

**Planning Engagement | URPL 6210**  
University of Colorado Denver  
Department of Urban and Regional Planning  
Fall 2021 | August 23 to December 18

***Instructor***

Dr. Rocky Piro, FAICP, Associate Professor  
[rocky.piro@ucdenver.edu](mailto:rocky.piro@ucdenver.edu) | (303) 315-0013

***Office Hours:*** Thursday 2:00 to 3:00 p.m. (remote) or by appointment | email to schedule

***Meeting Time and Location***

Friday | 9:30 a.m. to 12:15 p.m.  
CU Denver Building | 1250 Fourteenth Street | Room TBD  
Zoom meeting address: TBD

***Canvas Course Website:*** <https://ucdenver.instructure.com/courses/466560>

***Course Credits:*** 3 credit hours

***Course Prerequisites***

Graduate student standing. However, students not in the MURP program need permission from the department chair to enroll.

***Course Overview (from CU Denver Course Catalog)***

This course presents current trends and best practices regarding authentic community engagement and genuine public participation. Students learn about various methods and media for enabling different community groups and audiences to fully engage in planning processes. Students have multiple opportunities to explore facilitating groups and to hone useful written, verbal, and graphic communication skills in planning engagement.

***APA Membership***

All students are requested to join the American Planning Association. Membership is free for graduate students taking courses in a planning program. You then have access to resources to assist you in this course and beyond – including *Planning Advisory Service* (PAS) reports. Information for joining is on the APA website:

<https://www.planning.org/membership/>

***Disability Services***

If you have a disability (physical, learning, or psychological) that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, please contact Disabled Resource Services by the first week of the semester. Contact 303-315-3513, or [disabilityresources@ucdenver.edu](mailto:disabilityresources@ucdenver.edu) for making accommodations.

## ***Course Description***

The primary emphasis of the course is on genuine civic engagement and democratic practices that fully involve entire communities and work to build the capacity of community members. Authentic participation should occur *throughout* the planning process, from the initial identification of issues, through the decision-making process, and with implementation of actions.

The course explores the fundamentals of community and cultural values, social interactions, and learning styles; as well as understanding cultural barriers. Importance is placed on community engagement in communities of color, disadvantaged neighborhoods, and communities subjected to pollution, lack of investment, and gentrification. Social equity and environmental justice are investigated as integral parts of a sustainable framework for community empowerment around planning issues, including health and wellness, access to facilities and services, and community vibrancy.

Planners, and practitioners in related fields, are reliant on engagement by members of the community for successful outcomes. The course examines the dynamic relationship between community members, planning professionals, technical experts, and those in decision-making capacities. In addition, tools and resources related to best practices are surveyed, including the use of equity and health lenses.

## ***Course Goal***

Students will gain knowledge on the concepts and theories of planning engagement and will be able to apply authentic public participation processes, methods and techniques that will assist in improving the livelihood and well-being in local communities.

## ***Learning Objectives***

Students completing this course will:

- appreciate the role the community itself plays in identifying and scoping planning issues, assessing community opportunities and challenges, crafting a vision and goals, working through alternative scenarios and options, drafting policies and actions, implementing plan provisions, and monitoring outcomes
- know about various theories and practice of planning engagement, including new and emerging models
- establish principles of equity, diversity, and inclusion as the underpinnings for planning engagement
- have a foundation in tools and techniques for authentic community engagement
- evaluate selected engagement approaches applied in recent planning processes
- explore career possibilities in planning engagement

## ***Course Format***

This course is designed to be interactive and includes lectures, discussions, case studies, outside speakers, in-class exercises, and break-out discussions.

- Course readings, internet resources, and supplemental materials are provided for each week of the semester on Canvas.
- Weekly presentations: Lectures, exercises, and break-out discussions are presented throughout the semester.
- Weekly recaps: Beginning Week 3, a student (or 2-person team) offer an overview and summary of materials covered in the previous week's presentation.
- Guest presenters: Throughout the semester, individuals with expertise in engagement are invited to present to the class.

## ***Assignments***

### Response Papers

Two response paper are required during the semester. The paper is limited to one page, double-space (about 250 words). Students have two options for selecting topics.

*Option 1:* Select one of the required readings which you would like to review critically. In your response paper, demonstrate that you have read and thought about the reading. Raise at least one question you have from the reading and provide a comprehensive response, for example, any benefits and/or concerns related to the reading topic.

*Option 2:* Select a topic from the outline of course units for which you have a particular interest. Then identify two or three articles, reports, or book chapters related to your topic that are NOT on the assigned reading list. Provide a brief summary of those materials and your concluding thoughts.

The response papers are due on assigned Thursdays by 5 p.m. The paper is to be uploaded directly to the class site on Canvas.

### Weekly Recap

Each student selects a week to recap material covered in the previous week. The recap can address the readings, any presentations, and/or discussion. (Teams of two may also be formed for this assignment.) The topics are then presented and discussed during the beginning of the class session, using whatever method(s) the student chooses. The presentation is a minimum of 20 minutes (or a maximum of 35 minutes). Following the class session, the presented is then uploaded onto Canvas.

### Book Discussion Groups

Two (or more) book groups form and select an outside reading to review and critique. The book can relate to community engagement, neighborhood planning, social equity, environmental justice, or another similar topic. Each group arranges to meet and discuss their book prior to leading an in-class report and discussion on their book. The in-class discussion is between 30 and 45 minutes.

### Community Engagement (Case Study) Project

Students collaborate to develop and use a community engagement process for the eDEN integrated fall studios. This project is conducted in phases throughout the semester. Based on CU-Denver's health safety requirements, opportunities for meeting with community members are planned to be in-person. As a back-up, remote opportunities will take place. A group presentation of the engagement process is scheduled with the community toward the end of the semester. A written report is the final product and delivered to the community.

### ***Class Participation and Attendance***

The class benefits from in-person discussions, conversations, and follow-up questions and responses. You are encouraged to participate in a manner in which you are most comfortable.

Canvas Discussion Board: Students are asked to pose questions or comments for each week's readings on Canvas by the Wednesday before class.

An attendance rate of 80% is required to receive credit for the course. Please notify the instructor ahead of time if you need to miss a class. Missed classes may be made up upon arrangement with the instructor by watching the class recording and/or writing a brief one-page, double-spaced (250 words) summary of the presentation.

### ***Late Submittals***

If you have a circumstance which prevents you from submitting an assignment on time, please email, voicemail or text, or mention after class. It is understood, particularly under the current difficult circumstances, that adaptability can be needed.

### ***Evaluation***

Grading is distributed as follows:

1. Response papers (10% each – 20%)
2. Recap presentation in-class (15%)
3. Book group presentation (15%)
4. Community Engagement Project (30%)
5. Participation (including attending sessions and posting on discussion board) (20%)

Grading is numeric based on the university's 4-point scale.

### ***Academic Integrity***

Students are responsible for upholding university policies on academic integrity. This includes proper attribution of sources used for written assignments. Failure to uphold academic integrity will be addressed in accordance with university procedures.

*Course Structure* / The course is divided into five modules.

Course Schedule Summary (subject to change)

Week	Topics	Readings	Notes
<b>Module 1: Relationship of Planning with Community Engagement</b>			
1	Introduction, Review of Syllabus		overview of course trajectory, and agreements
	Planning and Community What is Community?	Miller, B 2009. <i>Plans that fit the purpose</i> . Hoch et al. Local Planning Hopkins, L 2009. <i>Planning on a Crowded Stage</i> . Local Planning. Theodori, J 2009. <i>Community Planning</i> , pp. 1-56	
2	Equity, Diversity, Inclusion Value Systems	APA 2019, Planning for Equity Policy Guide. Smith, K 2019. More and Better: Increasing Diversity, Equity, and Inclusion in Planning. PAS MEMO.	WEEKLY RECAP ASSIGNMENT EACH STUDENT LEADS A BRIEF OVERVIEW OF THE PREVIOUS WEEK'S PRESENTATION
	Authentic Engagement Genuine Participation	Hopkins, L 2001 <i>Collective Choice, Participation, Plans</i> (Chapter 8) in Urban Development. APA 2019, <i>Planning for Equity</i>	ethics, learning to listen, participatory research & action
<b>Module 2: Foundations of Engagement</b>			
3	Community Engagement: Democracy and Participation Ethics in Planning Engagement	King, C, M Cruickshank 2010. <i>Building Capacity to Engage</i> . <i>AICP Code of Ethics</i> , 2016.	understanding context, creating trust, assessing issues & resources, engaging all
			FIRST ASSIGNMENT DUE THURSDAY
4	Histories and Typologies of Planning Engagement Big Ideas, Concepts, Challenges, Opportunities	Beulieu, L 2002. <i>Mapping the Assets of Your Community</i> . Briggs, X 2003. <i>Planning Together: How (and How Not) to Engage</i> . Community Problem Solving.	Purposes, tensions, tools, and approaches
			BOOK GROUP 1 PRESENTATION
<b>Module 3: Engagement Methods for Communities</b>			
5	Scoping the Context Choosing Methods That Fit the Context	Clark, C 2001. <i>Getting Community Participation Principles for Community Engagement</i> (Chapter 2). IAP2. <i>Public Participation Toolbox</i> . NCDD 2010, <i>Resource Guide on Public Engagement</i>	Getting to know the community Information gathering Tools for inquiry (surveys, interviews, community conversations) Developing an Engagement Process Digital Platforms
6	Facilitation & Mediation Facilitating meetings	Rabinowitz, P. <i>Group Facilitation and Problem-Solving</i> (Chapter 16). Leadership and Management Quick, K, J Sandfort 2014. <i>Learning to facilitate "deliberation."</i> <i>Seeds of Change. Facilitating Meetings</i> .	Does not always have to be the planner  SECOND ASSIGNMENT DUE THURSDAY
7	Ways of knowing and constructing knowledge	<i>Public Engagement Tools</i> . <i>Information-Sharing Techniques</i> <i>Using Online Tools to Engage</i> <i>Eight Breaths of Process Design</i> <i>Creativity, Play, Learning through Doing</i> . prepared for URPL 6210	Storytelling, Participatory Performance, Using the Arts Creative play, City as Play, interactive art Engaging communities culturally Engaging children and youth  FINAL PROJECT ASSIGNMENTS
8	Discovery, Dialogue, Deliberation	<i>The Eight Breaths of Process Design</i> . prepared for URPL 6210 Lennertz, B et al. 2010. <i>An Introduction to Charettes</i> . Planning Commissioners Journal.	Learning through doing, Citizen science, community mapping, polling, consensus, 21 <sup>st</sup> century town meeting

		Leighninger, M et al. <i>Building Strong Neighborhoods   A Study Circle Guide for Public Dialogue and Community Problem Solving</i>	BOOK GROUP 2 PRESENTATION
<b>Module 4: Collaborative Action and Social Innovation for Systems Change</b>			
9	Vision, Systems Transformation		Visioning processes, collective impact, charettes
10	Systems Transformation <i>(continued)</i> Emergent Strategies	Mandarano, L 2015. <i>Civic Engagement Capacity Building</i> Snelling Center for Government. <i>Building Community in a "Connected Age"</i> (Facilitator and Participant Guides) HUD, 2014. <i>Innovative and Inclusive Citizen Engagement</i> Eley, 2017. <i>Planning for Equitable Development</i>	Getting the whole system in the room, Innovations for including hard-to-reach communities, Learning from the margins Hosting conversations in a complex world
11	Do-It-Yourself Tactical Urbanism	Vazquez, L 2016. <i>Creative Placemaking</i> . PAS MEMO. Webb, D 2018. <i>Tactical Urbanism</i>	BOOK GROUP DISCUSSIONS
<b>Module 5: Capacity-Building and Healing Communities</b>			
13	Truth, Transformation Healing Communities	Lung-Amam, W, et al. 2017. <i>Engaging Communities around Opportunity through Story Mapping</i> . Drew, E 2012. <i>Listening through White Ears: Cross-Racial Dialogue</i> Wilson, 2018. <i>Resilience for All</i>	Building capacity and redistributing power Restorative justice, peace circles, community healing processes
14	Healing Communities <i>(continued)</i>	Fulliove, M 2004. <i>Root Shock</i> . Rothstein, R 2017. <i>Color of Law</i>	
15	Engagement Project Presentations, Wrap-Up		GROUP PRESENTATION(S)
<b>Thanksgiving Break</b>			
16	Future of Community Development	Nalmandian. <i>Predicting the Future: Why Citizen Engagement is No Longer Optional</i>	
Dec13 -18	<b>Finals Week</b>		FINAL PROJECT
Dec 17	<b>Final Grades Due</b>		