UNIVERSITY of GUELPH

RPD*6290 Special Topics in Rural Planning and Development

Engaging Communities and Public Plan

Fall 2019
Section(s): C02

School of Environmental Design and Rural Development
Credit Weight: 0.50
Version 1.00 - September 03, 2019

_____

1 Course Details

1.1 Calendar Description

Selected study topics focus on the nature of rural planning and development issues and/or practices in Canadian and/or International small communities and rural environments. Among the topics which may be addressed are: rural land use planning, ecological restoration, gender analysis in development planning, GIS in agricultural development, micro-credit, physical/site planning and design, project management.

Restrictions: Instructor consent required.

1.2 Course Description

The course will introduce theory and principles of community engagement with a focus on professional planning practice. The course will explore the philosophy, principles and practices of community engagement, specifically as relates to public planning. Examples will be drawn from different contexts in a range of sectors, with an emphasis on building student capacity to design and analyze community engagement process.

1.3 Timetable

Monday 9:00 am to 11:50 am

JH 006

1.4 Final Exam

There is no final exam in this course.
_____

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Wayne Caldwell PhD, FCIP, RPP
Email:	wcaldwel@uoguelph.ca
Telephone:	+1-519-824-4120 x56420
Office:	110A Landscape Architecture
Office Hours:	You are welcome to see me at any time when I am 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.

2.2 Wayne Caldwell, PhD, RPP, FCIP

Wayne Caldwell is a Professor in Rural Planning at the University of Guelph and a Fellow with the Canadian Institute of Planners. He has previously served as Director of the School of Environmental Design and Rural Development as well as interim positions as Dean of the Ontario Agricultural College and as Associate Vice-President Research. His interests include planning for agriculture and rural communities, community economic development, healthy rural communities, and community-based approaches to economic and environmental issues. Recent books include: Planning for Rural Resilience and Better Decisions Together.

He has served as President of the Ontario Professional Planners Institute as well as Chair or President of a number of local, provincial and national organizations.

_____

3 Learning Resources

3.1 Required Readings

Required readings are identified within this outline. Additional readings reading will be identified through CourseLink. With the exception of Week 1, students are expected to complete the readings and review the resource materials in advance of class, and to actively participate in weekly discussions and activities.

3.1 Required Texts

- Caldwell, W., J. Ball, and Kate Procter. 2015. Better Decisions, Together: A Faciliatation Guide for Community Engagement. Union, Ontario: Municipal World Publishing (books available from publisher)
- Ball, J., W. Caldwell, and Kay Pranis. 2010. Doing Democracy with Circles: Engaging Communities in Public Planning.St Paul, MN: Living Justice Press. (books available from publisher)
- Arnstein, Sherry. 1969. "A Ladder of Public Participation", Journal of the American Institute of Planners.34(4): 216-224. (Available online: https://www.participatorymethods.org/sites/participatorymethods.org/files/Arnstein%
- Lenihan, Don. 2012. Rescuing Policy: the Case for Public Engagement. Ottawa: Public Policy Forum. (Available at: http://www.politicipublice.ro/uploads/rescuing_policy_ebook.pdf)
- Ontario Planning Journal. 2014. How Do We Engage the Public: Surviving, Rethinking, Inspiring Participation.29:2.

3.1 Other Resources

This course uses a CourseLink site. Students are expected to consult the site regularly for announcements/news postings, etc. and reading materials for class lectures. Course lecture materials will be posted on the site. Additional suggested readings may be added throughout the term.

3.1 Field Trips

An off-site session at the City of Guelph has been scheduled.
_____

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. - Understand the reasons for community engagement particularly in public planning.

2. - Discuss and consider a broad range of community engagement processes and their application in a variety of contexts

3. • Understand the range of practitioners and participants involved in public planning, including how roles, skills and temperaments affect process

4. • Consider diverse community engagement strategies based on the experience of practitioners

5. • Have the skills to use Circle as a particular dialogue process

6. • Critique the relevance and effectiveness of community engagement processes

4.2 OPPI Planning Competencies

Ontario Professional Planners Institute Competencies

The Professional Standards Board sets out the required skills and knowledge required for professional planners in Canada. This course directly contributes to the required competencies set out by the Professional Standards Board and the Ontario Professional Planners Institute. The key competencies gained through this course, organized by the functional and enabling competencies, include:

Functional Competencies

- Plan and policy considerations
- Plan and policy making
- Plan and policy implementation

Enabling Competencies

- Critical thinking
- Communication
- Leadership
- Professional and ethical behaviour
- Interpersonal skills

Further information on the functional and enabling competencies for professional planners can be found at https://ontarioplanners.ca/become-an-rpp/competency-tree.

_____

5 Teaching and Learning Activities

The lecture schedule and/or associated readings may be changed during the semester. All changes will be announced in class and posted on the course website.

5.1 Lecture

Mon, Sep 9

Topics:	Introduction/Course outline/ Why Public Engagement?
	Overview of course content
References:	Course Outline
	Caldwell, Ball and Procter Chapter 1
	Arnstein article (available on-line)

Mon, Sep 16

Topics:	Context for Public Engagement (week 2)
	- Context for Public Meetings
	- Different Types of Meetings
	- Techniques and Tools
References:	Ball, Caldwell, Pranis, Ch 1,2,3,15
	There are various on-line facilitation guides to assist with preparation for presentations.

Forester, 1999 (The Deliberative Practitioner)

Mon, Sep 23

    Topics: Public Engagement Tools

                                  - Techniques and Tools

                                  - IAP2 Toolbox

                                  - Facilitation

    References: Caldwell, Ball, Procter. Ch 2,3,4

                                  Ball, Caldwell, Pranis Ch 4, 5

                                  IAP2 Spectrum of Public Participation (www.iap2.org)

Mon, Sep 30

    Topics: Public Engagement/Facilitation Tools - Students Presentations (note OPPI Conference later this week)

    References: Caldwell, Ball, Procter Ch 5,7,9

Mon, Oct 7

    Topics: Public Engagement/Facilitation Tools - Students Presentations

    References: The rest of the Caldwell, Ball, Procter book

                                  OPPI Journal

Mon, Oct 14

Topics:	Thanksgiving - no class this week (make up class is covered by Circle workshop - Nov.1)

Mon, Oct 21

Topics:	Alberta Case (Lacombe County, Alberta) - Zoom confirmed Anita O'Driscoll, Cajun Paradis
References:	materials to be identified on course link

Mon, Oct 28

Topics:	Georgia Simms (confirmed)

References:

- INROADS: The Intersection of Art & Civic Dialogue Authors: Pam Korza, Andrea Assaf, and Barbara Schaffer Bacon PDF available at: http://animatingdemocracy.org/publications/papers-essays-articles/arts-based-civic-dialogue
- Environmental Art Author: Sam Bowen PDF available at: http://animatingdemocracy.org/resource/environmental-art
- Bigger Thinking for Smaller Cities: How arts and culture can tackle economic, social and democratic engagement challenges in smaller cities Author: Regional Cities East http://creative-blueprint.co.uk/library/item/bigger-thinking-for-smaller-cities

Full Day Friday Nov 1

Topics:	Circle Workshop (Jenn Ball confirmed)
References:	The rest of the Ball, Caldwell, Pranis book

Mon, Nov 4

Topics:	Field Trip - City of Guelph (Kate Bishop, Supervisor of Community Engagement Confirmed)

References:	• Dave Meslin (TED Talk) "The Antidote to Apathy" http://www.ted.com/talks/dave_meslin_the_antidote_t • Lenihan, Don. Rescuing Policy: The Case for Public Engagement, Ch. 1, 3, 6 http://www.politicipublice.ro/uploads/rescuing_policy_ebook. • City of Guelph Resource Materials – CEF Framework, Tools, Worksheets (e-copies to be emailed/posted to course link)

Mon, Nov 11

Topics:	Potentially an Optional class given Full day Nov 1 workshop. To be confirmed.

Mon, Nov 18

Topics:	Discussion - Case Study Analysis and Circle Reflections

Mon, Nov 25

Topics:	Discussion/ Presentation of Final Projects Week 12 - (final week)

_____

6 Assessments

6.1 Marking Schemes & Distributions

Name	Scheme A (%)
Reflective Practitioner	15
Facilitation Tool	20
Case Study Analysis	25
Circle Reflection Paper	10

Name	Scheme A (%)
Consultation Design	30
Total	100

6.2 Assessment Details

Reflective Practitioner Paper (15%)
Due: Mon, Sep 30
Learning Outcome: 3
In a paper of up to 1000 words, you will describe and analyze how your personal style or temperament and your [real or imagined] task and role in a community engagement setting might influence your ability to facilitate effective engagement. Your analysis should draw on relevant literature and evidence from at least one personal temperament assessment (e.g. StrengthsFinder, MyersBriggs Temperament Index, DISC, Kolbe or others (https://www.16personalities.com/free-personality-test). It should demonstrate a strong understanding of the implications of at least one role (e.g. planner; facilitator; community advocate; elected official; engineer etc.) on the dynamics of stakeholder engagement in planning and indicate why such awareness is important.

Facilitation Tool - Handout and Demonstration (20%)
Date: Will be scheduled in consultation with class (Sept. 30 and Oct 7)
Learning Outcome: 2, 4
In groups of two, drawing on the literature and/or your professional experience, choose one specific facilitation tool (e.g. dotmocracy, SWOT analysis, etc.). Create a "role play"/possible real life scenario, contextualize the role of your chosen tool in your facilitation process. Then demonstrate the tool using your classmates as participants, and facilitate the process. You will only have 30 mins in class for this demonstration so be clear and concise. Provide a handout (2-4 pg max inclusive of diagrams/charts) that would be useful for your colleagues for future reference. The handout should provide a practical hands-on explanation of how to apply the tool.

Case Study Analysis (25%)
Date: Mon, Oct 28
Learning Outcome: 1, 2, 3, 4, 6
For this assignment, you are to select and analyze a [real life] example of community engagement in public planning. Your submission (1000-1500 words) should describe the engagement context, purpose and design; identify criteria against which to evaluate its effectiveness; then apply those criteria to the case study itself, including proposing ways in which it could have been strengthened.

Circle Reflection Paper (10%)
Date: Mon, Nov 11
Learning Outcome: 2, 5
The Circle workshop will prepare you for this project, in addition to the readings. Briefly reflect on how Circle (500-750 words) 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.

Consultation Design (30%)
Date: Mon, Nov 25
Learning Outcome: 1, 2, 3, 4, 6
Your final assignment involves creating or describing a scenario involving structured community engagement, designing a detailed facilitation/engagement plan for that scenario, and evaluating the likely success of that plan, including an analysis of the risks and benefits of its various components. Your overall submission should be 1500-2000 words in length and be written in the form of a consulting proposal. You will be given time in class ahead of the due date (length TBD based on class size) to facilitate a conversation about your scenario and use your classmates' expertise to strengthen your design. These will de discussed during the final class.

_____

7 Course Statements

7.1 Course Policies

Handing in your work on time to the CourseLink Dropbox and ensuring that your files are accessible and without file errors are the student's responsibility.

Please note that attending class is expected and indicates intellectual effort as well as respect and consideration to the instructor and other students.

7.2 Grading Policies

All late submissions will be penalized at 5% per day unless otherwise discussed with the instructor in advance of the assignment due date. All written materials are to be submitted using course link.

Grading follows the Senate approved guideline listed in the Graduate Calendar, Section II, General Regulations, Academic Standings: Graduate Grading Interpretation

Percentage Grade	Letter Grade	Description
90-100	A+	**Outstanding.** The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a

		graduation award.
80-89	A- to A	**Very Good to Excellent.** The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
70-79	B	**Acceptable to Good.** The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
65-69	C	**Minimally Acceptable.** The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
0-64	F	An inadequate performance.

7.3 Course Policy on Group Work

Please refer to the Academic Misconduct Policy or speak with the course instructor if you have any questions or concerns relating to group work policy. The intent is to provide a single grade to the group (although the Instructor reserves the right to alter this where appropriate).

7.4 Course Policy regarding use of electronic devices and recording of lectures

Electronic recording of classes is expressly forbidden without written consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express consent of the instructor**.**

7.5 Other Relevant Information

Even as a graduate student, you are advised to make use of the resources available through the Learning Commons, these include: studying, writing, data, research, publishing support, teaching support, accessibility, and printing and computing. See the Learning Commons site for information on available resources: Library Learning Commons - Get Assistance, and To Ask A Question, Email, Visit or Call to Set Up an Appointment.

All referencing must follow one of the standard academic styles – for guidance please see the Learning Commons site: <u>Library Learning Commons - Citations</u>

7.6 Cell Phones and Computers

We aim for a professional, respectful environment in class. There will be much interaction and dialogue. In general, computers and phones should only be used for course related activity during class. If others are speaking or presenting (including the instructor :-) your priority should be on them (especially critical when we have guests in class). While other activities (such as checking for a job interview) can be priorities please keep these diversions to a minimum.

8 University Statements

8.1 Email Communication

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

8.2 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 instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website
https://www.ridgetownc.com/services/accessibilityservices.cfm

8.6 Academic Integrity

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 encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be

construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
https://www.uoguelph.ca/academics/calendars

_____