

		<h2>Community Leadership and Change</h2> <p>PPPM 325, Fall 2006 Tuesday/Thursday 2:00 – 3:50 Room #242 Gerlinger</p>
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Office Hours: W 2:30-4:00 and by appointment (<i>you can sign up on my office door</i>)		
Blackboard Class Page: https://blackboard.uoregon.edu/		
Faculty Web Page: http://www.uoregon.edu/~schlossb/		
GTF: Shareen Rawlings	srawling@uoregon.edu	
GTF Office and Hours: announced during class		

Purpose of the course and Course Description

The purpose of PPPM 325 is to explore community, the process of social change, and sustainability. As future planners and policy makers, part of the skill set you are learning is the capacity to integrate and synthesize a multitude of perspectives into a coherent idea – this class is ideally suited to push you in that direction. PPPM 325 requires that you do most of the work – through your thinking, synthesizing of ideas, researching, observing, participating, and writing. I teach this class as though there are six of us sitting around a table and exploring new ideas by our back and forth conversations. That we have 50+ students in class should not mean that the opportunity for deep thought, exploration of ideas, testing of opinions, and sharing of insights cannot be done. We will work together in large groups, small groups, and individually to explore notions of community and community change. What this means for you is that information will not be handed to you through dense lectures of numerous facts. Class time will present just enough information to get the discussions going. Readings and assignments will provide additional opportunities for depth of learning. This means that if you want to get something out of this class, you’ll have to put something in. Hopefully by the end of class, your conception about what community is and how change is pursued will be enlarged, you will have been pushed a bit to look inward and challenge your assumptions and stereotypes about the world, and that you will leave you with a richer (if not more confused) notion of how the world works and what can be done to make things better.

- ⚠ **Important Caution:** This is not your ordinary undergraduate class – you will be expected to be active learners and participants. I assume that the reason you are here is to learn and it is my belief that the best way for you to learn is for you to push yourself into thinking in new ways. I see my role, then, as a facilitator in your learning process, guiding you through ideas and concepts that may be new to you, but with the expectation that you will grab the concepts and run with them. That is, I’m not expecting you to regurgitate facts and definitions back to me. I want you to think and actively interact with me and other students.
- ⚠ **Plagiarism will not be tolerated.** Last year, I caught two students plagiarizing. Both failed the class and one withdrew from the University before being expelled. For information about plagiarism, go to: <http://libweb.uoregon.edu/guides/plagiarism/students/>. You are responsible for understanding what it is and how to avoid it.



Student Assessment

Thought papers	10%
Applied experience #1	25%
Applied experience #2	25%
Literature Review	25%
Quizzes	15%

There are a lot of assignments in this class and it is recommended that you start them early.

Thought Papers

Thought papers are designed to force you to articulate your understanding of certain concepts or issues. They are to be handed in at the beginning of class on the assigned days (10 point deduction for each day it is late) and will be considered late if not turned in then. If not otherwise specified, they should be no longer than 2 pages, double spaced, 11 point font. If a paper exceeds 2 pages, I will take 10 points off immediately. (Your name and title and whatever else you choose to put on the paper counts toward your 2 pages.) *Please turn in hard copies of your papers.*

In terms of writing, I expect: clear topic sentences, use of examples to support your main points, consistency of your arguments, and the utilization of appropriate language (e.g. no jargon or slang). Although I am asking for your opinion and reflection in these papers, I expect that you will write the essay as though you are presenting it to a professional audience. Please do not use the 1st person in your writing – I want the essay to focus on the ideas you are presenting, not the person presenting them. For example, you might start a paragraph like, “An ideal community is one where neighbors could comfortably share or borrow an egg with one another if in a pinch” instead of “I think an ideal community is where neighbors can just chill and share eggs and stuff.”

To help you critique your own work, ***on a third page, I want you to include an additional paragraph that is made up entirely of the first sentence of each of the preceding paragraphs*** – this will give you a good clue as to what your paper is arguing and how well it is articulated. **Failure to include this final paragraph will result in an immediate deduction of 15 points.**

If you need help in improving your writing, please talk to the folks at Academic Learning Services (541) 346-3226. They are a resource for you on campus – take advantage of this resource while you are here. You are here to learn, they are to here to help – it’s a great match!

Thought Paper #1: Discuss what you think were the keys to success and why in the DSNI case.

In this paper I want you to reflect on the video we watch on the Dudley Street Neighborhood Initiative, as well as the associated reading, and discern what you think were the keys for the community in bringing about change. How is it that change happened? Do all communities in similar circumstances act the same way as DSNI? The deeper your thought process the better. **Due October 10.**

Thought Paper #2: Where is the library and what is inside?

For this assignment, I want you to go to the new journal holdings, find three articles from peer reviewed journals that are interesting to you, relevant to community development, and somewhat related to each other and write a short two page paper integrating the three articles. A good starting place is to find the Journal of the American Planning Association or Urban Studies, then look at what else is on the shelves nearby. On the third page, along with your synthesis paragraph, please include proper citations of the three articles you choose. There are two purposes for this assignment: 1) to get you into the library and see the benefit of locating articles/books in physical proximity to something you are looking for (which



can't really be done on-line); and 2) to begin practicing the process of writing a literature review, which will be a major assignment at the end of the term. **Due October 26 (but you can do it early!).**

Applied Experiences

You must choose two of the following four applied experiences. A sign up form will be distributed in class where you can specify your interest. **All assignments are due by November 21st** and can be completed and turned in before then.

1. Community Observation Paper

The Observation Paper is designed for you to relate class and reading material to current events. To satisfy this requirement, you will attend at least 3 of the following or related activities:

City of Eugene Council Meeting
City of Springfield Council Meeting
City of Eugene Planning Commission Meeting
City of Springfield Planning Commission Meeting
Lane County Planning Commission Meeting
Eugene Neighborhood Association Meeting
Eugene Neighbors Leadership Council Meeting

There are many other public meetings that would be relevant – if you want to attend something else, just clear it with the GTF (Shareen).

After participating in both activities, you need to write about your experiences and observations, including discussions about who was present (generally), what were the issues (generally), how did the session proceed, how did opposing voices get heard (were there opposing voices?), how did you feel the activity went in terms of facilitating public participation, and what type of public participation did you observe? Also, you may want to review the agendas and minutes of prior meetings, if available, to give you some context on the meeting you will be attending. Some meeting schedules and minutes are also available online. Papers may be up 3 pages. Please include a listing of the meetings you attended and the synthesis paragraph (both of which do not contribute to the 3 page length).

2. Walking and Biking Survey

This assignment has two components:

- a) Walking or Biking Distance Documentation: each student who chooses this option will be given a route to walk or a route to bike, starting from a specified place on campus and moving away from campus. Along the way, you will record your location in 5 minute intervals all the way out for 20 minutes (which means you will also need 20 minutes to return to campus or wherever you need to go next). I will then compile the data from each person into a map of the greater campus area, showing bands of walking and biking distances to campus. This information then may be made available to current and future students as they look for housing and want to consider walking and biking distances in their location decision making.
- b) Intersection Behavior Observation: students will be assigned a street intersection somewhere in the greater campus or downtown area where you will observe behavior and how transportation works at that intersection, with a special eye toward bicyclists. You will be given a tally sheet where you will record the number of cyclists that pass through the intersection, along with the direction they are traveling. You will observe how the intersection works or doesn't work for all modes of transport, and how the surrounding land uses impact modes of travel.



When done, you will summarize the two experiences, focusing on walking and biking as modes of travel, into a three page report.

3. Social Spaces Observations

In this assignment, you will find 5 different “public” places and observe how people interact socially (or how they don’t even though you think they should). The focus will be on understanding how public social spaces are formed by the surrounding architecture, land uses, or other features and to see how the surrounding environment facilitates social interaction or hinders it. You can choose your own five locations. Examples include:

- a) The heart of campus
- b) Sidewalk or plaza along Broadway in downtown
- c) Sidewalk cafes
- d) Food court in the mall
- e) Lounge area in a coffee shop
- f) Common area in front of a campus building

The goal is to find a variety of places where you might expect to find a lot of social interaction going on and in some cases seeing it, but in some cases unexpectedly not seeing it. Alternatively, finding spaces where you would not expect a lot of social interaction occurring, but observing it nonetheless would be interesting as well.

When complete, you will briefly summarize the five locations and what you have learned about the influence of the surrounding physical space on social interactions.

4. Energy Survey Project

This effort is being conducted in conjunction with the campus sustainability coordinator, Steve Mital. The gist of the project is that the University owns a considerable amount of specialized power strips that can help save energy in offices around campus. Until now, the devices have not been installed and remain sitting unused. Participants in this project will receive training on the devices and contact faculty around campus to install the devices. We'll arrange a 2-3 hour training during week 5 of the term. During that week each student will also have to spend 3 or so hours scheduling meetings with PLC based faculty during weeks 6 and 7. The training may take place during class time. During weeks 6 and 7 students will meet with faculty and help them install the power strips and adjust their computer settings appropriately. Each meeting should take 20 minutes. You'll keep track of how many strips you have successfully installed. Each student should work to install at least 5 of the strips. Each student will spend no more than 5 hours each week on this project. At the end of week 7 you will assemble a short three page report documenting your work. We need 25 students for this project, and the results will make an impact on energy usage on our campus.

Quizzes

Quizzes - there will be on-line quizzes (via Blackboard) for each day there are readings due. The quizzes will be available until the start of class that the readings were assigned for. The format will be multiple choice questions related to the readings. You may use the readings to answer the questions (the point of the quizzes is to ensure that you are paying attention to the readings since we will not necessarily refer to the readings directly in class). If you do not complete the quiz by the specified time, you will get a zero for that quiz. Only the most extreme excuses for failing to take a quiz will be entertained. We will have the quizzes available at least 24 hours prior to class, meaning you can do them early.

Literature review



Literature review – Each student will produce an independent literature review of his/her choosing. The purpose of this assignment is to: 1) give you an opportunity to explore a topic in more depth than we’ve covered in class; and 2) to give you an opportunity to learn how to construct an argument utilizing existing scholarship and work. This effort cannot be derived solely from web sites! The final literature review must be no longer than 5 pages (not including the list of references) and include at least 15 references. A minimum of 7 of the references must be from peer reviewed academic journals or books, 2 from web pages from a government agency (cited properly), and 2 government reports (if relevant and available). The other sources can come from advocacy organization web pages, newspaper articles, other government reports, the census, legislative hearings, more scholarly items, etc. On the last page of your report, give your references and indicate whether they are a scholarly article, government report, etc. Also, you must use a proper citation format (my preference is author-date in text citations). If you do not already own a manual on how to use proper citations, please consult a librarian – they are magical people who know almost everything. We will discuss the literature review in more depth in class, but you should start paying attention to the journal articles you read to see how those authors construct their literature reviews. Start this process early! The topics can be yours, but a few hot topic suggestions from the planning field include:

- The relationship between the built environment and physical activity
- Childhood obesity
- Safe Routes to School
- Community food systems
- Public participation (and GIS)
- Advocacy planning
- Car-sharing
- Co-housing
- Disaster mitigation and response planning
- New Urbanism
- Non-motorized modes of transportation
- Campus sustainability
- Eminent domain and property rights
- Land use and growth management
- Travel demand management and congestion pricing

Readings

All readings will be available on-line from the Blackboard site under the “Course Documents” section or on the internet from links provided below. There is not print version of the readings, but you are free to print and compile a coursepack for yourself if you desire. I have taken this approach to reduce the cost of your education, but please let me know for future courses, if a print version would have been preferable. The readings listed below are tentative and may change throughout the term. Refer to Blackboard to access the final set of readings for the course.

Course Schedule

Date	Topic	Assignment
9/26	Introduction	
Read:		
9/28	(Meet the PPPM Undergraduate Advisor) Understanding an ideal community, community development, & sustainability	



Date	Topic	Assignment
Read:	Neighborhood Strengthening through Community Building Suzanne M. Singh, Comm-Org Papers 2003 http://comm-org.wisc.edu/papers2003/singh.htm Reardon, K. (1998). "Enhancing the Capacity of Community-Based Organizations in East St. Louis". Journal of Planning Education and Research. 17(4) Homan, M. S. (1999). Promoting community change : making it happen in the real world. Pacific Grove, CA, Brooks/Cole Publishing. Ch. 14. <i>Optional</i> Marshall, A. (2000). How cities work: suburbs, sprawl, and the roads not taken, University of Texas Press. Chapter 6.	
10/3	Community Building and Who Does It?	
Read:	Walljasper, Jay (1997). When Activists Win: The Renaissance of Dudley St. The Nation. March 3, 1997. <i>Optional</i> Streets of hope: the fall and rise of an urban neighborhood / Peter Medoff and Holly Sklar (Knight Library: HT177.B6 M44 1994) Browse the DSNI web site: http://www.dsni.org/	
10/5	Dudley Street Neighborhood Initiative (DSNI) video	Assignment: Discuss what you think were the keys to success and why in the DSNI case. Due 10/10.
Read:	Watch the video again if you want. (Check it out from the reserve desk at the Knight Library)	
10/10	DSNI Discussion	
Read:	McKnight, John L. (1987). Regenerating Community. Social Policy. 17(3), p. 54-48. Introduction to "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets," by John P. Kretzmann and John L. McKnight. http://www.northwestern.edu/ipr/publications/community/introd-building.html Marti-Costa, S. & Serano-Garcia, I. (1995). Needs assessment and community development: An ideological perspective. In Rothman, J., J. Erlich, et al. (1995). Strategies of community intervention : macro practice. Itasca, Ill., F.E. Peacock. Chapter 14.	
10/12	Community needs and assets	
Read:	Anstein, Sherry. (1969). A Ladder of Citizen Participation. Journal of the American Institute of Planners, 8 (3).	
10/17	Citizen Participation	
Read:	Type, "how to write a literature review" into a search engine of your choice (e.g. Google) and read as many of the links as necessary to get a sense of what a literature review is.	
10/19	Talk about literature review/ Intro to Social Change	Assignment: Find three recent peer reviewed articles in the library and synthesize their content. Due 10/26 **Hint: you may want to start this assignment before today



Date	Topic	Assignment
Read:	Type, "how to write a literature review" into a search engine of your choice (e.g. Google) and read as many of the links as necessary to get a sense of what a literature review is.	
10/24	Using the library with Tom Stave – Attendance will be taken.	
Read:	Green, G. P. and A. Haines (2002). Asset building & community development, Sage Publications. CH 3: The Process of Community Development. Checkoway, Barry (1997). Core Concepts for Community Change. Journal of Community Practice. 4(1), 11-29. Saasta, T. (1996). How to be Heard: A guide to advocacy for community organizations. Community Change, (17), 9-13.	
10/26	Working for Social Change	
Read:		
10/31	Guest Speaker: Paul Conte – A citizen's change experience	
Read:	Frank, Lawrence D., James F. Sallis, Terry L. Conway, James E. Chapman, Brian E. Saelens, and William Bachman. (2006). Many pathways from land use to health: Associations between neighborhood walkability and active transportation, body mass index, and air quality. Journal of the American Planning Association , 72(1), 75-87. Pikora, T., B. Giles-Corti, et al. (2003). "Developing a framework for assessment of the environmental determinants of walking and cycling." Social science & medicine 56(8): 12. National Research Council (U.S.) Transportation Research Board and Institute of Medicine (U.S.) (2005). Does the built environment influence physical activity? Examining the evidence. Washington, D.C., National Academies Press . (<i>Long, browse through it</i>)	
11/2	Active Transportation	
Read:	Introduction to Safe Routes to School: the Health, Safety and Transportation Nexus (PDF), from http://www.saferoutesinfo.org <i>Schlossberg, Marc , Jessica Greene, Page Paulsen Phillips, Bethany Johnson, and Robert Parker (2006). School Trips: Effects of Urban Form and Distance on Travel Mode. Journal of the American Planning Association. Vol 72, No 3, pp. 337-346</i>	
11/7	Safe Routes to School	
Read:	Developing an Action Plan (http://ctb.ku.edu/tools/en/sub_section_main_1089.htm)	
11/9	Action Plan for Campus Bike/Ped Transportation (Marc at ACSP Conference)	Assignment:
Read:	Developing an Action Plan (http://ctb.ku.edu/tools/en/sub_section_main_1089.htm)	
11/14	Action Plan for Campus Bike/Ped Transportation continued	
Read:	Schlossberg, M. (1998). Asset Mapping and community development planning with GIS: A look at the heart of West Michigan United Way's Innovative Approach . Paper presented at the 27th Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action, Seattle, WA. Talen, E. (2000). "Bottom-Up GIS: A New Tool for Individual and Group Expression in Participatory Planning". Journal of the American Planning Association. 66(3). p. 279-294. Read about the WUNMAP Project: http://www.uoregon.edu/~wunmap/	



Date	Topic	Assignment
11/16	Community-Based GIS – Attendance required	
11/21	Community-Based GIS – Attendance required	Applied Experience Papers Due
11/23	NO CLASS - Thanksgiving Holiday	
11/28	Reflection and Sharing of Applied Experiences	
Read:	Browse the Peace Corps web site: http://www.peacecorps.gov/ The United Nations Development Program's (UNDP) Millenium Project. <i>This is an overview document of the project and still long (95 pages). Browse through it to just get a sense of what is going on internationally from the UNDP's perspective.</i>	
11/30	International Community Development - RPCVs – Attendance required	
12/6	Literature Review Due, 1pm	In my office. Electronic versions will NOT be accepted.

Classroom Standards

- ⚠ One thing that makes the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classrooms we use will be one in which each voice is respected, diverse views are encouraged, and differences of opinion at the least, tolerated. Please read the University Of Oregon Affirmation Of Community Standards later in this syllabus. Discrimination on the basis of age, disability, national origin, race, marital status, gender, sexual orientation, religion, or veteran status (OAR 571-003-0025 (1)(c)) of any kind will not be tolerated. If you have questions about what constitutes discrimination or sexual harassment, you can contact the Office of Affirmative Action and Equal Opportunity (346-3123).

Final Comments

- ⚠ Writing is very important to me and I expect well written, well-articulated, and well supported papers (formal references are not needed for the thought papers - just good rationales for your points). Even though the thought papers are seeking your opinions, I expect them to be written in the 3rd person, written without slang and informality, and with strong and direct topic sentences.
- ⚠ Class attendance is not mandatory on most days, but there are quizzes associated with class material and if you miss a quiz, you will get a zero for that part of your grade.
- ⚠ In most cases, the readings will not be directly referred to in class. This has three implications for you:
 - You should read for main points and themes rather than specific facts. When key terms are present, however, you may want to make sure you understand what they mean.
 - You will be responsible for keeping up with the readings and for understanding them without prodding from the instructor. Office hours are a good time to seek clarification of key concepts or just to discuss readings or other thoughts.
 - Remember, you are in college to learn; the readings have been selected specifically because they make a point you might find interesting, and therefore doing the readings is a not an exercise of meeting requirements (although it is), but of helping you in your life-long learning process.
- ⚠ You are adults and will be treated as such and you are expected to behave as such.



- ⚠️ If you feel the need to sleep in class (hopefully not an issue, but we've all been there), please leave class to do it.
- ⚠️ Cheating is unacceptable and will result in a failing grade in this course and may result in your expulsion from the University. This includes plagiarism. It is your responsibility to understand what this means. If you have questions about what constitutes plagiarism, 1) type in "plagiarism" at the UO Home Page and follow the links that come up; 2) seek guidance from Academic Learning Services (346-3226); 3) talk to a librarian; or 3) please talk to the instructor. The last 6 pages of this syllabus are dedicated to issues of plagiarism – please use as a reference.
- ⚠️ Cell phones, e-mailing, text messaging and the like WILL NOT BE TOLERATED in. If your personal messages cannot wait until after class, then the rest of us would prefer you just not come to class at all.
- ⚠️ One thing that makes the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classrooms we use will be one in which each voice is respected, diverse views are encouraged, and differences of opinion at the least, tolerated. Please read the University Of Oregon Affirmation Of Community Standards later in this syllabus. Discrimination on the basis of age, disability, national origin, race, marital status, gender, sexual orientation, religion, or veteran status (OAR 571-003-0025 (1)(c)) of any kind will not be tolerated. If you have questions about what constitutes discrimination or sexual harassment, you can contact the Office of Affirmative Action and Equal Opportunity (346-3123).
- ⚠️ In terms of grades, my basic advice is: the harder you work, the better your grade will be.
- ⚠️ Finally, if you've made it this far in the syllabus then I have some golden advice for you that is almost guaranteed to improve your grade: meet with the GTF or instructor, even if it is just a 5 minute conversation about the best hike you've ever taken.



University of Oregon

Affirmation of Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the university community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas, and backgrounds that is the lifeblood of the university

Additional Student Resources

- Office of Student Life 346-3216
- Disability Services 346-1155
- International Student & Scholars 346-3206
- Academic Learning services 346-3226
- Office of Multicultural Affairs 346-3479

