BREAK NO CLASS**

### **Module 5 – Interests, Empowerment, and Negotiation**

#### **Week 11 – March 20**

### Topics

- 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

### Assignment

- Case profile presentations

## Week 12 – March 27

### 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

- Case profile presentations continued

## Module 6 –Organizational Collaboration

## Week 13 – April 3

### 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

- Group project check-in

## Week 14 – April 10

### 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, 2<sup>nd</sup> 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 17**

- Continue work on group project

#### **Week 16 – April 24**

- Complete group project
- Course review and conclusion

#### **Week 17 – May 1**

- Finals week – If needed, continue to complete group project