ENGAGING COMMUNITIES IN PUBLIC PLANNING (RPD 6290)  
and  
COMMUNITY ENGAGEMENT (CDE 6311)  
COURSE OUTLINE  

Fall, 2013  
UNIVERSITY OF GUELPH  
W. J. Caldwell & J. S. Ball

Course Coordinators:  
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University of Guelph  
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You are welcome to see Wayne or Jennifer at any time when we are on campus, however, you may wish to schedule a meeting in advance. You are encouraged to pursue questions related to the content of seminars during and following each seminar. If you need to reach Wayne when he is not on campus he may be reached at his home (519-529-7093).

Class Time:  
Wednesday 7:00-9:50 p.m. Landscape Architecture Building: Room 127  
Sept 20th required Circle Workshop (all day Friday) – to be confirmed with the class.  
Because of this 1-day workshop there will be less than 12 Wednesday sessions.

Learning Outcomes:  
Upon completion of the course, participants will be able to:  

• Discuss and consider a broad range of community engagement processes and their application in a variety of contexts  
• Consider diverse community engagement strategies based on the experience of practitioners  
• Have the skills to use Circle as a particular dialogue process  
• Critique the relevance and effectiveness of community engagement processes
TEXT BOOKS

Required:

Recommended:
The following texts include useful chapters on working with small groups, public involvement, verbal communications and written communications, among others.

Web Sites
The International Association of Public Participation (IAP2).
www.iap2.org
IAP2 is a global membership association seeking to promote and improve the practice of public participation in relation to individuals, communities, governments, corporations, and institutions. Of interest see Resource Materials for Affiliates and Chapters.

Mongrel Stories
www.mongrel-stories.com/films
Leonie Sandercock has been in the forefront of exploring and advocating for the use of stories in planning processes. Here, she and Giovanni Attili also use multi-media film to present community stories in the context of planning processes, specifically in the multi-cultural milieu of the City of Vancouver and with First Nations communities in BC. Specifically, see the trailers for the films “Finding Our Way” and “Where Strangers Become Neighbours”.

http://escholarship.org/uc/item/3r34r38h;jsessionid=0ED675E611091D2DC32A3E01A7281F86#page-1

The following websites offer interesting information about various types and uses of the Circle process.

CentrePoint
http://www.centerpointinc.com/index.html
This site shows the use of Circles in the corporate world, for mentoring, and for enhancing meetings.

**Circle Dialogue Process Training**

http://www.circledialogue.com/

Restorative Justice Community Circles offers Circle trainings as well as various programs and applications of Circles.

**PeerSpirit Inc.**

http://www.peerspirit.com/circle-training.html

This is the site of Christina Baldwin, who has been advocating the use of Circles for many years.

**Rudi Askim Writing**

http://www.magma.ca/~raksim/learning_circle.htm

As the URL indicates, this work focuses on learning Circles.

**Saint Croix Valley Restorative Justice Program**

http://www.scvrjp.org

This restorative justice program offers Circle trainings and focuses particularly on using Circles in schools and with teens, especially to promote safe teen driving.

**Useful Texts/Articles:**


SUMMARY OF PROPOSED COURSE REQUIREMENTS 2016

<table>
<thead>
<tr>
<th>Proposed Evaluation</th>
<th>Weight (%)</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Circle Reflection Paper</td>
<td>15%</td>
<td>Oct. 9</td>
</tr>
<tr>
<td>Shadow a Practitioner &amp; Reflection Paper</td>
<td>20%</td>
<td>Nov. 6</td>
</tr>
<tr>
<td>Final Project</td>
<td>65%</td>
<td>Nov. 27 (or TBD depending on project)</td>
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COURSE REQUIREMENTS (the class will be asked to help finalize due dates, weighting of projects and the actual selection of assignments)

1 – Circle Keeping & Reflection Paper

The Circle workshop will prepare you for this project, in addition to the readings. In a 3-5 page paper, reflect on how Circle relates to community engagement. You may want to discuss the role of various elements of Circle such as ritual, the talking piece, values, guidelines, storytelling, relationships, balance, interconnectedness, democracy, community, etc. Please include a couple paragraphs of reflection on your own participation in Circle process in the workshop or as part of your group process. You are expected, as part of the group project organization, to use Circle on at least one occasion to discuss the group project.

Due Dates: Oct. 9 (to be confirmed)
Weight: 15%

2 – Shadow a Practitioner & Reflection Paper

Arrange to shadow a practitioner involved in community engagement. Ideally this would involve them planning or facilitating a process, however, it may also involve the design phase and/or the post process evaluation of what worked and what didn’t work so well. Use this opportunity to ask questions and learn from their on-the-ground experience. Draw on the readings to inform your inquiry.

Write a 4-6 page paper about this experience. As a general guide, write 2-3 pages detailing your shadowing experience and then 2-3 pages of reflection on what you learned, how it relates to the course, how you will be able to use what you have learned in your own practice.

Draw on your own contacts and connections. In addition, we have made initial contact with the City of Guelph and they have possible shadowing opportunities. Further details will be provided in class.

Due Dates: Nov. 6 (although flexible depending upon the actual dates you are able to shadow a practitioner)
Weight: 20%
The overall purpose of this project is to provide you with the opportunity to acquire some practical, hands-on experience in the field. It will expose you to on-the-ground realities of working with communities and determining what is involved in developing effective engagement processes.

Several potential projects have been identified. The details of the project will be provided as a separate handout. We will review these and select several projects to work on in groups.

- Individual components will be prepared to go into the overall work assignment. Interim deadlines will be set. The project will require fieldwork.
- Overall group project

The final report will be presented to the client (council or senior staff). A final grade will be given to the group project as a whole.

(For examples of similar projects completed in another course, see [www.waynecaldwell.ca](http://www.waynecaldwell.ca) under ‘Student Projects’ – Brussels, Social Media, Halton.)

<p>| Due Dates: | November 27 (to discuss – needs to be discussed with client early in term) |
| Weight: | 65% |
| | It is proposed that a single group mark be allocated, with bonus marks to deserving recipients (as identified by members of the individual groups) |</p>
<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Assigned &amp; Further Readings</th>
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<tbody>
<tr>
<td>Sept. 11</td>
<td>Introduction / Course Outline / Why Public Engagement? Approach to the course Introduction to the course topic Discuss and select Group Project/field work/other details</td>
<td>Ball, Caldwell, Pranis, Ch. 1, 2, 3, 15 Natasha D’Souza to join us re. group projects</td>
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<tr>
<td>Sept. 16</td>
<td>OPPI Conference - Can we reschedule Sept. 18th class to Monday, Sept. 16th? Contexts for Public Engagement Context for Public Meetings Different types of meetings Techniques and Tools</td>
<td>Arnstein article (e-copy) Ball, Caldwell, Pranis, Ch. 4, 5</td>
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<tr>
<td>Sept 20</td>
<td>Circle Workshop – FULL DAY (9am-5pm) (Alternate date – Oct. 11)</td>
<td>Review Ball, Caldwell, Pranis, Ch. 3</td>
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<td>Sept 25</td>
<td>Public Engagement Tools Techniques and Tools Community Action Kit IAP2 Toolbox</td>
<td>Cogan, Ch. 1, 2, 3, 4 IAP2 Spectrum of Public Participation (<a href="http://www.iap2.org">www.iap2.org</a>)</td>
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<td>Oct. 2</td>
<td>No Class (in lieu of Circle workshop)</td>
<td>the rest of the Cogan book</td>
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<td>Environmental Art Author: Sam Bowen PDF available at: <a href="http://animatingdemocracy.org/resource/environmental-art">http://animatingdemocracy.org/resource/environmental-art</a></td>
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<td>Bigger Thinking for Smaller Cities: How arts and culture can tackle economic, social and democratic engagement challenges in smaller cities Author: Regional Cities East PDF available at: <a href="http://www.artscouncil.org.uk/publication_archive/bigger-thinking-smaller-cities/">http://www.artscouncil.org.uk/publication_archive/bigger-thinking-smaller-cities/</a></td>
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<td>Oct. 16</td>
<td>Guest Lecture</td>
<td>Barb Powell, General Manager of Community Engagement Community and Social Services City of Guelph</td>
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<td>• City of Guelph Resource Materials – CEF Framework, Tools, Worksheets (e-copies to be emailed)</td>
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<th>Oct. 23</th>
<th>Guest Lecture</th>
<th>Mike Sullivan - Senior Environmental Planner, MMM Group Ltd.</th>
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| Oct. 30 | Guest Lecture | Paul Kraehling  
City of Guelph - “Growth Management Public Engagement Process” |
|---------|---------------|----------------------------------------------------------------|
(look under "Reports and Publications" for examples of public engagement processes.)  

| Nov. 6  | Opportunity to discuss any issues re. Final Project  
Public Engagement Tools  
Techniques and Tools |
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<td>Week 9</td>
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<thead>
<tr>
<th>Nov. 13</th>
<th>No Class (in lieu of Circle workshop – however, we are willing to set up time to discuss assignments)</th>
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<td>Week 10</td>
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<tr>
<th>Nov. 20</th>
<th>Discussion - Circle Reflections &amp; Shadow a Practitioner Assignments</th>
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<td>Week 11</td>
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<tr>
<th>Nov. 27</th>
<th>Discussion/Presentation of Final Projects</th>
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<tr>
<td>Week 12</td>
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** Wayne and/or Jennifer will be available other Wednesdays as needed to discuss the projects**
Other Matters:

Accessibility
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: http://www.csd.uoguelph.ca/csd/

E-mail Communication
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml

Drop Date
The last date to drop one-semester courses, without academic penalty, is October 31, 2013. Two-semester courses must be dropped by the last day of the add period in the second semester. Refer to the Graduate Calendar for the schedule of dates: http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml

Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources
The Graduate Calendar is the source of information about the University of Guelph’s procedures, policies and regulations which apply to graduate programs: http://www.uoguelph.ca/registrar/calendars/graduate/current/