DESCRIPTION

The best planning projects and public policies succeed when the communities they are intended for are engaged in shaping them. This course explores ways to create active, positive participation in different settings. We examine the goals and practice of community engagement, from theory and history to methods and techniques. Using case studies of participation processes in Cambridge and Boston, we interview process designers and facilitators for their assessment of how effective the process was. Readings include scholarly articles, web sources and media coverage of the case studies.
**LEARNING OBJECTIVES**

Through this course, it is expected that you will

1) gain an understanding of
   - the history, goals, and measures of success of community engagement processes;
   - the methods and techniques used in practice for engaging community members in policies, plans, projects and decisions that affect them;
2) observe and analyze case studies of community engagement processes;
3) use critical thinking and develop your own assessment of what works and doesn't work under different conditions and purposes of engagement;
4) design a process of public participation for a setting and topic of your choice.

**STRUCTURE**

- **Six weeks, 11 online class sessions**, on Tuesdays and Thursdays, from 7 pm to 8:30 pm (EST). The online sessions are on:
  - Week 1: 5/23
  - Week 2: 5/28 and 5/30
  - Week 3: 6/4 and 6/6
  - Week 4: 6/11 and 6/13
  - Week 5: 6/18 and 6/20
  - Week 6: 6/25 and 6/27

- Classes will be held in my WebEx Personal Room at [https://tufts.webex.com/meet/ccousine](https://tufts.webex.com/meet/ccousine). Please read the information about Using WebEx at the course’s site on Canvas, at Modules / Course Information.

- **Readings** are posted on Canvas in two sets each week: a set for Tuesday and one for Thursday. Readings include ppt presentations, published and online articles, book chapters, and websites.

- For each set of readings, **postings** of your observations are due at **Discussions**, by 5 pm on Tuesdays and Thursdays. Observations are 2-3 paragraphs on your impressions and thoughts about the readings and discussions. In addition, post a comment (reply to) on another student’s observations.

- Online office hours can be scheduled individually by email and held through WebEx. For those of you not far from campus, I can also meet on campus, at the Campus Center or at the Tower Café in Tisch.

**REQUIREMENTS**

- **Class Participation** (15% of grade)
  - Attend 11 online class sessions.

- **Canvas discussions participation** (25%)
  - Post your observations about the readings, and a comment on another student’s observations, by 5 pm on Tuesdays and Thursdays (10 observations + comment, plus a self-introduction in Week 1). There are prompt questions for each Discussion.

- **Short papers** (25%)
  - Submit four short papers (2-3 pages) on Fridays by 11 pm at Assignments. The short papers are personal reflections and critical thinking about the material, what you have learned that week, and how it connects to your personal and/or professional life. There are prompt questions for each Short Paper.

- **Draft and final project** (35%)
  - The major project of the course is a paper on a community engagement process that you design. The draft is due at the end of Week 4 (Fri 6/14) and the final at the end of Week 6 (Fri 6/28). Post them at Assignments or email them to me. The project is as follows:
Design a community engagement process for a setting of your choice. Identify the location, project, goals, stakeholders, engagement methods and techniques, expected outcomes and measures of success. The project is an opportunity for you to apply the course material to locations, institutions, planning or policy areas that you know or want to explore. The two most important questions to think about are how to identify and reach out to all stakeholders, and how to measure the success of the engagement process.
### Schedule Summary

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**SCHEDULE AND READINGS**

**Week 1**  Introduction and course overview

**Thu 5/23  Readings**

‘Introduction’ powerpoint posted on Canvas.


[http://escholarship.org/uc/item/4gr9b2v5](http://escholarship.org/uc/item/4gr9b2v5)

by 5 pm  *Postings at Discussion 'Introduction'*

1) Post an introduction of yourself at the Discussion topic ‘Student Introductions’. A paragraph about what program you are in, or where you work, and what interest or experience you have in community engagement. You can also tell us about your children, pets, and hobbies, and anything else you want to share!

2) Post an observation at the Discussion topic ‘Course Introduction’ about the first three readings: Arnstein, Goodspeed and Innes & Booher. Also add a comment on another student’s observation.
   - What was most striking to you about these readings?

**Fri 5/24  Assignment: Short paper 1**

- What did you learn from the readings (Arnstein, Goodspeed, Innes and Booher), your classmates’ posted observations, and the class discussion in this first week?
- You can repeat, or expand on your own posted observations, or add new thoughts.

**Week 2**  Definitions, framework, and history

**Tues 5/28  Readings**

‘Definitions and Framework’ powerpoint posted on Canvas.


[http://research-legacy.arch.tamu.edu/epsru/pdf/JAPAbrody.pdf](http://research-legacy.arch.tamu.edu/epsru/pdf/JAPAbrody.pdf)
http://journals.sagepub.com/doi/pdf/10.1177/0739456X11410979

by 5 pm Postings at Discussion ‘Definitions and Framework’
Post your observations on the powerpoint, readings (Webler et al, Brody et al, and Quick & Feldman), and postings from and discussions with your classmates.
• What did you find most interesting, surprising, or challenging?

Thurs 5/30 Readings


• Hindy Lauer Schachter. Introduction: American Civic Participation in the 21st Century, pp. 3-20
• Masami Nishishiba, Margaret Banyan, and Douglas Morgan. Looking Back of the Founding: Civic Engagement Traditions in the United States, pp. 21-54

Additional, optional readings:
• Deserai Crow and Richard Stevens. Citizen Engagement in Local Environmental Policy: Information, Mobilization and Media, pp. 131-162
• Alan Kopetsky. The Benson-Ames Alliance: An Exercise in Urban Planning, pp. 283-308


by 5 pm Postings at Discussion ‘History’
Post your observations on Goodspeed, Schacter et al, and Nishishiba et al., and a comment on another student’s observations.
• Did you gain a new understanding of the origins of community engagement?
• Optional: If you read the articles by Crow and Kopetsky, did they add new dimensions to environmental and urban planning?
• Optional: If you read/skimmed Hoene et al, did the case studies make you feel optimistic?

Fri 5/31 by 11 pm Assignment: Short Paper 2
• What impressed you most about the history of community engagement? and your classmates’ observations and your exchanges with them?
• What connections can you make with community engagement events or processes you may have witnessed, participated in, or facilitated?
Week 3  Methods and Techniques: Place-based and Web-based

Tues 6/4  Readings for 6/4 – Place-based

http://www.concordma.gov/DocumentCenter/Home/View/5727

Chapter 6 Working with People. pp. 121- 151

Chapter 6 Techniques for Getting Information to the Public, pp. 89-102  
Chapter 7 Techniques for Getting Information from the Public, pp. 103-135

Chapter 4 Participation in Housing, pp. 181-220.

by 5 pm  Postings  at Discussion ‘Place-based Methods’  
Your reactions to the readings on place-based methods.  
• Have you used some of them?  
• Any surprises?  
• Which ones do you think would you be most likely to use in your own community engagement process?

Thurs 6/6  Readings for 6/6 – Web-based I

A list of 40 web-based engagement platforms is included in the Bibliography, on pp. 16-17.


http://www.planetizen.com/node/86131/6-trends-online-community-engagement-good-and-bad

https://medium.com/organizer-sandbox/online-tools-to-achieve-community-engagement-609f14781b93

https://www.bangthetable.com/blog/7-big-challenges-selecting-online-community-engagement-platform/

By 5 pm  Postings  at Discussion ‘Web-Based Methods I’  
Your initial response to web-based methods and techniques for community engagement.  
• Are you familiar with some of them?
• If you had to choose one as the most promising, without time to research them other than to look at their website, which one would it be and why?

Fri 6/7  by 11 pm  Assignment:  Short paper 3
• What are the most useful takeaways so far from these place-based and web-based engagement methods?
• What approach do you think is the most appropriate for the communities you know or are likely to work with?

Week 4  Web-based II and Cambridge Case Study

Tues 6/11  Readings

Skim the four articles below and select two to read more thoroughly, compare, and contrast.


http://journals.sagepub.com/doi/pdf/10.1177/0885412210394102

http://www.tandfonline.com/doi/pdf/10.1080/02697459.2010.503432

By 5 pm  Postings  at Discussion ‘Web-based Methods II’
More readings on the potential for communications technology in all its forms to improve community engagement.
• Given that they are not mutually exclusive but complement each other, what advantages do web-based methods hold over more traditional approaches?
• Are there any drawbacks?

Thurs 6/13  Readings

Participatory Budgeting. [https://en.wikipedia.org/wiki/Participatory_budgeting](https://en.wikipedia.org/wiki/Participatory_budgeting)


http://journals.sagepub.com/doi/pdf/10.1177/0032329213512978

https://www.researchgate.net/publication/301680298_Learning_from_the_South_Participatory_Budgeting_Worldwide_-_an_Invitation_to_Global_Cooperation

By 5 pm *Postings* at Discussion ‘Cambridge Case Study’
• What are your impressions of Participatory Budgeting?
• Are there factors, like scale, that would make this more successful in one place/community than in another?

Class session – guest speakers
• Matt Nelson, Participatory Budgeting Coordinator, City of Cambridge
• Alexis Washburn, UEP student, Budget Delegate in two PB cycles

Fri 6/15 by 11 pm *Draft paper: Community Engagement Project* Upload to Assignments a draft of your Community Engagement Process. Instructions are at Assignments.

Week 5 Boston Case Study

Tues 6/18 *Readings*

CoUrbanize https://courbanize.com/


by 5 pm *Postings* at Discussion ‘Boston Case Study’
Your reactions to the goals, methods, and outcomes so far, of the engagement process around the renovation of the Mary Ellen McCormack public housing development. What seems problematic?

Thurs 6/20 *No readings or postings*

Class session – guest speakers
• Drew Colbert, Project Manager, Winn Properties
• Carol Sullivan, Executive Director, Mary Ellen McCormick Tenants Council (t. b. c.)
Fri 6/21  by 11 pm  Short paper 4
• What did you find most surprising, beneficial, or unresolved about the community engagement process at Mary Ellen McCormack?
• How does it compare to Cambridge’s Participatory Budgeting?
• Did either case contribute to the thinking or shaping of your own engagement process?

Week 6  Student Projects

Sun 6/23  *Postings and Readings*
Post your draft Engagement Process paper, as an attachment or link, at Discussion for 6/15 ‘Student papers’. Read two draft student papers among those posted.

Tue 6/25  *Readings and postings*
by 5 pm  Post your comments, constructive criticism, and suggestions for the two papers you read.

7 - 9 pm  Class session
Present your project.

Thu 6/27  *Readings and postings*
Continue posting at 6/25 Discussion ‘Student papers’
Read two other draft student papers.
Post your comments, constructive criticism, and suggestions about them.

7 - 9 pm  Class session
Those who didn’t on Tues 6/25, present their papers.
Wrap-up session: lessons learned and future directions.

Fri 6/28  by 11 pm  *Assignment:*  Final paper: Community Engagement Process
Upload your Final Community Engagement Process paper.