Community Planning and Development (4 and 2 Credit Option)
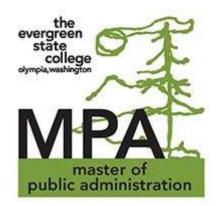
Spring 2020

Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

Faculty	Email	Office Hours
Eric S. Trevan, Ph.D.	trevane@evergreen.edu	By appointment and after class

Time and Location

- Wednesdays
- April 9, 2020-June 3, 2020
- Online/Hybrid

Course Description

Communities are designed not only as geographical location and place, but also a common set of ideas and values. While improving our communities and planning for the future, equity must be built into the overall process of data collection, stakeholder engagement and policy negotiation. This online hybrid class will provide an intersection between the planning practice and community development principals. Using an asset based community development strategy, the learning community will build a framework of the planning profession, understand community issues and apply planning frameworks to current scenarios in our communities. The class will utilize foundational readings, applied planning software and selected cases that transcend local, urban, rural, Tribal and neighborhood communities. Consisting of in-class time, fieldwork and independent study, teams will focus on building a planning process to help assist identification and celebration of assets in the community.

Course Objectives

1. Demonstrate KSA's related to Community Development and Planning
2. Synthesize praxis of Community Development theory and practice
3. Understand applied principals of planning and techniques related to positive social change and equity
4. Experience professional techniques in public participation, policy scenarios and planning techniques.
5. Utilize planning tools/software and apply to specific scenarios
6. Understand the multiple stakeholders and political landscape associated with community development
7. Learn about national planning trends and how they translate to local community efforts

Technology

- Internet capabilities and access are required
- Zoom Meetings

Books/Readings/Software

Books will be ordered at the bookstore. If you need to obtain the books earlier than provided at the bookstore, its good idea to order the books online in order to get them earlier and access lower prices/ rentals, etc. Due to the small size of the class, a limited number of books should be available in the bookstore. Additional readings or handouts will be posted on Canvas in February or handed out in class.

Books

- Phillips, R., Trevan, E., Kraeger, P. (Eds.) (2019) *The Research Handbook on Community Development,* Edward Elgar Publishing, Ltd. (UK) – ***WE WILL SCAN ARTICLES AND SAVE ON CANVAS***
    - Weaving Reflection, Action, and Knowledge Creation: Lived Experience as a Catalyst into the Cycle of Praxis for Community Development
    - Asset-Based Community Development (ABCD): Core Principles
    - Downtown revitalization, livability and quality of life in Tucson, Arizona
    - Community Innovation and Small Liberal Arts Colleges: Lessons Learned from Local Partnerships and Sustainable Community Development
- Phillips, R., & Pittman, R. (2008). *An introduction to community development*. Routledge- ***WE WILL SCAN ARTICLES AND SAVE ON CANVAS***
    - Seven Theories for Seven Community Developers
- Zaferatos, N. C. (2015). *Planning the American Indian reservation: From theory to empowerment*. Syracuse University Press. ***WE WILL SCAN ARTICLES AND SAVE ON CANVAS***
    - The Tribal Cultural Community

Articles (posted on canvas - additional articles may be included until class)

- Dahlstrom, T. R., & Talmage, C. A. (2018). Entrepreneurial skills for sustainable small business: An exploratory study of SCORE, with comparison. *Community Development*, *49*(4), 450-468.
- Talmage, C. A., & Gassert, T. A. (2020). Unsettling Entrepreneurship by Teaching Dark Side Theories. *Entrepreneurship Education and Pedagogy*, 2515127420910415.

Software

- aLocal Planning Software
    - 6 Month Student Edition aLocalDevelopment.com
    - help@aLocalSolutions.com

Assignments

Assignment #1: Comprehensive Plan Overview
Due: April 8
Description: The purpose of the this assignment is to develop familiarity of planning documents, outcomes of the planning process and comparing different outcomes of the planning process. Please review two (2) Comprehensive Plans-one from the City of Olympia **http://olympiawa.gov/city-government/codes-plans-and-standards/olympia-comprehensive-plan.aspx** and select another city with a comprehensive plan. Write a 6-page paper comparing the overall plans, the focus of the plans and commonalities. Please follow the page count/topic outline.
- Cover Page (not included in page count)
- Executive Summary   1 Page
- Comparing Comprehensive Plans   2 Page
- Focus of the Plans   2 Page
- Summary   1 Page
- References (not included in page count)

Assignment #2: Community Development Organization Overview
Due: April 15, 2020
Description: Please identify an organization that identifies themselves as a Community Development Organization. This can include governmental units/divisions, non-profit organizations and Tribal governments. Please take this week to "interview" and meet with a key individual (Director, Program Manager, Elected Official Executive Director, C-Level or similar employee). Provide a briefing addressing the following points in a 5-page document (use the topics as headings for the briefing:
- Title Page (not included in page count)
- Vision, Mission and Goals of Community Development organization   1 page
- Leadership/Organizational Structure   1 page
- Funding   1 page
- Programs/Projects   1 page
- Summary   1 page
- References (not included in page count)

Assignment #3:   Build Policy Scenarios

Due: May 6, 2020
Description: In class, we will receive a demonstration how to use software to explore real policy scenarios and how the action affects housing outcomes. The results of the workshop will include presentations by each of the students (via zoom) by presenting a PowerPoint presentation using screen shots with the software (aLocal). Each PowerPoint will include the following information:

- Title Page   1 page
- Summary of the Policy   1 page
- Current Demographics of the Community   1 page
- Specific Policy Scenario   1 page
- Results   1 page
- Summary   1 page

This assignment will be complete in class during the zoom meeting and submitted via canvas.

Assignment #4: Entrepreneurship and Community Development-Planning for Innovation

Due: May 13, 2020
Description: Please provide a 2-page reflection paper on how to plan for Innovation and improve the community. This is a brainstorming exercise based on the online video.

Assignment #5 Final Presentation

Due: June 3, 2020
Description: Each individual will provide a presentation to the class focused on a community focused program/event/policy/advocacy effort and how it connects with planning and community development and how it impacts housing or economic policy. The presentations will be 10 minutes each with a 5-minute question/answer period. The presentation will provide an overview of the community focus, stakeholders involved with implementing the effort, political implications and final outcomes of the community focus. No paper is required for the presentation in order to focus on a well-prepared, professional presentation. Below is a suggested outline to use for the presentation:

- Overview
- Specific components of the community focus
- Information representing the community organization
- Stakeholders involved
- Political implications
- Policy Impacts
- Final outcomes/impacts
- Summary and Future Recommendations

Assignment #6 Faculty Evaluations

Due: June 7, 2020
Description: All Students must complete Faculty Evaluations and Self Evaluations for full credit.

Schedule (subject to change at the discretion of Faculty)

Week 1   4/1 NO CLASS   4 and 2 Credit Options

- No Class-Per TESC Policy Change-Spring 2020 Quarter Starts 4/2/2020

Week 2   4/8 (Online)   4 and 2 Credit Options

- No Class
- Olympia Planning Commission Video
- Community Development Foundation Presentation (Authors of Research Handbook of Community Development)
- Readings/Assignments
  - Watch Video http://olympia.granicus.com/MediaPlayer.php?view_id=2&clip_id=2143
  - Comprehensive Plans (City of Olympia and other community-student choice)
  - Assignment #1: Comprehensive Plan Overview Due 4/8
  - Introduction-Research Handbook on Community Development (see canvas)

Week 3   4/15 (Hybrid-Zoom Meeting)   4 and 2 Credit Options

- Planning and Community Development
- Speaker-Planning Director
- Readings/Assignments
  - Assignment #2 Community Development Organization Overview Due 4/15
  - Weaving Reflection, Action, and Knowledge Creation: Lived Experience as a Catalyst into the Cycle of Praxis for Community Development (see canvas)
  - Seven Theories for Seven Community Developers (see canvas)

Week 4   4/22 (Hybrid-Zoom Meeting)   4 and 2 Credit Options

- Tribal Planning
- Speaker-Tribal Planning and Community Development
- Readings/Assignments
  - The Tribal Cultural Community (see canvas)

Week 5   4/29 (Online)   4 and 2 Credit Options

- No Class
- Entrepreneurship and Community Development (Meeting)
- Readings/Assignments
  - Watch Video
  - Community Innovation and Small Liberal Arts Colleges: Lessons Learned from Local Partnerships and Sustainable Community Development (see canvas)
  - Dahlstrom, T. R., & Talmage, C. A. (2018). Entrepreneurial skills for sustainable small business: An exploratory study of SCORE, with comparison. *Community Development*, *49*(4), 450-468. (see canvas)
  - Talmage, C. A., & Gassert, T. A. (2020). Unsettling Entrepreneurship by Teaching Dark Side Theories. *Entrepreneurship Education and Pedagogy*, 2515127420910415. (see canvas)

Week 6   5/6 (Hybrid/Zoom Meeting)   4 and 2 Credit Options

- Planning and Community Development Solutions
- Readings/Assignments
  - Assignment #3: Build Policy Scenarios Due 5/6 Complete During Hybrid/Zoom Meeting
  - Downtown revitalization, livability and quality of life in Tucson, Arizona (see canvas)

Week 7   5/13 (Online)   4 Credit Option ONLY

- No Class
- American Planning Association and Impacts on Community
- Readings/Assignments
  - Watch Video (see canvas)
  - Assignment #4: Entrepreneurship and Community Development-Planning for Innovation Due 5/13
  - Asset-Based Community Development (ABCD): Core Principles (see canvas)

Week 8   5/20-(Online)   4 Credit Option ONLY

- Community Values and Community Development
- Reading/Assignments
  - None
  - Watch Video Community Development Foundation Presentations (see canvas)

Week 9   5/27--(Hybrid/Zoom Meeting)   4 Credit Option ONLY

- Applied Planning and Community Development
- Speaker Panel-Planning and Community Development
- Workshop
- Reading/Assignment
  - None

Week 10   6/3-(Hybrid/Zoom Meeting)   4 Credit Option ONLY

- Presentations
- Reading/Assignments
  - Assignment #5: Final Presentation
  - Assignment #6: Faculty Evaluation

Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College's Title IX Coordinator in certain situations to ensure a student's safety and care is being addressed. Although we have to notify the Title XI Coordinator, it is up to you to control how your case in handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking <u>confidential</u> support, please contact the following <u>confidential</u> resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, <u>jonese@evergreen.edu</u>)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue.

All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the <u>social contract</u>: WAC 174-121-01.

We abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

We abide by the non-discrimination policies and procedures at TESC.

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).
2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email **inocenc@evergreen.edu;** https://www.evergreen.edu/policy/studentswithdisabilities).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

Multiculturalism & Diversity

Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community, students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

Students will need the ability to access zoom and actively participate with this online meeting platform.

Reasonable Accommodations

Are provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's <u>Students with Disabilities Policy</u>.

Permission to Record Lecture, Workshop and Other Similar Discussions

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations** (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

Guest Policy

Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather

In the event of bad weather or emergencies, students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them. We recommend, if you've not already done so, that you sign up for the automatic alert system. More, here: https://evergreen.edu/emergencyresponse

Communicating

Email and Canvas are our primary and official means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Submissions Format

Unless otherwise stated, all papers should be typed, double-spaced, 12-point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation & Attendance

Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and talking to the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After recurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments

Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit

Students will receive two (2) or four (4) graduate credits (depending on enrollment) if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see MPA Handbook for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

Evaluations

Faculty evaluations and Student self-evaluations are required for credit– posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter for credit– posted to your my.evergreen.edu portal.