COMMUNITY ENGAGEMENT

URP 6931, 3 CREDITS

SPRING 2024

**MONDAYS 12:50-2:45 PM &
WEDNESDAYS 12:50-1:40 PM**

RINKER 230

INSTRUCTOR: Dr. Kathryn Frank, ARCH 460, kifrank@ufl.edu, 352-294-1495

OFFICE HOURS: Wednesdays 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 DESCRIPTION: Provides 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 5 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) Consensus building and negotiation, and 5) 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.

GRADING POLICIES

ASSIGNMENTS:

Assignment	Instructions	% of grade
Attendance and preparation	Come prepared for class every week and participate. Attendance is checked each week.	20%

Engagement meeting	Individually attend and report on a community engagement meeting.	15%
Lead one classroom activity	In a small group, design and lead a classroom engagement activity.	15%
Case profile presentation	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%
Group project	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 (≥ 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.

COURSE POLICIES

ATTENDANCE POLICY: In person 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 at each class. 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.

CAMPUS RESOURCES

HEALTH AND WELLNESS

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

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

Assignments are due the day before class (Sundays). Readings are due the week 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

Topics

- Overview of the course and teambuilding
- Democratic principles and civic responsibilities

Assignments

- Start meeting assignment
- Sign up to lead one classroom activity

Week 2

Topics

- Diverse communities and perspectives in planning
- History of community engagement in planning, including institutional requirements and incentives

Required Readings

- Lauria and Slotterback (2020). Introduction. In *Learning from Arnstein's Ladder: From Citizen Participation to Public Engagement*, RTPI Library Series, Mickey Lauria and Carissa Slotterback, editors.
- Arnstein (1969). A ladder of citizen participation, *JAPA*
- *Planning with Diverse Communities* (2019) – Chapter 1
- Dedenbach, Frank, Larsen, and Redden (2020). Building the foundation for Arnstein's ladder: community empowerment through a participatory neighborhood narrative process. In *Learning from Arnstein's Ladder: From Citizen Participation to Public Engagement*, RTPI Library Series, Mickey Lauria and Carissa Slotterback, editors.

Week 3

Topics

- 'Government in the sunshine' and other procedural and 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
- Overview of engagement techniques, to prepare for leading one classroom activity

Required Readings

- *A Planner's Guide to Meeting Facilitation* (2019) – Chapters 1-3
- *Planning with Diverse Communities* (2019) – Chapter 4
- Facilitation Tools (Section 3), *Facilitation Basics* (NOAA 2017)

Assignments

- Start case profile

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

Week 4

Topics

- Importance of planning communications and incentives
- Principles of effective communications, including perspective-taking, multi-culturalism, partnering, visualization, and experiential learning
- Place-making and community-building

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)
- Fahmi and Chandra-Putra (2020). Community-based village planning for the reconstruction of post-tsunami and post-conflict Aceh. In *Learning from Arnstein's Ladder: From Citizen Participation to Public Engagement*, RTPI Library Series, Mickey Lauria and Carissa Slotterback, editors.

Assignments

- Meeting assignment due
- Start select case profile

Week 5

Topics

- Techniques of planning communications, including interpersonal and technological/multimedia
- Rhetoric, biases, and fakery in communications

Required Readings

- *A Planner's Guide to Meeting Facilitation* (2019) – Chapters 6-7
- 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)
- Laskey and Nicholls (2020). Jumping off the ladder: Participation and insurgency in Detroit's urban planning. In *Learning from Arnstein's Ladder: From Citizen Participation to Public Engagement*, RTPI Library Series, Mickey Lauria and Carissa Slotterback, editors.

Assignment

- Select case profile due, continue work on case profile

Module 3 – Engagement Methods

Week 6

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 4-5

Assignment

- Begin classroom activities

Week 7

Topics

- Meetings and engagement activities (continued)

Required Readings

- Crafting Charrettes that Transform Communities, *PAS Memo*, November/December 2018, American Planning Association (Madill, Lennertz, and Beyea)

Assignment

- Classroom activities continued

Week 8

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) – Chapter 8 and Appendix C

Assignment

- Classroom activities continued
- Begin group project

Week 9

Topics

- None (focus on classroom activities and group project)

Required Readings

- None

Assignment

- Conclude classroom activities
- Group project continued

Week 10 – BREAK NO CLASS

Module 4 – Consensus Building and Negotiation

Week 11

Topics

- Parliamentary procedures and Roberts Rules of Order
- Overview of the consensus building approach as a model for planning
- Cases of consensus building-based planning processes

Required Readings

- *Breaking Robert's Rules* (2006) – Chapters 1-2

Assignment

- Case profile presentations
- Group project continued

Week 12

Topics

- None (focus on case profile presentations and group project)

Required Readings

- None

Assignment

- Case profile presentations continued
- Group project continued

Week 13

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) – pp. 1-38
- *Getting to Yes: Negotiating Agreement Without Giving In, Revised Edition* (Fisher and Ury 2011) – Introduction & Chapter 1

Week 14

Topics

- Managing conflict and disruptive behaviors
- 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)

Module 5 – Organizational Collaboration

Week 15

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 16

- Course review and conclusion