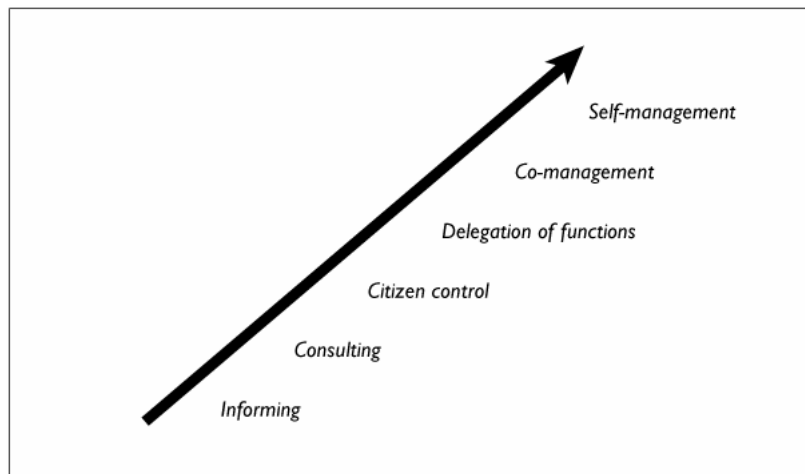


# Community Involvement and Public Participation

Fall 2007: UAP 4184 CRN: 95094

<u><i>Class times:</i></u> Wednesday 5:30 – 8:15 PM Location: Williams Hall 320 Office Hours: Mon 12:00 – 2:00	<u><i>Instructor information:</i></u> Professor Bruce Goldstein brugo@vt.edu Office location: 103 Architecture Annex
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## Course Description

Community involvement and public participation have been in free-fall across the United States over the past thirty years, with indicators of decline coming from such diverse sectors as the voting booth, attendance at church, befriending one's neighbors, PTA membership, and participation in bowling leagues. These many indicators of declining civic engagement are all the more worrisome in light of recent scholarship indicating the importance of community connectivity – or *social capital* – in providing the basis for economic well-being, cultural richness, environmental quality, social justice, and other wellsprings of a healthy democracy. This class is devoted to examining how individuals and organizations can counter this decline, focusing on the importance of vibrant participation in civic life as an essential part of holding community together and empowering action. We will examine a continuum of public involvement activities, from the one-way process of providing information through consultation, active involvement, collaboration, and finally to full empowerment.

The class format will include readings, lectures, videos, discussions, class exercises, outside speakers, and field experiences. Independent community research will be necessary in order to collect information for your “Xternal” assignment. Class members will be working in project teams so that group meetings will be necessary outside regularly scheduled class. We will use group weblogs and small group discussions to probe the readings and develop questions,

implications and insights. Careful reading and class participation—sharing your ideas, doubts, reactions—are essential. You are expected to attend all class-room sessions, participate regularly on your group weblog, arrive on time and stay the course of the class. You are also expected to check the blackboard Web pages ([www.learn.vt.edu](http://www.learn.vt.edu)) the day before class for any announcements from the instructor.

## A Few Basic Rules of Engagement

I have tried to organize this course to enable you to learn from me, from your course texts, and from your classmates. You will greatly enhance your potential to learn if you follow these rules of engagement.

- **READ THE SYLLABUS**---I spent a lot of time preparing these pages to guide your learning experiences in this course. I suggest that you spend a little time reading them **EARLY IN THE SEMESTER**. Then you won't have any surprises later.
- **ASK QUESTIONS**---If you don't understand an assignment, a reading, or something that's said in class---ask me!
- **CIVILITY**: Our discussions in this course may sometimes arouse strong feelings. While we may not always *agree* with each other, it is important that we always *show respect* for each other. I promise that your grade for this course will *not* be based on the extent to which you agree with me or with your classmates on any particular issue. I do reserve the right to facilitate or end discussion in the interests of time or civility.
- **COMPLETING ASSIGNMENTS**: If you have not submitted an assignment at the beginning of class, you will lose all credit for the assignment.
- **GETTING THE GRADE YOU WANT**: You will do well in this course if you keep up with the readings and assignments, follow the guidelines in preparing written assignments, attend class regularly, speak up occasionally, and contribute in a positive way to the work of your group. You will do poorly in this course if you slack off on the readings and assignments, ignore the guidelines in preparing written assignments, miss a lot of class meetings, never speak up, and let the other members of your group do all the work.
- **COLLABORATION VERSUS CHEATING**: I encourage student-to-student collaboration in this class. It can be a valuable learning strategy. I define collaboration to include such activities as studying together, reviewing and commenting on each other's written material, or sharing ideas or resources related to a topic within your team. On the other hand, I actively discourage the practices of plagiarism, cheating, and falsification of information. Please check the Virginia Tech Honor System at (<http://www.honorsystem.vt.edu/index.html>) for official definitions of these practices and possible consequences.

## Readings

To be available at the University Bookstore, and at online bookstores (e.g. Amazon.com)

Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, Sharon Daloz Parks, *Common Fire: Lives of Commitment in a Complex World*. Beacon Press, 1997.

Course packet available on blackboard and from A-1 Copies in University Mall.

Other readings may be handed out in class or will be made available on the blackboard website ([www.learn.vt.edu](http://www.learn.vt.edu)).

## Requirements and Grading

### **Blog Groups (30% of grade)**

During the first class session, each student will be assigned to a group that will form the foundation for in-class structured discussions and interaction outside of class. Each group will manage a publicly-accessible blog to which all members of the group can post; the details are in the “blogging rubric” that I will hand out and post on blackboard. Each member of the group must post a minimum of one blog entry per week (generally 100-300 words) responding to a weekly discussion question and one blog entry reflecting on course discussion and activities. In these submissions, you should comment on the entries of others in your group—or respond to comments on your own postings—as the occasion warrants. Posting ideas that demonstrate engagement with the class readings each week on time will earn you acceptable credit; engaging in discussion that integrates the blog contributions of others will earn you additional credit. This could encompass an application of that week’s course material to a situation that we did not discuss in class, a meditation on how the class is affecting you, relevant current events and supplementary material with appropriate links and so on. I will be reading these blogs and commenting on them regularly.

Each student is required to post three different kinds of things on their group’s blog each week. The first thing, a response to the weekly discussion question that demonstrates that you have read, understood, and thought about the week’s readings, must be online before 11PM on Tuesday preceding the class (so that everyone will have a chance to read and perhaps react to the post before class). The second thing consists of “reflective” posts that carry forward from class discussion must be online before 11PM on the Friday after class, in order to not blur discussion topics between classes. The third thing, a comment on someone’s else’s post, can be added at any time prior to class. Hence, a typical week looks like this:

- **Thursday, I toss out the discussion question**
- **Sunday 11PM, deadline for posting reflections**
- **Tuesday 11PM deadline for posting your response to the discussion question**
- **Wednesday 5:15PM deadline for adding comments on other classmates discussion and reflections**

### **Xternal assignments (20% of grade)**

Each student will complete one Xternal assignment before the end of term. Selections will be made at the second class – first come, first served! These assignments are designed to have to engage with the world beyond the classroom, and bring your experience into the classroom to share. These assignments may require familiarity with the themes/readings of the day when you need to present your findings, and thus may require that you complete these readings prior to

conducting the fieldwork. The instructor will meet with you during discussion break-outs in class two weeks prior to the due date of your Xternal to discuss your approach to this assignment.

On the day the Xternal is due, you will turn in a memo in class that summarizes your experience and observations in completing the Xternal. The memo will be evaluated according to two criteria:

1. The memo should strictly abide by the guidelines for memo preparation, contained in a handout as well as class presentation by the instructor. The memo should be no longer than 2 pages, 1.5 line spacing, 1 inch page margins.
- 2.. The memo should emphasize three to five interesting "thought nuggets" that combine field observations with citations from the day's readings.

### **Discussion leader and in-class participation (15% of grade)**

Informed participation is central to this class. Although subjective, students can earn participation credit by never missing class and becoming an informed class participant on a regular basis. In short, be fully engaged or at least try to pretend and act as though this is the most exciting and enlightening class you have ever taken, and that you never want it to end.

Class will be proactive and conversational. Thus, *all* students must not only have read the reading assignment *prior* to class, but must be ready to discuss the readings on a regular basis. We are seeking input from the entire class, not just from a few committed students. Thus, students need to know when to speak up and when to stay quiet. If discussion is poor, unannounced pop-quizzes may be given. Therefore, it is in the collective interest of the class to participate. Any student who misses class for any reason will be held responsible for all materials covered and all announcements made during his/her absence. Don't ask us for missed handouts or about material that was covered unless you have a validated excuse.

Students will purchase a reader at A-1 copies (in the university mall) containing all the articles to be read this term (books are available at university bookstore). Optionally, you can download all the articles from the blackboard website and assemble your own reader. You will be required to demonstrate that you have performed one or the other of these options by the second week of class by bringing in the reader and books and showing them to me. You will be awarded two of the class participation points for completing this task.

In addition, on the day that the Xternal is due, the student will serve as the **discussion leader** for their break-out group and provide the summary report-out of your group discussion to the entire class. They are responsible for carefully reviewing the reading, closely following their group blog, and preparing a list of issues and follow-up questions to use as conversational initiation and prompts. While these questions need not be used – it is often better, in a well-functioning discussion, for issues to emerge organically – you still must be prepared, and must hand in your list of issues and questions along with the Xternal memo that day in hardcopy form. The discussion leader should also provide insights to their discussion group drawn from writing up their Xternal – emphasize your interpretations and general conclusions (the "thought nuggets" in your memo), rather than providing the particulars of what you studied, which generally is of marginal interest to your classmates!

### **Group project (35% of grade)**

This is a group effort requiring community-based research and participation. Each group of students will take responsibility for identifying, analyzing, writing a report about an organization who has fostered community involvement and public participation.

During the third class, we will divide into groups (4-5 persons) according to your interest in examining particular non-governmental community organizations.

Your first report (12 points) should introduce your group and compare the relative effectiveness of their different media strategies and tactics. Address the following questions:

- Describe the community that your organization serves, employing Homan's definitions of community.
- Describe what your organization seeks to accomplish, drawing on VaneKlausen and Homan's discussion of power and empowerment.
- Describe how the organization is staffed and structured.
- What challenges does your organization face in changing public attitudes or in informing public policy?
- How does the organization engage in media outreach? What percentage of their effort or budget is dedicated to this purpose? What have been some of their recent efforts?

Obtaining this information entails the use of a variety of research methods. Certainly the easiest way to start might be to look at the organization's web page and find references to it in news coverage. You should learn about the organization's history, how it is organized to accomplish its mission, who its constituents are, and how it engages in social and political activities.

This paper should be between 4 pages (minimum) and 6 (maximum), 1.5 spaced. The assignment will be evaluated for thoroughness, clarity, objectivity, creativity, and use of data to support statements. Students are required to make a minimum of six specific cited references to course readings or discussions. The report should contain an appropriately formatted bibliography containing these citations.

The coordinator for each group project will have two responsibilities. One is to organize the division of labor for the project. The other is perform a peer review of the project. To accomplish this, they will receive the first draft from their group members at least a week prior to the due date, edit them (preferably using Microsoft Word review function), return the corrected drafts within 5 days of the due date to their group members, who will respond to the comments within three days of the due date. and integrate the separate pieces into a cohesive draft, with introduction and conclusion. In recognition of these efforts, they will not be expected to conduct fieldwork or draft original copy for their group. Here are some recommendation for peer reviewing your colleagues work:

- Do not grade work, but suggest areas of improvement
- Be honest, yet delicate, even if it hurts a little
- Determine if the work actually answers the assignment

- A frequent problem with project reports is that the author confuses their role as an analyst with the role of advocate for the organization they are examining. Be especially attentive to statements that do not demonstrate sufficient critical distance or objectivity.
- Identify areas requiring clarity, specificity or more explanation, holes in story, shortcomings in logic/coherence, or inaccurate application of course concepts
- Some writing style/grammar issues may not be corrected, because of the authors unique style or inexperience. In this case, it is incumbent on you to make the necessary modifications to ensure that the different sections of the report have a uniform style.

Your second report (12 points), will critically evaluate the effectiveness and stability of your organization and their engagement with various publics. By the time you write this report you must also have interviewed someone who works for the organization. Please cite them by name in a footnote, providing me with contact information for them there (phone, address, or email). In the report, address the following questions:

- How does the organization engage in the political/legislative process? How successful has your organization been in this work, and to what do you attribute its success or failure?
- Has the organization fostered the creation of *social capital*? Among whom? What role (if any) do electronic communications serve?
- How does the group foster dialogue and participation among its staff, membership, and constituencies? Do they use any of the techniques that we have examined in the course? How important are these techniques for achieving their goals?
- In what way could additional public participation techniques that we have examined thus far assist the organization in overcoming challenges or achieving their goals?

As with the previous report, this report should be between 4 pages (minimum) and 6 (maximum), 1.5 spaced. The assignment will be evaluated for thoroughness, clarity, objectivity, creativity, and use of data to support statements. Students are required to make a minimum of six specific cited references to course readings or discussions. The report should contain an appropriately formatted bibliography containing these citations.

Your in-class presentation (11 points) should take no more than 10 minutes, with 5 additional minutes allowed for questions from the class. Using powerpoint to supplement your presentation is encouraged, although the powerpoint should be supplemental (please do not put too much text on each slide or simply read the bullet points off the slides!!).

In this presentation, each group will be competing for an organizational development grant from an imaginary community foundation, called “HokieBucks Foundation”. Draw on the two reports you have prepared to make a case that your group meets these grant criteria:

1. Has the organization identified the community it seeks to serve and its organizational objectives? What changes will be made with grant support?
2. Is the organization appropriately staffed and structured to achieve these goals? What changes will be made with grant support?

3. Does the organization foster social capital? What additional steps will be taken to foster social capital with grant support?
4. What media outreach does the group pursue? What additional steps will be taken with grant support?
5. What legislative outreach does the group make? Will it make additional efforts with grant support?
6. What efforts does the group make to tap into or generate local or scientific knowledge? What additional steps will it make with grant support?
7. How does the group foster dialogue and participation among its staff, membership and constituencies? What additional steps will it make with grant support?

As you can tell, my objective here is to encourage you to move beyond simply reporting the results of your previous reports to provide some creative analyses of how your group's efforts might be strengthened in each of the arenas of community organization and public involvement that we have considered. These recommendations should be plausible, while also being imaginative, entertaining, and even a bit off-the-wall. Please stay "in character" as representative of your organization during the presentation, and make sure that each of you have a role in the presentation, and that you have scripted and prepared for your role, so that it does not seem disjointed and unrehearsed. Dressing the part and bringing in props are encouraged, although not required.

Self and colleague evaluation: Each team member is required to complete an evaluation of their own contribution to the group project, along with an evaluation of the contribution of each of their team members. These evaluations will be completed on-line on an anonymous survey website that you may find useful in your public participation efforts (surveymonkey.com), and your input will remain entirely confidential.

### **Meaning of letter grades:**

At appropriate times during the semester I will be providing letter grades for your project work and Xternal memo. I will also provide a letter grade for your overall semester performance. What do these grades mean? A letter grade for an individual assignment is my assessment of the extent to which you have met the goals and requirements of the assignment, whereas your semester grade is my assessment of the extent to which you have met the course requirements consistently throughout the semester. I do not grade on a curve; grades represent less how you perform relative to your classmates and more how you perform in absolute terms. Letter grades will be assigned according to the following criteria: A: superior work B: excellent work C: satisfactory/acceptable work D: unsatisfactory work F: failure to meet minimum goals. +/- grades will be awarded as appropriate. I can provide more detailed feedback about your performance in these and other aspects of the course upon request. Make an appointment or drop by during my office hours.

## **Disabilities and special needs**

If there is anyone in the class who has special circumstances that require some revision or assistance in completing the assignments or to promote better learning, see the instructor to make these arrangements *early in the semester*. This applies to both those who are formally recognized

by the university as having disabilities and those who are not. The intent is to ensure everyone an environment in which they can effectively learn.

For more detailed information on your rights please refer to:

<http://www.dos.vt.edu/SSD/default.html>

## Weekly schedule and readings

### **Introduction**

#### **8/22: Introduction to Community Involvement and Public Participation**

(no reading assigned)

#### **8/29: Community, Power, and Public Participation**

- Homan Chapter 2, Theoretical frameworks for community change (pp. 32-61), Chapter 6, “Knowing your community” (pp. 146-177) and Chapter 7, “Power” (pp. 178-203)
- VeneKlasen, L., Miller, V., (2002) *Power and empowerment*. PLA Notes, 43: 39-41
- Look over cardstorming guide

Project groups formed

Cardstorming exercise

### **First Step Up the Ladder: Inform**

To provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.

#### **9/5: Working with the Media**

- Chapter 6 of Creighton’s Public Participation Handbook (p. 89-101)
- Chapter 14 of Creighton’s Public Participation Handbook (p. 196-204)
- Memo writing guide

Guest Speaker: *Mark Owczarski*, Director, News and Information, Office of University Relations, Virginia Tech.

Bring reader to class (see grading section for description)

Presentation on memoing

#### **9/12: Seeking Publicity**

- Homan Chapter 11: Getting the Word Out (pp. 318-347).
- Smith, Fred L. 2004 Field Guide for Effective Communication. Ch’s 1,4-6. Competitive Enterprise Institute, Washington D.C.
- Writing a press release

### ***Xternal***

Choose a news story (radio, print, or TV) involving an NGO or community organization and determine what this organization did to obtain this coverage. If they did nothing, then choose another news story to investigate.

## **Second Step Up the Ladder: Consult**

To obtain feedback on analysis, alternatives and/or decisions.

### **9/19: Participation Methods and Techniques**

- Chapters 8-11 of Creighton's Public Participation Handbook, "Public Meeting Tools" (p. 139-180).
- Chapter 13 of Creighton's Public Participation handbook, "Conducting Interviews" (p. 190-195).
- Chapter 15 of Creighton's Public Participation handbook, "Analyzing Public Comment" (p. 205-213).
- Case study of "Hewlett Packard Office Building", in Creighton's Public Participation Handbook (p. 236-242).
- ASA Survey Series: What Are Focus Groups?
- Tips on planning and running meetings and taking minutes

Presentation on meeting facilitation and focus groups

### ***Xternal***

Plan a 1-hour, in-class focus group, examining the subject of your choice (topics subject to instructor approval!). In addition to assigned readings, read from any of these sites:

<http://www.groupsplus.com/pages/qmr1297.htm>

[http://www.utexas.edu/academic/diia/assessment/iar/how\\_to/methods/focus\\_groups.php](http://www.utexas.edu/academic/diia/assessment/iar/how_to/methods/focus_groups.php)

<http://www.responsiveeducation.org/pdf/focusGroupChecklist.pdf>

<http://www.tgci.com/magazine/99fall/focus1.asp>

<http://gwbweb.wustl.edu/Users/csd/evaluation/fgroups/fghowto.html>

Prepare a very explicit procedures/questions guide for conducting the focus group, and send it via email to Professor Goldstein at least 4 days before class for review. Using the guidelines on summarizing focus groups, prepare a memo to hand in at the following week's class. Please note that you will not be a discussion leader during this class.

### ***Xternal***

Attend a public meeting. In your memo, assess whether the meeting abided by the criteria in the readings and handout, and provide 3-5 "thought nuggets" that you will be able to share in class. This analysis could also provide a brief description of the setting and describe the conflicts that were dealt with, explain both sides of those issues that are contentious. **IMPORTANT: Do NOT** simply summarize the events that took place, or provide a description of the carpet in the meeting room or the shape of the council table.

*Please note!! It is often hard to find a public meeting that you can attend if you do not begin the search at the beginning of the term. Requests for extensions will be denied. One place to begin your search for meetings is on the webpages of local cities and counties.*

### **9/26: Learning Networks**

*First group report due*

- The Nature Conservancy. 2002. Learning Networks: Key Elements of Success.
- William M. Snyder and Etienne Wenger. 2004. Our World as a Learning System: a Communities-of-Practice Approach. In: Create a Learning Culture: Strategy, Practice, and Technology. Marcia L. Conner, James G. Clawson (editors). Cambridge University Press.

### ***Xternal***

*Learning networks existed long before they were labeled as such (think of the Knights of the Round Table, or Christ's Disciples...), and many exist today that use a variety of terms to describe their association. Your task is to identify a learning network that operates either in our region or in a place where you are familiar (your hometown, for example). Once you have identified this network, interview an individual who is a coordinator (or core member) and describe the network's purpose, procedures for mutual interaction, and some sense of the outcomes that result from interaction **within** the network (perhaps in terms of increases in social/intellectual/political capital among participants). To get a better sense of the breadth of activities that may be considered as learning networks, you can browse this publication: [http://www.heinzctr.org/NEW\\_WEB/PDF/IBDILNCM\\_Full.pdf](http://www.heinzctr.org/NEW_WEB/PDF/IBDILNCM_Full.pdf)*

### **Third Step Up the Ladder: Involve**

To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

### **10/3: Participation In the Legislative Process**

- Homan Chapter 16 on Lobbying

Guest Speaker: Marcela Cabrera, CIMA (Comité de Integración del Macizo Colombiano  
(Integration Comitee of the Colombian Macizo)

Presentation on D.C. lobbying

### ***Xternal***

*On first impression, education and research at Virginia Tech would seem to have little connection to the messy, political business conducted in the state capital in Richmond and Washington, D.C. However, nothing could be further than the truth!! Nearly every academic unit has pressing business in the state and national capital, where critical decisions are made about university and research funding, often on the basis of arguments that Virginia Tech makes about the economic and cultural significance of the work we conduct here. Virginia Tech has representatives in both capitals to argue its case, and campus leaders frequently go there to testify and lobby.*

Your task is to identify an active legislative effort underway by a campus unit or by the central administration (be aware that they may not want to describe their efforts as “lobbying”, which sounds slightly sinister...). These may include research funding, university policy, or university outreach. Interview an individual at Virginia Tech responsible for this effort (faculty or staff), and describe these elements;

1. Who did you interview, and how did you choose them?
2. What are they trying to accomplish in Richmond or Washington?
3. Who is responsible for this effort to influence legislative decisionmaking? What research/academic units are participating in it or interested in the outcome?
4. What strategies/techniques have they used to get their message to political decisionmakers?
5. What successes/challenges have they experienced thus far?

### **10/10: Social Capital and Social Media**

- Malcolm Gladwell, Annals of Society: Six Degrees of Lois Weisberg, The New Yorker Magazine, January 11, 1999
- Andrew Shapiro. 1999. The Net That Binds. The Nation.
- Howard Rheingold 2003. From the Screen To the Streets. In These Times.
- Social Media and the Networked Public Sphere. IDEANT Blog 2006.

Guest Speaker: Andrea Kavanaugh, Senior Research Scientist, Center for Human-Computer Interaction, Virginia Tech and Principal Investigator, Digital Government Project  
Preview on-line video on food safety citizens jury, handout

### ***Xternal***

*New Internet-based social technologies are changing the way we find, manage and distribute information and connect to other people. From Weblogs to Wikis to RSS to Podcasting to social bookmarking services such as Del.icio.us, the possibilities for collaboration and sharing seem almost limitless. Not only do social technologies enable people to find, share and collaborate with others and build social capital, socially enhanced information systems enable people to filter for the most relevant, quality digital content. When you select this Xternal, please also list the technology you would like to explore (such as those above, not including blogs or email) and write it next to your name on the sign-up sheet. No repeats among those who sign up for this, please – first come, first served. Your assignment is to learn how to operate this software and implement it in a way that enhances social capital formation and benefits community involvement and public participation, in the sense described in this week's readings. Please email a short description of your plan to Professor Goldstein well in advance of this date, to ensure that you are on-track. Time permitting, I will ask you to provide a short (~5 min) presentation to the class, demonstrating the procedure and the results of your efforts.*

### **Fourth Step Up the Ladder: Collaborate**

To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

### **10/17: Deliberation and Collaboration**

- Pollan, Michael. *The Botany of Desire: A Plant's Eye View of the World*. 2001. Ch. 4: Desire: Control / Plant: The Potato. Pp. 181-238
- *Making Choices Together: The Power of Public Deliberation*, by David Mathews and Noelle McAfee. 2003. Kettering Foundation, Dayton, OH

Presentation on collaboration and deliberative democracy  
View and discuss on-line video on food safety citizens jury

### ***Xternal***

*When your professor was an undergraduate (during the pleistocene epoch), “mediator” or “facilitator” was a title used by those who assisted two contesting parties (e.g. husbands and wives, or employees and unions) in resolving their disputes. These days, thousands of planning professionals make a living by organizing groups of citizens or stakeholders in round-table discussions intended to reach common ground on a wide range of planning and policy issues. Who are these professionals, what kind of work do they do, and what makes them tick? Contact a mediator or facilitator who performs multistakeholder negotiation (not just the 1:1 variety) via email or phone and arrange to interview them by phone or in person (request a minimum of 1/2 hour). Before you speak to them, prepare ten intriguing and penetrating questions that draw on this week's reading (clear them with me beforehand and have this question list at the ready). This is a “semi-structured” interview, not a questionnaire, so feel free to diverge from your questions and allow your interview subject to elaborate in ways that provide useful information. Take notes while you interview and immediately after, and prepare a memo according to class guidelines. No extensions will be provided – please begin this assignment early in the term!*

*You may find contact information for mediator/facilitators at the following webpages, as well as elsewhere:*

<http://www.nafcm.org/pg82.cfm>

<http://www.iaf-world.org/custom/directory/?pageid=3668>

[http://www.niacr.org/pages/mediator\\_directory.htm](http://www.niacr.org/pages/mediator_directory.htm)

### **10/24: Professor out of town, no class**

### **10/31: Public Participation In Urban Design**

- Homan Chapter 14, “Neighborhoods” (pp. 440-464)
- Sanoff, *Community Participation Methods in Design and Planning*
  - Selections from Chapter 2, “Participation methods”: pp. 43-55 (Visioning, “Charette Process”), pp. 88-102 (“Visual Preference and Appraisal”)
  - Selections from Chapter 5, “Participation in Urban and Rural Environments” (pp. 221-250)

In class: community design charette

## **11/7: Cohousing: The Collaborative Neighborhood**

Readings: TBA

Guest speaker: Lisa Polley, Professor in Practice, Urban Affairs and Planning

### ***Xternal***

*Interview two residents of the Shadowlake neighborhood of Blacksburg (our guest today, Lisa Polley, is a resident there – please contact Professor Goldstein for her contact information to get you started, but don't interview her). Please hold the interviews at Shadowlake, which is about two miles from the University mall – you can get there by car or bicycle. Prepare a memo that touches on the following questions, in addition to questions that you'd like to ask:*

- *Why did they choose to live at Shadowlake?*
- *Where did they live before, and what were neighborhood relations like there?*
- *What kind of collaborative decisionmaking are they involved in at Shadowlake?*
- *How does this collaboration contribute to their quality of life?*
- *What aspects of the design of the neighborhood do they think contributes most to community life?*
- *Are there any costs, or down-sides, to living in a collaborative neighborhood?*

### **Last Step Up the Ladder: Empower**

To place final decision-making in the hands of the public.

## **11/14: Initiating and Sustaining Community Groups and Advocacy Organizations**

*Second group report due*

- Homan Chapter 9, People (pp. 232-259)
- Homan Chapter 12: Building the Organized Effort. Pp. 348-395
- Look over powerpoint guide

Powerpoint presentation

Issue Definition groupwork

### ***Xternal***

*Prepare a memo describing your ongoing participation as staff or volunteer with a local community organization, providing your insights into how this group does or does not reflect the insights provided by Homan.*

## **11/21: Thanksgiving Break, no class**

### **11/28: Community Leaders Forum**

- Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, Sharon Daloz Parks, Common Fire: Lives of Commitment in a Complex World. Chapters 1-5 (Pp. 1-125, except for “Interlude” on pages 81-101).

Community leadership Forum:

Beth Obenshein, Executive Director, New River Valley Land Trust  
Vicki Nichols Goldstein, Former Executive Director, Save Our Shores

Come prepared to ask questions and engage with the panel!  
In-class presentation on Foundations and grant-making

### **Xternal**

*Observe non-profit leadership in action by attending an internal (membership) meeting of a non-profit organization or community group. These meetings are generally open to the public and are intended to set priorities, divide responsibilities, and coordinate the group's action and message. You can find many of them listed in local newspapers and monthly newsletters, many of which can be found around town (try the New River free Press, found at Gillies or Bollos), or on-line (such as the Roanoke Times at <http://www.roanoke.com/appcal/callist.aspx>). Choose a group that is **not** primarily student-run and oriented, attend the meeting, perform whatever follow-up you see fit (e.g. phone/email contact with group organizer, and prepare a memo touching on the following questions:*

- 1. What is the group's purpose, mission, and basic organization?*
- 2. What qualities of leadership did the meeting organizer(s) show during the meeting?*
- 3. How did they group deliberate issues and reach decisions? Did you think this was efficient and equitable, and did it build social capital?*
- 4. In what way did the leadership of the meeting foster creative thinking among meeting participants? Were they able to avoid wasting time or allow certain individuals to monopolize discussion?*
- 5. How the meeting motivate the group to care about their topic, or to enjoy spending time together seeking common objectives? How did it fail to do so?*
- 6. Did you feel inspired to participate in group efforts? Why?*

## **Group Presentations**

**12/5:** Presentations