

PLAN 6020:
Methods of Community Engagement and Research

Instructor: Barbara Brown Wilson, PhD
Tu/Th 11am-12:15pm
Campbell Hall, Rm 302A

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Course Description

This course explores the ethics and methods beyond the conventional town-hall meeting format available for practitioners hoping to work in/with communities. You will be exposed to a range of research and engagement methods appropriate for use in community partnerships, including more traditional methods of qualitative research such as focus groups, interviews, charrettes, participatory action research, as well as strategies like asset mapping, visual preference surveys, games, and participatory budgeting. Group projects will allow students to apply qualitative research and engagement techniques while contributing to a local planning question.

Learning Objectives

- Develop competency in a range of qualitative research and engagement methods
- Understand how these research methods can be made relevant to community-engaged planning processes
- Become more empathetic professionals
- Learn how to develop constructive community-based partnerships

Course Requirements

This course will be conducted in a combination seminar-workshop format. We will focus on learning by doing, devoting a good portion of most weeks to workshop the application of these tools in practice. Students will complete a series of smaller assignments (40% total) as we learn about each approach; participate fully in class (20%); and conduct community-engaged research that contributes to the understanding of a local planning question (40%). Attendance is expected and more than one absence will impact your participation grade.

Readings will be drawn from a variety of sources and made available on Collab.

Key Dates

IRB Training Complete	Jan 21 st
Draft Scope of Work Due	Feb 4 th
Signed MOU w/ Partner	Feb 11 th
Data Collection Due	March 26 th
Draft Report/Presentation Due	April 14 th
Final Presentations/Project Due	TBD

Technology Policy: The use of electronic devices can really affect our classroom dynamic and hinder our learning. In this class, use of electronic devices—laptops, tablets, and iphones—will not be permitted unless explicitly requested by the instructor on specific days when they are needed for in-class work. Otherwise, such devices should not be in use during class time.

Recording devices are exempt from this policy. Please see the following links:

<http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html> and <https://www.washingtonpost.com/posteverything/wp/2014/12/30/this-year-im-resolving-to-ban-laptops-from-my-classroom/>.

Accessibility: This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Violence Prevention: I am committed to reducing incidents of violence, harassment, bias, and hazing at UVA and in the broader community. I also believe that every person can play a part in reducing these incidents. If you are interested in becoming a more active bystander, there is training available through the Green Dot program and other organized prevention efforts underway at UVA.

Grade Descriptions

- 'A' Excellent work: Work reflects outstanding achievement in both content and execution. Work must far surpass the given requirements.
- 'B' Good work: Work reflects high achievement in both content and execution, and must excel beyond the given requirements.
- 'C' Adequate work: Work fulfills the given requirements.
- 'D' Poor work: Work is less than satisfactory and does not fulfill requirements.
- 'F' Inadequate work: Work fulfills few, if any, of the requirements.
- 'IN' Incomplete work: Grade is only available due to health reasons or other emergency situations.

(See SARC Extension/Incomplete Policy below)

Class Attendance

Regular attendance in classes is a vital part of the educational process and is expected throughout the semester. At the University of Virginia, students are expected to accept the responsibility of attending classes regularly and promptly.

Unexcused absences will seriously hinder achievement in the class. A student who is making no real progress in class, or whose behavior is detracting from the class, may be excluded from the course by the instructor with a grade of W or F. Students have five calendar days following written notification of this exclusion in which to appeal to the Chair of the department or program offering the class. The appeal may then, at the student's request, be considered by the Associate Dean for Academics of the School. Until the final disposition of the appeal, the student is considered enrolled in the class and may continue to attend classes with the approval of the instructor and the Associate Dean for Academics.

Students may not attend classes in which they are not enrolled, nor may they bring guests to classes in which they are enrolled, without the permission of the instructor. Students must be enrolled in the class by the School of Architecture's add deadline; students cancelled who miss this deadline must wait until the following term to return.

Instructors may refer to the Associate Dean of Academics any student whose attendance record they consider unsatisfactory. The dean's office, upon request from a faculty member, may disenroll a student with a grade of W. Once the class withdrawal deadline passes, the instructor may ask that the student be removed from the class and a grade of F will be assigned.

Neither the Department of Student Health nor the School of Architecture Dean's office issues excuses for class absence or for missed assignments. Only the instructor, not the Association Dean for Academics, can determine if the student can make up missed work. Note: The instructor may drop a student from their class who is not in attendance on the first day of the semester.

Excused Absences: Absences traditionally excused are the following: hospitalization, serious illness, death in the family, important religious holidays (click [here](#) for Provost's policy), and authorized University activities (field trips, University-sponsored athletic events). Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.

Assignment Deadlines: All assignment deadlines listed in the syllabus and/or in course handouts are final.

Extensions: Individual requests for extensions due to medical emergencies or family circumstances are to be discussed with the instructor. The utmost discretion protecting your privacy will be assured. The final decision for any extension requests and post-review schedule to complete work for grading purposes will be made by the instructor.

Extensions for Medical Reasons

Concerning medical circumstances/emergencies, safely attending to the medical circumstance/emergency is the first and foremost priority. A request for a deadline extension due to a medical emergency should be submitted only after the emergency has been safely and properly addressed. A request for a deadline extension due to a medical reason should be submitted in writing by the student to the instructor. The deadline extension request must include an official note from a physician and a schedule specifying the completion date of the assignment.

Extensions for Family Circumstances

A request for a deadline extension due to a family circumstance should be submitted in writing to the instructor. The deadline extension request must include a note signed by the student explaining the reason for the extension request and a schedule specifying the completion date of the assignment.

SARC End-of-Semester Extension of Time (“Incomplete”): A grade of “Incomplete” (IN) is to be granted only in cases due to medical emergencies and circumstances or family situations that necessitate additional time to complete course work. A request for an extension is to be submitted to the **Student Services Office** (CAM 201) prior to the last day of class using the “Extension of Time” form approved by the Associate Dean of Academics. An ‘IN’ is not considered a valid default final grade and will convert to a grade of ‘F’ five days after the end of the examination period unless an “Extension of Time” form is submitted by the course professor with the approval of the Associate Dean for Academics. Documentation supporting the medical excuse is to be provided by a doctor or healthcare provider with the “Extension of Time” form. Additionally, a workplan outlining the scope and extended deadline for completion of coursework is due to the Associate Dean of Academics at the time of the form submittal. An approved grade of ‘IN’ will convert automatically to a grade of ‘F’ four weeks after the end of the examination period, unless the professor submits a final grade based on the work completed under the extension or a workplan identifying a specific date for completion of course work. Instructors are not authorized to extend the time for completion of course work without the approval of the Associate Dean of Academics. “Extension of Time” forms for extension approval are available in the Student Services Office, 201 Campbell Hall

Honor: By enrolling in this course, you have agreed to abide by and uphold the Honor System of the University of Virginia. For more information, go to: <http://www.virginia.edu/honor/>

Personal Statement from Professor: I am here to help. If you find yourself broke, hungry, facing discrimination, depression, grief, chronic pain of any sort, or any problems that you need help with, please let me know. I know lots of campus resources, often have snacks in my office, and like to help other people. Also, if you’d like to provide me with anonymous feedback at any point in the semester, I’ve set up a feature for you to do that safely on our Collab site.

Date	Topics
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Jan 14 Introduction to the Class

Readings:

Vu Le, "Are you or your org guilty of Trickle-Down Community Engagement?" Nonprofit with Balls, January 20, 2015 & Le, "Why communities of color are getting frustrated with Collective Impact," Nonprofit with Balls, November 29, 2015

Jan 16 Class Project Background

Readings: Wendler, Rachael. "Human Subjects Protection: A Source for Ethical Service-Learning Practice." *Michigan Journal of Community Service Learning*. p. 29-39.

Berg, Bruce. 2012. "Chapter 2: Designing Qualitative Research," in *Qualitative Research Methods for the Social Sciences*, 7th edition. Boston: Allyn & Bacon, pp. 21-56.

Jan 21 Ethics of Community-Engaged Research

Assignment: Bring in Printed IRB Training Certificate

Methods: Ethics, Research Design

Readings:

Christian, C.G. (2005) 'Ethics and politics in qualitative research', in N. Denzin and Y.S. Lincoln (eds), *The SAGE Handbook of Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage, pp. 139-64.

Freire, Paulo. "Chapter 1," *Pedagogy of the Oppressed*. New York: Continuum, 2007.

Jan 23 From Action Science to Activist Research

Assignment: Sign up for group online

Methods: Action Science, Community-Engaged Research, Activist Research

Readings:

Putnam, Robert W. "Transforming Social Practice: An Action Science Perspective." *Management Learning* 30, no. 2 (June 1, 1999): 177-87. doi:10.1177/1350507699302005.

Hale, Charles R. "Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology," *Cultural Anthropology*, Vol. 21, Issue 1

Laura Pulido, Chapter 13: FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist in *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, University of California Press, 2007: ebook link: <https://search.lib.virginia.edu/catalog/u6200531>

Jan 28 Doing Your Homework (aka Working w Existing Data)

Methods: Census Data, Archival Research

Readings:

Macdonald, Heather. (2006) The American Community Survey: Warmer (More Current), but Fuzzier (Less Precise) than the Decennial Census, *Journal of the American Planning Association*, 72:4, 491-503

Vale, Lawrence. "Housing Chicago: Cabrini-Green to Parkside of Old Town," *Places Journal*, February 2012. Accessed 23 Aug 2017.

J. H. Masterson, et al., "Assessing Social Vulnerability" in *Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters*, 2014 Jaimie Hicks Masterson, Walter Gillis Peacock, Shannon S. Van Zandt, Himanshu Grover, Lori Feild Schwarz, and John T. Cooper Jr., 97-122

Jan 30 The Case for Local Knowledge and Intergenerational Structural Context

Guest: Alissa Diamond

Methods: Oral Histories, Storytelling

Reading:

Thomas, June Manning. 2004. "Neighborhood Planning: Uses of Oral History," *Journal of Planning, History*, Vol 3, Issue 1, pp. 50 - 70

Sharpe, Christina Elizabeth. *In the Wake: On Blackness and Being*. Durham: Duke University Press, 2016. "Chapter One: In the Wake" pp 1-22.

Feb 4 Embracing Positionality

Assignment: Draft Scope of Work for Partner

Methods: Participatory Action Research, Participant Observation

Reading:

Kemmis, Stephen and Robin McTaggart. 2005. "Participatory Action Research" in *The Handbook of Qualitative Research*, edited by N. a. L. Denzin, E. London: Sage Publications.

Angrosino, Michael. 2005. "Recontextualizing Observation," in *The Handbook of Qualitative Research*, edited by N. a. L. Denzin, E. London: Sage Publications.

Drew, E. M. (2012), "Listening Through White Ears": Cross-Racial Dialogues as A Strategy to Address The Racial Effects Of Gentrification. *Journal of Urban Affairs*, 34: 99–115.

Feb 6 Observation Workshop

Methods: Participant Observation, Ethnography

Reading:

Annette Kim, "The Mixed-Use Sidewalk: *Vending and Property Rights in Public Space*" (pp. 225-238) in *Journal of American Planning Association*

Watson, Annette and Karen E. Till, "Ethnography and Participant Observation," *The SAGE Handbook of Qualitative Geography*, Eds: Dydia DeLyser, Steve Herbert, Stuart Aitken, Mike Crang & Linda McDowell (Sage Publications: 2010), pp. 121-137 (ebook)

Feb 11 Who Gets to Ask the Questions?

Assignment: Sign MOU w/ Partner

Methods: Interviewing

Reading:

Smith, L. T. 1999. "Chapter 9: Responding to the Imperatives of an Indigenous Agenda: A Case Study of Maori," *Decolonizing Methodologies: Research and Indigenous People*. Dunedin, New Zealand: University of Otago Press.

Andrea Roberts & Grace Kelly (2019) Remixing as Praxis, *Journal of the American Planning Association*, 85:3, 301-320, DOI: [10.1080/01944363.2019.1622439](https://doi.org/10.1080/01944363.2019.1622439)

Feb 13 Question Formulation Workshop

Methods: Interviewing

Reading:

Fontana and Frey. 2005. "The Interview: From Neutral Stance to Political Involvement," in *The Handbook of Qualitative Research*, edited by N. a. L. Denzin, E. London: Sage Publications.

Galletta, Anne. 2013. "The Semi-Structured Interview as a Repertoire of Possibilities," *Mastering the Semi-Structured Interview and Beyond*

Feb 18 Talking with Groups

Methods: Focus Groups

Reading:

Silverman and Patterson. 2015. "Focus Groups," in *Qualitative Research Methods for Community Development*, Routledge

Fernando J. Bosco & Thomas Herman, "Focus Groups as Collaborative Research Performances," *The SAGE Handbook of Qualitative Geography*, Eds: Dydia DeLyser, Steve Herbert, Stuart Aitken, Mike Crang & Linda McDowell (Sage Publications: 2010), pp. 193-207 (ebook)

Feb 20 Case Study and Content Analysis

Methods: Case Study Analysis, Studying Discourse, Studying Content

Reading:

Stake, Robert. 2005. "Qualitative Case Studies," in *The Handbook of Qualitative Research*, edited by N. a. L. Denzin, E. London: Sage Publications.

Berg, Bruce. 2012. "Chapter 10: An Introduction to Content Analysis" in *Qualitative Research Methods for the Social Sciences*, 7th edition. Boston: Allyn & Bacon.

Feb 25 Learning Collectively

Methods: Workshops, Charettes, Community Processes

Reading:

Sanoff, Henry. 2000. Excerpts from "Chapter 2: Participation Methods," in *Community Participation Methods in Design and Planning*, (pp. 37-104)

Paper Monuments, Final Report: https://issuu.com/colloqate/docs/pm_final_report

Feb 27 Counter Mapping

Amalia Campos-Delgado (2018) Counter-mapping migration: irregular migrants' stories through cognitive mapping, *Mobilities*, 13:4, 488-504, DOI: [10.1080/17450101.2017.1421022](https://doi.org/10.1080/17450101.2017.1421022)

Sletto, Bjorn. 2005. "We Drew What We Imagined" Participatory Mapping, Performance, and the Arts of Landscape Making," *Current Anthropology* Volume 50, Number 4, 2009

March 3 Community Asset Mapping

Methods: Participatory Asset Mapping,

Readings:

Lightfoot, Elizabeth & Simmelink McCleary, Jennifer & Lum, Terry Y. (2014). Asset Mapping as a Research Tool for Community-Based Participatory Research in Social Work. *Social Work Research*. 38. 59-64. 10.1093/swr/svu001.

Maharawal, Manissa M. & Erin McElroy (2018) The Anti-Eviction Mapping Project: Counter Mapping and Oral History toward Bay Area Housing Justice, *Annals of the American Association of Geographers*, 108:2, 380-389, DOI: [10.1080/24694452.2017.1365583](https://doi.org/10.1080/24694452.2017.1365583)

March 5 Walking as Mapping

Guest: Garnette Cadogan

Readings:

Smith, Zadie, 2017. "Under the Banner of New York,"

<https://www.nybooks.com/daily/2017/11/04/under-the-banner-of-new-york/>

Als, Hinton, 2018, "Revealing and Obscuring Myself on the Streets of New York,"

<https://www.newyorker.com/culture/personal-history/revealing-and-obscuring-myself-on-the-streets-of-new-york>

Alissa Walker, 2017, "Mansplaining the city,"

<https://www.curbed.com/2017/8/16/16151000/mansplain-gentrification-define-richard-florida-saskia-sassen>

Aminatta Forna, 2018. "Power Walking," <https://lithub.com/power-walking/>

Paulas, Rick. 2019, "Walk this Way," <https://www.curbed.com/2019/10/23/20927464/walking-tours-history>

Rotella, Carlo. 2019. "The Unexpected Power of Your Old Neighborhood,"

<https://www.newyorker.com/culture/culture-desk/the-unexpected-power-of-your-old-neighborhood>

Ulin, David. 2018, "Synonymous with sun, Los Angeles needs more shade,"

<https://www.latimes.com/opinion/op-ed/la-oe-ulin-tree-cover-20180830-story.html>

Also, watch this trailer:

<https://www.youtube.com/watch?v=-Xe4MT4YP8s>

SPRINGBREAK

March 17 Stakeholder Analysis

Methods: Power Mapping, Stakeholder Analysis

Readings:

Mayers, James. 2005. "Stakeholder Power Analysis," International Institute for Environment and Development

Noy, Darren. "Power Mapping: Enhancing Sociological Knowledge by Developing Generalizable Analytical Public Tools," Am Soc (2008) 39:3–18

See also: [Organizing for Power](#)

March 19 Photovoice Workshop

Methods: Photovoice

Reading:

Burke, et al. "A Critical Geographic Approach to Youth Civic Engagement: Reframing Educational Opportunity Zones and the Use of Public Spaces," *Urban Education* 2016, Vol. 51(2) 143–169

Bell, "Bridging Activism and the Academy: Exposing Environmental Injustices Through the Feminist Ethnographic Method of Photovoice," *Human Ecology Review*, Volume 21, Number 1, 2015

March 24 Participatory Governance

Methods: Participatory Budgeting

Reading:

The Movement for Black Lives, Community Control: <https://policy.m4bl.org/community-control/>

Public Agenda. (2016) "Public Spending, By the People: Participatory Budgeting in the United States and Canada in 2014-15" accessed at: <https://policy.m4bl.org/community-control/>

Ganuza, et al. "The Struggle for a Voice: Tensions between Associations and Citizens in Participatory Budgeting," *International Journal of Urban and Regional Research*, Volume 38.6 November 2014 2274–91

March 26 No Class

Assignment: Data Collection Due

March 31 Games

Readings:

Methods: Human Centered Design, Participatory Games

Readings:

Gordon & Baldwin-Philippi, "Playful Civic Learning: Enabling Reflection and Lateral Trust in Game-based Public Participation," *International Journal of Communication* 8 (2014), 759–786

Interview w Christine Gaspar, <http://designfeaster.blogspot.com/2019/02/interview-christine-gaspar.html>

April 2 Citizen Science

Guest: [Chris Gist](#), UVA Scholars Lab

Methods: Balloon Mapping, Remote Sensing

Readings:

Cohn, Jeffrey. 2008. "Citizen Science: Can Volunteers Do Real Research?" in *BioScience* 58(3):192-197.

Hendrix, et al. "The development of a participatory assessment technique for infrastructure: Neighborhood-level monitoring towards sustainable infrastructure systems." *Sustainable cities and society*, 2018, ISSN: 2210-6715, Vol: 38, Page: 265-274

April 7 Urban Prototyping

Methods: Design/Build, Tactical Urbanism

Readings:

Hou and Rios, "Community-Driven Place Making: The Social Practice of Participatory Design in the Making of Union Point Park, *Journal of Architectural Education*, 2003.

Hurley, "DIY urban planning is happening all over the country. Is it only for white people?" *The Washington Post*, October 2016.

April 9 Movement Workshop

Guest: Katie Schetlick

Methods: City Scoring

Readings:

Hirsch, Alison. "Scoring the Participatory City Lawrence (& Anna) Halprin's Take Part Process," *Journal of Architectural Education*, pp. 127–140

Hester, Randolph. "Scoring Collective Creativity and Legitimizing Participatory Design," *Landscape Journal: design, planning, and management of the land*, Volume 31, Numbers 1-2, 2012, pp. 135-143

April 14 Group Project Online Peer Review

Assignment: Draft Report Due to Collab

April 16 Field trip to Southwood

FIELD TRIP: Carpool over to Southwood to learn about Habitat for Humanity's resident-driven redevelopment process (we will leave at 11am from school and be back by 12:15pm)

Methods: Appreciative Inquiry

Reading:

TBD

April 21 Theater of the Oppressed

Guest: Cortney Mceniry

Methods: TotO

Reading:

TBD

April 23 Processing Collective Trauma

Methods: Body-Map Storytelling

Reading:

Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. 2012. Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping.

Recommended: http://www.aidsalliance.org/assets/000/000/370/229-Tools-together-now_original.pdf?1405520036

April 28 Prep for Presentations & Final Reflections

TBD Final Presentation to Community Partners