PBAF 567 - Community Engagement and Urban Governance
Fall Semester 2015
Mondays 12:30-3:20pm
Smith Hall 307

PROFESSOR: Dr. Kara Dillard

CONTACT INFORMATION:
Office: Savery 254
Email: kdillard@u.washington.edu

OFFICE HOURS:
Monday 3:30-5:00pm
Wednesday 4:00-6:00pm
Other times by appointment

REQUIRED MATERIAL:

Other required readings will be assigned and posted on the course Canvas site.

COURSE OVERVIEW:
This course starts from the premise that a sea change is occurring in the ways that practitioners and government agencies engage with the public. Fueled by growing distrust and cynicism in government, citizens are realizing that traditional communication models and resources communities have for problem-solving - such as municipal staff and experts - are not sufficient for solving the types of “wicked problems” that plague their communities. Wicked problems have no easy, technocratic solution because, underlyng such problems, are a set of competing values that require citizens to make tough choices. How urban governance bodies engage communities and citizens will often determine the fate of such places.

Addressing wicked problems calls for a different type of public problem-solving: deliberative public engagement. Deliberative engagement methods draws attention to the values behind public problems and promotes mutual understanding, interaction across differences and perspectives, and a constant adjustment and negotiation of needs and wants by citizens. What we know about this type of engagement is that it gives citizens a meaningful voice in governance that builds trust in political and civic institutions as well as trust in their neighbors.
**COURSE OBJECTIVES:**
Students will come away from this course with an appreciation for the interdisciplinary theory about deliberative citizen. Students will survey current problems of civic capacity and explore why civic engagement is important to effective urban governing. After developing a theoretical appreciation for citizen engagement, students will learn how to create, facilitate, and assess effective public-deliberative meetings that help citizens solve wicked problems.

Specifically, students will:
- Learn methods for designing face-to-face and online forums
- How to organize outreach and recruit participants
- Develop strategies for cultivating good talk in forums
- Assess the efficacy of various engagement strategies, designs and their outcomes
- Have a toolbox of effective public facilitation methods.

By the end of the semester, students will have observed phases of a civic engagement initiative and will be able to critique the initiative’s engagement strategies and methods.

**UNIVERSITY OF WASHINGTON POLICIES**

**Academic Civility:** Academic etiquette is required. Students are expected to conduct themselves with honesty and civility. Excessive disruptions such as tardiness, loud private conversations, cell phones, etc., will not be tolerated. The respectful treatment of the contributions of all members is essential. You do not have to agree with each other, or even with me, but dismissive or combative displays of contempt, insults, slurs, or other forums of disrespectful language, verbal harassment, or belligerent behavior are in violation of the general code of student conduct and will not be tolerated. Even if class has not yet started or has just concluded, you must act with civility. According to the code of conduct, UW requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited and may be reported to the Dean of Students and/or campus law enforcement. I reserve the right to withdraw you from the course if this behavior exists.

Given those limits, you are expected to show some courage when it comes to expressing your views, especially if you suspect that they might be unpopular. While you should feel free to say anything that you are prepared to defend with reasoned argument, you ought to accept academic challenges with grace.

**Academic Integrity:** Honesty is a primary responsibility of you and every other UW student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors. If you are caught plagiarizing an assignment, the automatic penalty is a “0” on the assignment and an automatic grade cap of a “B.” Initial instances of academic misconduct can be reported to the University at the professor’s discretion. A second violation will result in an automatic grade of “F” for the course and will be reported to the University Disciplinary and Honor Code Committee as academic integrity violation.

CLASS POLICIES

General Course Expectations:
- Attend each class session, be on time, and stay the entire period.
- Come prepared to discuss each week’s readings or to participate in the skills building section of the course. Your grade will be penalized if you are not prepared for class.
- Leave distracting devices at home. Turn your cellphones to vibrate.
- You are welcome to bring a computing device to take notes, but please use them only for that purpose. If you are distracting other students with your laptop, I will request that you leave it in your bag.

Participation/Attendance: The class, as I envision it, needs your participation. I do my best to encourage you to participate because it makes you an active learner. This means that attendance and participation are both encouraged and required. As stated above, you will not receive points for in-class assignments unless you are in class or otherwise excused by the University. Being sick, a family emergency, a doctor’s appointment, another group project, or a job are not acceptable excuses for missing class. Notification prior to missing class does not constitute an excuse. A note from the doctor’s office does not constitute an excuse, either. I will reserve the right to award attendance points on any day where student attendance is low. Please, do not ask to be allowed to make up missed in-class work or an examination if you do not have a University excused reason for being absent. You will not receive credit.

Visitors: Only you, the enrolled and registered student, are permitted to attend class. Friends, parents and children are not allowed to attend class with you.

Canvas: Please check our course’s Canvas site for various kinds of information usually provided in handouts or other kinds of feedback. It is your responsibility to check Blackboard for any kind of announcements or information pertinent to class and class assignments. If you are having problems submitting an assignment to Canvas or if you need an introduction to using the system, do not call/email/not turn in the assignment.

Email etiquette: As a member of an academic community, you must show appropriate care in your electronic communications with your professor. I attempt to return all emails within 48 hours during the week, 72 during the weekend. Please plan accordingly. If you need to email me, you must include the following items in your email:
- Your full name
- Title of the class and time it meets (ex: PBAF 567, 1230pm) in the subject line
- Specific chapter or assignment you are inquiring about
If you do not include these items in your email I will not respond. If your email does not contain full sentences complete with appropriate punctuation and grammar, I will not respond. Remember, you are held to the academic civility and integrity policies of UW and this course. Your email is an extension of your speech and any harassing or belligerent emails will not be tolerated. My preferred method of contact (outside of office hours) is via email. Phone calls are not likely to be returned.

**Paper submission requirements:** Written assignments must be typed, double spaced with Times New Roman 12-point font. Assignments should include your first and last name as well as the course title and assignment name. The section with your name should not be double-spaced. Absolutely no handwritten assignments will be accepted unless otherwise noted.

**Copyright information:** Copyright 2015 Kara N. Dillard as to this syllabus, all lectures and materials except when expressly noted. During this course students are prohibited from selling exams or notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. Doing so is a violation of the University honor code and violations will be treated as such.

**COURSE EVALUATION**

<table>
<thead>
<tr>
<th>Class participation and preparation</th>
<th>100</th>
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<tr>
<td>Group discussion leader</td>
<td>100</td>
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<td>Initiative identification</td>
<td>100</td>
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<tr>
<td>Engagement observation</td>
<td>200</td>
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<tr>
<td>Practitioner assessment</td>
<td>200</td>
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<td>Recommendations for improvement</td>
<td>200</td>
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<td><strong>TOTAL POINTS AWARDED</strong></td>
<td>900 points</td>
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**Final Grade Policy:** If, at the end of the quarter, you are earning an 89.6% in the class, I will not bump you up to an “A” if (1) you have not completed all assignments for the course, (2) have not completed at least one extra credit assignment [if available], (3) I will check your attendance and participation in the course. Grade bumps are given at the discretion of the professor. If a student fails an examination but completes all assignments and attends class, it is unlikely a grade bump will be given. I do not grade on the curve.

**Explanation of Graded Assignments**

**Class participation and preparation**

Our learning will benefit from strong and robust class discussions, and I want everyone to actively contribute and benefit from our exchanges. My expectations for participation in class discussions will be similar to those in the core MPA management courses at the Evans School. Because this course focuses on community participation, I expect everyone in the course to practice and improve his or her own participation skills over the course of the quarter.

*Weekly participation and session preparation @ 100 points*  
*100 POINTS*
Group discussion leader
Each week a group of 3-4 students will lead the class through a in-depth discussion of the session readings. Groups will engage students with handouts, discussion questions, and exercises that explain and guide peers through the material. Session leaders will be assigned during the first class session.

One group discussion leader session @ 100 points 100 POINTS

Initiative identification
Select a community engagement initiative to study for this course. You can study a UW engagement initiative or an initiative that you know and that will allow you to observe a meeting and interview stake holders. For this assignment, you will gather basic information on your initiative from available sources. For example: What is the purpose? Who is participating? How were they recruited? Who is the convener, coordinator or facilitator? How long has the initiative existed? When is it scheduled to conclude? In a 2-3 page essay, describe the initiative and explain why you are interested in studying it. OPTIONAL: Identify a colleague in the class with whom you would like to collaborate on the written assignment.

One 2-3 page essay @ 100 points 100 POINTS

Engagement observation
Students will observe a series of public meetings or forums convened by the selected community engagement initiative. Using literature from the course and from external research, students will describe and critique the methods of engagement used. More information will be handed out in class.

One 7-10 page essay @ 200 points 200 POINTS

Practitioner assessment
Students will assess the facilitation skills and methods used by those leading the observed public meetings. Students will interview the practitioners involved and describe, evaluate, and assess their strategies. More information will be handed out in class.

One 7-10 page essay @ 200 points 200 POINTS

Recommendation for improvement
This holistic paper will provide an overall assessment of the strategies employed by the chosen initiative or group and then a series of recommendations for future actions to bolster public engagement. More information will be handed out in class.

One 7-10 page essay @ 200 points 200 POINTS

Incomplete grades: Only under extreme circumstances and with instructor approval will students be given an incomplete. If you are failing the course, you need to consult with me as soon as possible or withdraw.
Grading Guidelines for Written Work:

Written assignments must be typed, double spaced with Times New Roman 12-point font. Assignments should include your first and last name as well as the course title and assignment name. The section with your name should not be double spaced. Absolutely no handwritten assignments will be accepted unless otherwise noted.

In order to better understand how I will evaluate and grade your written work, please review the following guidelines.

An “A” paper will contain: Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage but may have minor errors that do not interfere with meaning.

A “B” paper will contain: Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage but may have minor errors that do not interfere with meaning.

A “C” paper will contain: Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity.

A “D” paper will contain: Displays some competence in analytical writing skills, although the writing is flawed in at least one of the following ways: limited analysis or development, weak organization; weak control of sentence structure or language usage, with errors that often result in vagueness or lack of clarity.

An “F” paper will contain: Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.

*This is based on the Graduate Record Examination analytical writing score level descriptions.
TENTATIVE COURSE SCHEDULE

Week 1 October 5, 2015: Current problems of civic capacity

Week 2 October 12, 2015: Why is civic engagement important for effective governing?
Theory readings:
Nabatchi, T. “An introduction to deliberative civic engagement” in Democracy in Motion.
Cramer Walsh, K. “The democratic potential of civic dialogue” in Deliberation, participation, and democracy: Can the people govern?

Skill building readings:
Schwarz, R. “The skilled facilitator approach” in The Skilled Facilitator.
Schwarz, R. “What makes work groups effective” in The Skilled Facilitator.

Week 3 October 19, 2015: Designing effective processes in face-to-face and online spheres
DUE: Initiative Identification essay
Theory readings:
Davies, T., & Chandler, R. “Online deliberation design: Choices, criteria, and evidence” in Democracy in Motion.
Fung, A. “Minipublics: Deliberative designs and their consequences” in Deliberation, participation, and democracy: Can the people govern?
Smith, G., & Wales, C. “Citizen juries and deliberative democracy” Political Studies, 48, 51-65.
Black, L. The promise and problems of online deliberation. Kettering Foundation working paper.
Ramsey, K.S., & Wilson, M.W. “Rethinking the ‘informed’ participant: Precautions and recommendations for the design of online deliberation” in Online deliberation: Design, research, and practice.

Skill building readings:
Schwarz, R. “The facilitator and other facilitative roles” in The Skilled Facilitator.
Schwarz, R. “Understanding the theories that guide our actions” in The Skilled Facilitator.
Schwarz, R. “Ground rules for effective groups” in The Skilled Facilitator.

Optional reading:
Week 4 October 26, 2015 Practicing designing and facilitating public engagement [facilitation training session]
Skill building readings/viewing:
Chapters 7-11 in R. Schwarz, The Skilled Facilitator.
Facilitating Effective Community Dialogues – Creating Community Solutions youtube video (linked on Canvas)
Facilitating public issues: Best practices – ICDD workshop PDF

Week 5 November 2, 2015 Organizing outreach and participation
Theory readings:
Lomax Cook, F., Delli Carpini, M.X., Jacobs, L.R. “Who deliberates? Discursive participation in America” in Deliberation, participation, and democracy: Can the people govern?
Ryfe, D.M., & Stalsburg, B. “The participation and recruitment challenge” in Democracy in Motion.

Week 6 November 9, 2015: Cultivating effective talk in public engagement efforts
DUE: Engagement Observation
Theory readings:
Black, L.W. “How people communicate during deliberative events” in Democracy in Motion.
Siu, A., & Stanisevski, D. “Deliberation in multicultural societies: Addressing inequality, exclusion, and marginalization” in Democracy in Motion.
Mendelberg, T., & Karpowitz, C. “How people deliberate about justice: Groups, gender, and decision rules” in Deliberation, participation, and democracy: Can the people govern?
Rosenberg, S.W. “Types of discourse and the democracy of deliberation” in Deliberation, participation, and democracy: Can the people govern?
Skill building reading:

Week 7 November 16, 2015: Practicing engagement in online platforms
Skill building reading/watching:
How to Participate in a CGA forum slideshow – Kettering Foundation (youtube video)
How to Moderate a CGA forum slideshow – Kettering Foundation youtube video (linked on Canvas)

Week 8 November 23, 2015: Guest lecture – TBA
DUE: Practitioner Assessment
Week 9 November 30, 2015: Assessing designs and outcomes of public engagement efforts; Moving forward in engaging citizens

Theory readings:

Gastil, J., Knoblock, K., & Kelly, M. “Evaluating deliberative public events and projects” in Democracy in Motion.

Collingworth, L., & Reedy, J. “Listening and responding to criticisms of deliberative civic engagement” in Democracy in Motion.

Kinney, B. “Deliberation’s contribution to community capacity building” in Democracy in Motion.

Barrett, G., Wyman, M., & Coelho, V.S.P. “Assessing the policy impacts of deliberative civic engagement: Comparing engagement in the health policy processes of Brazil and Canada” in Democracy in Motion.

Weatherford, M.S., & McDonnell, L.M. “Deliberation with a purpose: Reconnecting communities and schools” in Deliberation, participation, and democracy: Can the people govern?

Week 10: December 7, 2015: Sharing applied research

DUE: In class presentation about your initiative, your observations and recommendations.