

community engagement

envd 4361 · winter 2011
three credit seminar
tuesday/thursday, 8:00-9:15
ENVD Room 211

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Office Hours: By appointment
Location: ENVD 205

“My observations and conclusions thus far sum up to this: In our American cities, we need all kinds of diversity, intricately mingled in mutual support. We need this so city life can work decently and constructively, and so the people of cities can sustain (and further develop) their society and civilization . . . *Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.*”

– Jane Jacobs, *The Death and Life of Great American Cities*, 1961

“Partnership – the tendency to associate, establish links, cooperate, and maintain symbiotic relationships – is one of the hallmarks of life.”

– Fritjof Capra, *Speaking Nature's Language: Principles for Sustainability*, 2011

Course Overview

This course provides an overview of the theory and practice of community engagement. We will explore the purposes and consequences of participation and engagement; the ideologies of participatory action research, community-based action research, community design centers and public interest design, conflict resolution and environmental justice, and a variety of tools and methods for assessment and participation. The course will emphasize the varying ways power impacts participation, with a particular emphasis on low-income urban communities and children and youth.

The course will rely on active, thoughtful student involvement in the learning process. Students are expected to complete all readings and actively engage in class. Through a series of assignments, students will be involved in a semester long service-learning project with Boulder Green Streets, a non-profit organization that promotes healthy living and sustainable communities through street liberation projects. They are currently working with a number of neighborhoods to engage the community and ultimately develop paint-the-pavement projects in appropriate intersections. Students will contribute to this project through research and active community engagement.

Learning Objectives

1. To understand the role of community engagement, community based participation, local knowledge, and collaboration in healthy, vibrant and sustainable communities
2. To understand barriers to participation and power relations in participation
3. To understand the role of community engagement in planning and design
4. To understand the roles and responsibilities of planners and designers in impacting the well-being of communities
5. To become familiar with tools and methods of engagement

Course Requirements and Assessments

Students enrolled in the course are expected to:

- Attend class on a regular basis and actively participate
- Read assigned readings and prepare for thoughtful engagement in class discussions
- Complete 6 one-page reading summaries (you may choose 6 of 8 due dates)
- Lead one class reading discussion
- Complete project assignments and final written report/presentation
- Navigate the Desire2Learn website to access course readings, assignments and resources and monitor grades. To communicate with the instructor use email: victoria.derr@colorado.edu
- Follow the university's policies (noted at end of syllabus)

Grades will be posted on CU Learn as they are assigned throughout the semester.

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| Participation | 20% |
| Reading Summaries | 20% |
| Leading Discussion | 20% |
| Final Project | 40% |

Course Materials. Required texts:

- 1) Driskell, D. 2002. *Creating Better Cities with Children & Youth: A Manual for Participation*. UNESCO.
- 2) Sanoff, H. 2000. *Community Participation Methods in Design and Planning*. John Wiley & Sons.

Schedule of Classes and Assignments

The following is an outline of the course, with due dates. It is your responsibility to locate specific readings and assignments on Desire2Learn and to take note of changes in the schedule as discussed in class and posted on the course website.

| Weeks 1-3: Introduction to Community Engagement | | |
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| Date | Topic | Assignments |
| 1.17 | Introduction to Course | |
| 1.19 | Boulder Green Streets: Introduction | |
| 1.24 | Urban Roots film in-class | |
| 1.26 | Loveable Cities, Community Stewardship and Urban Roots discussion | |
| 1.31 | Street Science | Introduction (D2L); Reading Discussant(s) (Nirvana; Maciej) |
| 2.2 | Street Science | Chapter 1 (D2L) **Reading Summary 1 DUE |
| Weeks 4-5: Community Engagement in Planning and Design | | |
| 2.7 | BGS: What is Neighborhood? | Read Sanoff, Chapter 1 |
| 2.9 | Stewardship and Citizen Engagement | Read Stewardship Reading (D2L); Reading Discussant(s) (Ryan, Alexandra) |

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| 2.14 | Participation in Educational Facilities | Read Sanoff, Chapter 3, Pp 105-110 and one case study; Reading Discussant(s) (Krista, Taylor) **Reading Summary 2 DUE |
| 2.16 | Assessing Community | Read Driskell, Appendix A (pp 177-194) |
| Weeks 6-11: Specific Types of Engagement | | |
| 2.21 | BGS Neighborhoods | BGS Neighborhood Description DUE |
| 2.23 | Youth Engagement | Read Driskell, Chapter 2&3; Reading Discussant(s) (Wes) **Reading Summary 3 DUE |
| 2.28 | Growing Up Boulder / Interview Techniques | No Reading |
| 3.1 | Engaging Marginalized Communities: Slums and Youth | Read Driskell, Chapter 6 and either slums or Growing Up reading **Reading Summary 4 Due Reading Discussants (Tom – Slums, Griffin – Growing Up in an Urbanizing World) |
| 3.6 | FILM: Citizen Architect | |
| 3.8 | Guest Speaker: Matt Jelacic – Engagement in Areas of Traumatic Displacement | Optional Reading: Haiti after the Earthquake |
| 3.13 | Controversy, Conflict Resolution, and Community Engagement | BGS Assignment Due: Identifying a Local Leader |
| 3.15 | Engaging In Sustainable Planning & Design | Reading Discussant(s) (Heidi, Cole – BaSiC Initiative) (Marcy – Rebuilding Bayview) (Sanoff Chapter 5) ** Reading Summary 5 DUE |
| 3.20 | Participation in Redevelopment | Reading Discussant(s) (Tori – Joe) Sanoff Chapter 5 and Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities, chapters 6 and 12 ** Reading Summary 6 DUE |
| 3.22 | Guest Speaker: Ryan McCaw, MetroWest Housing Partners | Read Sanoff, Pages 80-88 and Pages 208-212 |
| 3.27 | Spring Break | |
| 3.29 | Spring Break | |

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| Weeks 12-15: Methods and Tools of Engagement & Analysis | | |
| 4.3 | BGS Discussion; Guest Speaker: Neighborland | |
| 4.5 | Visioning, Workshops, Community Events & Action Plans | Read digital chapter on Community Organizing and Visioning; Read Driskell Chapter 4. Bring to class! |
| 4.5 | Extra Credit: Lecture on Engaging Marginalized Youth, 6-7 pm | |
| 4.10 | Hanging Out, Photography, Behavior Mapping, temporary engagement | Bring a camera to class Revisit Driskell methods chapter |
| 4.12 | ** Reading Summary 7 DUE via desire2learn (No Class) | |
| 4.17 | BGS: Action Plan Assignment Due | |
| 4.19 | Hanging Out, Photography, Behavior Mapping, temporary engagement | Bring a camera to class |
| 4.24 | | |
| 4.26 | | |
| 5.1 | Final Projects | |
| 5.3 | Final Projects | |
| Week 16-Exam Period: Final Projects | | |

COURSE POLICIES

Required Readings & Discussion

Each individual will be assigned a date/topic for which they will lead discussion during the seminar. The class will evaluate the performance of the discussion leaders. A detailed schedule of topics and responsibilities will be distributed once the assignments are made. NOTE: **EVERYONE** is expected to complete the required readings and participate in the discussions. Students should bring their own critical evaluation and views to the discussion. Student led discussions will occur as assigned from the start of the course through spring break. On-going active involvement in all discussions and class activities will comprise the participation grade.

Reading Summary

Six of eight reading summaries will be due throughout the semester. In 1-2 pages, students will respond to specific questions and provide a critique of the reading. Each assignment must be typed and double spaced, using one inch margins and 12-point font. Points will be deducted for spelling and grammatical errors.

Field Assignments

Written assignments will be due throughout the semester to address aspects of the BGS field work. These assignments will be approximately 3-4 pages each and will be evaluated

on the basis of comprehensive coverage of all parts of the assignment, thoughtful content, clear organization, and mechanically correct writing. Students will develop a written report of the project and will present their analysis and plan to the class. Final projects will be presented the final week of class and during the exam period, as arranged. Each assignment must be typed and double spaced, using one inch margins and 12-point font. Be sure to proof read. I will deduct points for spelling and grammar errors, so if you need help with your writing skills, please consult the CU Writing Center: wrtghelp@colorado.edu; 303-492-1690. Field assignments are due 2.16, 2.28, 4.17 and during the final exam period. Write up of final projects will be due in-class and via Desire2Learn at the start of the final exam period. The initial assignments will each be 7% of the project grade. The final paper will be 10% and the presentation 9%.

Deadlines

Written assignments are due at the beginning of class by hard copy and electronically via Desire2Learn just prior to the start of class. NO LATE ASSIGNMENTS ARE ACCEPTED without written documentation from a doctor or other authority that you were incapable of meeting the deadline.

Final Grade Calculation

Grades will be based on the following scale:

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| A | 95-100% | C | 74-76% |
| A- | 90-94% | C- | 70-73% |
| B+ | 87-89% | D+ | 67-69% |
| B | 84-86% | D | 64-66% |
| B- | 80-83% | D- | 60-63% |
| C+ | 77-79% | F | 59% or lower |

University Policies

1. **Disabilities** – If you qualify for accommodations because of a disability, please submit a letter to the instructor from Disability Services no later than the second week of the semester so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Also, provide a copy of the letter to Peggy Gordon. For information, contact Office of Disability Resources and Services, Arts Building 177, 303-556-3450 or <http://www.colorado.edu/disabilityservices>. If you have a temporary medical condition or an injury, see guidelines at www.colorado.edu/disabilityservices/accommmauxaid.html.

2. **Accommodation for religious observances** – Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please inform the instructor in a timely manner so that any necessary alternative arrangements may be made. See policy details at http://www.colorado.edu/policies/fac_relig.html.

3. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and set reasonable

limits on the manner in which students express opinions. See policies at <http://www.colorado.edu/policies/classbehavior.html>

4. Academic honesty & plagiarism – All assignments in this course are to be completed by an individual student. If there is evidence of academic dishonesty of any form on any assignment, test, or film questions, you will be given the grade of “F” for the assignment, and if the misconduct is serious enough, an “F” for the course, with further consequences possible under applicable university policies.

All students at the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aiding academic dishonesty, fabrication, lying, bribery and threatening behavior. Incidents of academic misconduct may be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension or expulsion). Additional information on the Honor Code can be found at <http://www.colorado.edu/academics/honorcode>.

5. Missing grades. Students are responsible for monitoring the posting of grades for assignments that they have handed in and should notify the professor immediately of missing grades. The deadline for bringing missing grades to the professor’s attention is May 4, 2012.