

PLAN 590: COMMUNITY ENGAGEMENT FALL 2023

Instructor

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Location

Graham Memorial 212
9:30-10:45am

Office Hours

TTH 11:30-1:30pm

If Remote: <https://go.unc.edu/PLAN590>

By appointment using

<http://go.unc.edu/spurlock>

Course Description

Public participation and community engagement exist in various forms and are central to the practice of planning, but they still are contested concepts. They remain contentious, in part, because local knowledge and local expertise are contested concepts. The rational planning model and a communicative approach to planning are often presented as being adversarial to one another, which results in exaggerated comparisons. Where the rational planning model's emphasizes "objective" information produced used technical or scientific methods, communicative approaches to planning embraces nontechnical information and calls for an open accounting of the value systems that underlie practice. Where the rational model (even in is adapted form) promotes a systematic process with clearly defined steps, the communicative approach endorses a more amorphous process of engagement. Finally, where the planner plays the role of an expert technician with substantial influence of the planning process, the communicative approach calls for planners to step back and organize participation to address the distortions in communication (Forester, 1989). The division of these theories into binary comparisons misrepresents both approaches through oversimplification. These comparisons suggest inextricable differences when, in fact, these theoretical elements denote substantial weaknesses only when taken to the extreme. Both communicative approaches to planning and the rational planning model place a high value of information and its incorporation into planning practice. Problems arise when either technical information or local interests dominates the planning process at the expense of the other.

This course covers the conceptual foundation of public participation and community engagement, the processes and institutions involved in urban planning and design decision-making, and professional skills necessary to conceptualize and implement high-quality community engagement activities. It is a hands-on, skill-building course focused project design and inclusive presentation. In addition to completing readings selected to build theoretical knowledge, students will engage in 1) in-class exercises to expand their facilitation and engagement skills, 2) regular writing assignments to improve the quality of their professional writing; and 3) semester long projects to develop their critical analysis of real-world cases and the acquisition of crucial management skills.

Course Goals

The overarching goal of this course is to help you understand the role of local knowledge, public participation, and community engagement in problem identification, policy formation, the implementation of planning interventions, and evaluation of outcomes. The following goals and objectives outline the major learning outcomes of this class:

Goal 1	Students will be able to articulate the benefits and challenges of community engagement activities.	
	Objective 1A	Students will have substantive understanding of central concepts related to public participation and community engagement including power, systems thinking, and inclusivity.
	Objective 1B	Students will be able to design effective engagement projects tailored to different forms of participation.
Goal 2	Students will be able to apply basic qualitative techniques and draw inferences based on these analyses.	
	Objective 2A	Students will be able to acquire and synthesize information from a variety of sources.
	Objective 2B	Students will be able to perform thematic analysis of qualitative data.
Goal 3	Students will communicate information and analyses clearly and persuasively.	
	Objective 3A	Students will be able to create data visualizations (i.e., charts, tables, and figures) that are accurate representations of the underlying data and that are understandable to non-technical audiences.
	Objective 3B	Students will be able to produce written documents that are substantive, organized, grammatically accurate, and written in a professional but accessible language and format.
	Objective 3C	Students will be able to communicate verbally about planning-related data in a clear and articulate manner.
Goal 4	Students will demonstrate the skills necessary to manage a project.	
	Objective 4A	Students will be able to recognize and respond appropriately to ethical and professional dilemmas.
	Objective 4B	Students will be able to identify and resolve challenges that results from working with a team.

Course Format

Students should come to each class prepared to participate actively in discussions. You should be able to summarize the major points or arguments of the readings and provide a critical analysis and evaluation of key concepts. Course readings should be completed prior to the class session they are listed under. Weekly course content may also be shared as videos or voice over slides and should be viewed prior to class.

Scheduled synchronous sessions will be a mixture of presentations, extensive class discussion, and in-class activities. Additional discussion may occur in Canvas using Discussions and Voice Threads.

Course Readings

Readings are listed under Modules on Canvas. E-reserve readings are available on the Course Reserves tab of Canvas or <https://library.unc.edu/support/reserves/>.

Communication and Community Standards

The best way to reach me is by email or during their office hours. If my office hours do not fit your schedule, email me to determine a mutually convenient time.

All emails should include PLAN 590 in the subject line. I will try to respond to your emails on the same day received unless received after 6:00 pm. Please do not wait until the last minute to contact me about assignments, especially if you are having problems.

Please contact me as soon as possible should circumstances arise such as a medical or family emergency or a religious holiday so I can work with you to make accommodations.

Laptops and cell phones

To maximize our productivity, limit your use of technology to class activities. Please turn off your cellphones before the beginning of class sessions. If you must have your phone on during class because of an extraordinary circumstance (ill relatives, you are expecting a baby, etc.), please let us know beforehand.

UNC Honor Code

“It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.”

The University Honor Code is in effect, and all assignments must be completed through your individual effort unless otherwise instructed. To uphold the Honor Code in your written assignments, you must properly cite all data, ideas, and information that are not your own. Please visit the UNC Writing Center for information about citations and how to avoid plagiarizing <https://writingcenter.unc.edu/tips-and-tools/plagiarism/>.

Each assignment should include the following Honor Pledge:

“On my honor, I have neither given nor received unauthorized aid on this assignment.”

TITLE IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Rebecca Gibson—rmgibson@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Standards for Mask Use

Our class delivery is in-person instruction. If you are on campus, or plan to meet for group work, please note that the following community standards apply and must be adhered to. All enrolled students have the option to wear a mask covering your mouth and nose at all times in our classroom. This practice is to protect our educational community — your classmates and me—as we learn together.

For additional information, see Carolina Together:
(<https://carolinatogether.unc.edu/community-standards/>)

Course Requirements

You will be evaluated on four main components of the course, and each component parallels you will be evaluated as a planning professional (or most any other profession). The evaluation components include: 1) showing up for work prepared and working well with your peers; 2) completing small projects with quick turnaround times; 3) managing larger projects over a longer period; and 4) demonstrating your understanding of the core aspects of your field.

Late Assignments

Meeting deadlines can be challenging. However, professionals working on community projects often must adhere to strict timelines. I expect all assignments to be handed in on time. Any assignments turned in late will incur a penalty of a half-grade (letter graded assignments) or half the standard deviation (numeric graded assignments). For example, if a paper is a day late, the grade would change from a P to a P-. If the paper were two days late, the grade would change from an H to a P. If you cannot make a deadline, let us know ahead of time (not the night before an assignment is due) so we can discuss options.

Please note: Elements of this syllabus are subject to change

Requirements by % of Course Grade

Course Component	Due Date	% of Course Grade
Know Thyself Reflections	Ongoing	10
Compare and contrast public hearings (virtual and in-person)	September 28 th at 11:55pm	10
Attend (1) Community Outreach meeting organized by local government	October 26 th at 11:55pm	10
Attend (1) Community Outreach meeting organized by a local nonprofit	November 16 th at 11:55pm	10
Qualitative Analysis of Existing Participation Data	Nov 21 st at 11:55pm	20
Community Engagement Plan* Pecha Kucha presentation Final Paper	Dec. 5 th Dec. 12 th	30
Participation	Ongoing	10

*Denotes group project

Reflections. For these individual assignments, you will reflect on your strengths, challenges, and preferred collaboration modes. While these assignments focus on self, concepts from course readings and class discussions should be incorporated to add depth and reinforce connections. You will receive a few prompts to begin and the reflection will be 2 pages, 1.5 spacing.

The next three assignments require attending different meetings and writing a short analytical report about attendance, format, inclusivity, information sharing, and decision-making.

Public Hearings. Public hearings are a common (and often the primary) mode of public participation for local policy decisions. Find an agenda for a local City Council or Board of Commissioners meetings that covers topics of interest to you in the section for public hearings. Attend one (1) virtual public hearing and one (1) in-person meeting. You do not need to attend meetings in the same jurisdiction or that cover the same topic. You will write a single report comparing and contrasting your experience at the public hearings.

Community Meetings. Students will attend and write short reports on two (2) different types of community meeting. One meeting should be primarily sponsored by a local government department or agency. Another meeting should be primarily sponsored by a local nonprofit or community organization.

Qualitative Analysis of Existing Data. For this individual project, you will conduct a qualitative analysis of primary data collected for the Update of Durham's Comprehensive Plan. It is an extensive data set. You must identify a large thematic area (e.g., housing, transportation, etc). and present both an analytic strategy and report on your findings

Community Engagement Plan. This group assignment provides an opportunity for your group to design an engagement plan. This project has three phases. First, your group will identify a local development dispute. This dispute may be brewing or already in full swing. Second, write a case study including chronology of actions, a stakeholder analysis, and your recommendations for engagement activities. improved outcome. Your series of engagement activities will need to specify objectives, techniques, and resource requirements. Third, your group will present a concise presentation of your case and your plan using a modified Pecha Kucha format (20 slides, 30 seconds per slide, pre-timed) The slide deck should be able to standalone without overwhelming the audience with too much text.

Participation. Participation in the class and effective collaboration with your teammates is essential in this course. It will be assessed via participation during class and in on-line forums, short assignments, peer evaluations, and written reflection of collaborative work.

Semester at a Glance

Elements of this syllabus are subject to change.

22-Aug	Sess. 1	Course Introduction: What it is and What it is not
24-Aug	Sess. 2	Power and Systems Thinking
29-Aug	Sess. 3	Principles of Ethical Community Engagement
31-Aug	Sess. 4	Community Entrée & Restorative Justice
5-Sep		WELL-BEING DAY
7-Sep	Sess. 5	Engagement Strategy I: Participation for Whom?
12-Sep	Sess. 6	Engagement Strategy II: Objectives
14-Sep	Sess. 7	Engagement Strategy II: Approaches
19-Sep	Sess. 8	Engagement Strategy III: Layering Techniques
21-Sep	Sess. 9	Active Listening
26-Sep	Sess. 10	Preparing for Interviews
28-Sep	Sess. 11	Interviewing in Practice
3-Oct	Sess. 12	Focus Groups & Effective Meetings
5-Oct	Sess. 13	Qualitative Analysis I: Content Analysis
10-Oct	Sess. 14	Guest Lecture: Consultant
12-Oct	Sess. 15	Qualitative Analysis II: Content Analysis
17-Oct	Sess. 16	Qualitative Analysis III: Thematic Analysis
19-Oct		FALL BREAK
24-Oct	Sess. 17	Qualitative Analysis IV: Thematic Analysis
26-Oct	Sess. 18	Qualitative Analysis V: Interpretation and Presentation
31-Oct	Sess. 19	Qualitative Analysis VI: Interpretation and Presentation
2-Nov	Sess. 20	Guest Lecture: Durham City/County Planners
7-Nov	Sess. 21	Facilitating Hard Conversations
9-Nov	Sess. 22	Coalition Building
14-Nov	Sess. 23	Transformative Justice & Movement Building
16-Nov	Sess. 24	Survey Methodology
21-Nov	Sess. 25	Survey Process Design & Format
28-Nov	Sess. 26	Survey Data Interpretation and Presentation
30-Nov	Sess. 27	PhotoVoice, Walkshops & Community Mapping
5-Dec	Sess. 28	Presentations

Course Readings

Session 1: Course Introduction: What this course is and What it isn't 8/22

To prepare for this class, review the syllabus and consider your prior experience with public participation and community engagement.

Session 2: Power and Systems Thinking 8/24

Roy, P. (2015). Collaborative planning--A neoliberal strategy? A study of the Atlanta BeltLine," *Cities*, vol. 43, pp. 59–68, 2015.

Kania, J., Kramer, M., & Senge, P. (2018). *The Water of Systems Change*.
https://www.fsg.org/resource/water_of_systems_change/#resource-download

Lukes, S. (1974). Introduction and Chapter 1. *Power: A radical view*. London: Macmillan.

Session 3: Principles for Ethical Community Engagement 8/29

AICP Code of Ethics and Professional Conduct. Retrieved December 29, 2013 from
<https://www.planning.org/ethics/ethicscode.htm>.

Tauxe, C. S. (1995). Marginalizing Public Participation in Local Planning: An Ethnographic Account. *Journal of the American Planning Association*, 61(4): 471–481.

Laurian, L., & Shaw, M. M. (2008). Evaluation of Public Participation: The Practices Certified Planners. *Journal of Planning Education and Research*, 28(3): 293–309.

Session 4: Community Entrée & Restorative Justice 8/31

Williams, R.A. (2020). From Racial to Reparative Planning: Confronting the White Side of Planning," *Journal of Planning Education and Research*. *Educ. Res.*, no. June, 2020.

Matthew, R.A. (2017). Community Engagement: Behavioral Strategies to enhance the quality of participatory partnerships. *Journal of Community Psychology* 45(1): 117-127.

Session 5: Engagement Strategy I: Participation for Whom?

9/7

Beard, V.A. and Sarmiento, C.S. (2014) Planning, Public Participation, and Money Politics in Santa Ana (CA). *Journal of the American Planning Association* 80(2): 168-181).

Quick, K.S. and M. S. Feldman, M.S. (2011). Distinguishing Participation and Inclusion. *Journal of Planning Education and Research* 31(3): 272-290.

Session 6: Creating an Engagement Strategy II: Objectives

9/12

Glass, J. (1979). Citizen Participation in Planning: The Relationship between Objectives and Techniques. *Journal of the American Planning Association*, 45(2): 180–189.

Bobbio, L. (2018). Designing effective public participation. *Policy & Society* 38:1 (41-57).

Session 7: Engagement Strategy III: Participatory Approaches

9/14

Rowe, G. and Frewer, L. (2005). A Typology of Public Engagement Mechanisms. *Science Technology, & Human Values* 30(2): 251-290

Arnstein, S. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35(4): 216–224.

Session 8: Engagement Strategy IV: Layering Techniques

9/19

Mclain, R. J., Banis, D., Todd, A., & Cervený, L. K. (2017). Multiple methods of public engagement: Disaggregating socio-spatial data for environmental planning in western Washington, USA. *Journal of Environmental Management*, 204, 61–74.
<https://doi.org/10.1016/j.jenvman.2017.08.037>

Johnson, B.J & Graves, M. (2011) Keeping It Real: What Planning Can Learn from Reality TV, *Journal of the American Planning Association*, 77:3, 214-231, DOI: [10.1080/01944363.2011.592128](https://doi.org/10.1080/01944363.2011.592128)

Session 9: Active Listening

9/21

Przybylska, A., Bucholc, M, and S. Mazur, S. (2022). Freedom of Discussion versus Predetermined Futures in Deliberation Processes. *American Behavioral Scientist*.
[ps://doi.org/10.1177/00027642221093585](https://doi.org/10.1177/00027642221093585)

The School of Life. (2017). How to be a Good Listener.
https://www.youtube.com/watch?v=43e51vkffQE&ab_channel=TheSchoolofLife.

Session 10: Preparing for Interviews

9/26

United States General Accounting Office. (1991). *Using Structured Interviewing Techniques*. Program Evaluation and Methodology Division.

Fylan, F. (2005). Semi-structured interviewing. In Miles, J., & Gilbert, P. (Eds.) *A handbook of research methods for clinical and health psychology*. Oxford: Oxford University Press.

Session 11: Interviewing in Practice

9/28

Whiting, L. (2008) Semi-structured interviews: guidance for novice researchers. *Nursing Standard*. 22, 23: 35-40.

Session 12: Focus Groups and other Group Approaches (Effective Meetings)

10/3

Morgan, D. L. (1996). Focus groups. *Annual review of sociology*, 22(1), 129-152.

McComas, K., Besley, J. C., & Black, L. W. (2010). The Rituals of Public Meetings. *Public Administration Review*, 70(1), 122–130. <https://doi.org/10.1111/J.1540-6210.2009.02116.X>

Kaner, S. (2011). Chapter 11: Designing Realistic Agendas. In *Facilitator's Guide to Participatory Decision-Making*. John Wiley & Sons.

Doyle, M., & Straus, D. (1982). Chapter 7: How to be a Good Recorder. In *How to Make Meetings Work: The New Interaction Method*. Jove Books.

Session 13: Qualitative Analysis I: Content Analysis

10/5

Krippendorff, K. (2004). Chapters 1, 2, and 3. *Content Analysis: An Introduction to its Methodology* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Session 14: Guest Lecture: Consultant (invited)

10/10

Bherer, L., Gauthier, M., & Simard, L. (Eds.). (2017). *The professionalization of public participation* (pp. 115-138). New York: Routledge.

Silverman, R. M., Taylor Jr, H. L., Yin, L., Miller, C., & Buggs, P. (2020). Are we still going through the empty ritual of participation? Inner-city residents' and other grassroots stakeholders' perceptions of public input and neighborhood revitalization. *Critical Sociology*, 46(3), 413-428.

Session 15: Qualitative Analysis II: Content Analysis 10/12

Candle, S. (1994). Chapter 4: *Using Qualitative Methods*. In Wholey, J., Hatry, H., Newcomer, K. (Eds.), *Handbook of Practical Program Evaluation Decision-Making*. San Francisco: Jossey-Bass Publishers.

Session 16: Qualitative Analysis III: Thematic Analysis 10/17

Saldana, J. (2009). Chapters 4 and 5. *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA.: Sage Publications.

FALL BREAK

10/20

Session 17: Qualitative Analysis IV: Thematic Analysis 10/24

Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2(February), 8–14.

Session 18: Qualitative Analysis V: Interpretation and Presentation 10/26

Spiggle, S. (1994). Analysis and Interpretation of Qualitative Data in Consumer Research. *Journal of Consumer Research*, 21(3): 491-503.

Session 19: Qualitative Analysis VI: Interpretation and Presentation 10/31

Spurlock, D., Bailey, A & Wilson, M (2023): "Cities too busy to hate": Economic development through a diversity ideology lens, *Journal of Urban Affairs*, DOI: 10.1080/07352166.2022.2147076

Session 20: Guest Lecture: Durham City/County Planners (invited) 11/2

Equitable Community Engagement Blueprint

Listening and Learning Engagement Summary

Session 21: Facilitating Hard Conversations

11/7

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.

Session 22: Coalition Building

11/9

Mizrahi, T., & Rosenthal, B. B. (2001). Complexities of Coalition Building: Leaders' Successes, Strategies, Struggles, and Solutions. *Social Work, 46*(1), 63–78. <http://www.jstor.org/stable/23718625>

Kim, J. Y. (2020). Racism is not enough: Minority coalition building in San Francisco, Seattle, and Vancouver. *Studies in American Political Development, 34*(2), 195-215.

Session 23: Transformative Justice

11/14

Nocella, A. J., & Anthony, J. (2011). An overview of the history and theory of transformative justice. *Peace & conflict review, 6*(1), 1-10.

Gready, P., & Robins, S. (2014). From transitional to transformative justice: A new agenda for practice. *International Journal of Transitional Justice, 8*(3), 339-361.

Session 24: Survey Methodology

11/16

Tourangeau, R., Rips, L., Rasinski, K. (2000). Chapters 1 and 2. *The Psychology of Survey Response*. Cambridge: Cambridge University Press.

Groves, R., Fowler Jr., F., Couper, M., Lepkowski, J., Singer, E., and Tourangeau, R. (2009). Chapters 2 and 5. *Survey Methodology*. Hoboken, NJ: John Wiley & Sons, Inc.

Session 25: Survey Process Design & Format

11/21

Fowler, F.J. Jr. (1995). Chapter 5: Designing Questions to be Good Measures; Chapter 6: Evaluating Survey Questions and Instruments; Chapter 7: Survey Interviewing, and Chapter 8: Preparing Survey Data for Analysis. In *Improving Survey Questions: Design and Evaluation*, Applied Social Research Methods Series Volume 38.

Session 26: Survey Data Interpretation and Presentation

11/28

Rinner, C. and Bird, M. (2009). Evaluating community engagement through argumentation maps-a public participation GIS case study. *Environ. Plan. B Plan. Des.*36 (588-601).

Session 27: Photovoice, Walkshops, and Community Mapping

11/30

Meenar, M. R., & Mandarano, L. A. (2021). Using photovoice and emotional maps to understand transitional urban neighborhoods. *Cities*, 118, 103353.
<https://doi.org/10.1016/J.CITIES.2021.103353>

Soma, T., Li, B., & Shulman, T. (2022). A Citizen Science and Photovoice Approach to Food Asset Mapping and Food System Planning. *Journal of Planning Education and Research*. <https://doi.org/10.1177/0739456X221088985>

Wang, C. C. (2022). Invited Commentary. *Health Promotion Practice*, 23(2), 205–210.
<https://doi.org/10.1177/15248399211069905>

Weisskoeppel, C. (2022). Dealing with Postcolonial Pasts to Envision a Respectful Future. *Collaborative Anthropologies*, 14(2), 47–62. Thousand Oaks, CA: SAGE Publications.

Session 28: Modified Pecha Kucha Presentations

12/5

Group Presentations