

Community Leadership and Change

PPPM 410, Fall 2002

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Office: 128 Hendricks
Office Hours: Wednesday 10: 30 – noon
By appointment
Class Logistics: Tuesday/Thursday
Lecture: 12:00 – 1:20, Room #151 Education
Class Web Page: www.uoregon.edu/~schlossb/pppm325/
www.uoregon.edu/~schlossb/planning/ (consider making this your home page)

There will be an office hour sign up sheet on office door – please sign up in advance

Purpose of the course and Course Description

The purpose of this course is to explore sustainable change at the community level through examining various systems and local institutions: transportation, social, environment, housing, and economic. The course is not designed to give you the answer on how to achieve sustainable community change, but rather to expose you to a variety of elements and viewpoints about it. As future planners, 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. This class will hopefully enlarge your conception about what community is and how change is pursued, as well as push you to look inward, challenge your assumptions and stereotypes about the world, and 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.

Student Assessment

Thought papers	20%
Current event paper	10%
Midterm exam	25%
Pop quizzes on readings	20%
Take home final exam	25%

Thought papers are designed to force you to articulate your understanding of certain concepts or issues. They are to be handed in at the end of class on the assigned days 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. These papers will be used for in-class discussions so it is important to put a lot of thought and effort into them. Other students will likely be reading your work as well, so attention to good writing style is

important. If you need help in improving your writing, please talk to the folks at Academic Learning Services (541) 346-3226. Grading will be either credit or no credit.

The Current Event Paper is designed for you to relate class and reading material to current events.

Pop quizzes will be given without prior notification and will relate to assigned readings. The format may include multiple choice questions as well as short essay questions.

The Midterm Exam will be a combination of multiple choice, short answer, and essay questions and will relate to the readings and in-class discussions.

The Take Home Final Exam is exactly that and will be due by the end of the official final exam session. The format of the exam will be essay oriented and may include 1) an opportunity for you to relate a fictional scenario to material that has been covered during the quarter and/or 2) an opportunity to synthesize and integrate discussions and readings from the term.

⚠ Class attendance is not mandatory, but there are random pop quizzes and if you miss a quiz due to missing class, 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 two 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.
- You will inevitably guess as to the days that quizzes will be given, which leads to an interesting psychological game. You can avoid this game by doing the readings for all of the classes and not just the ones for the classes you think will have quizzes. 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.

Readings

Green, G. P. and A. Haines (2002). Asset building & community development. Thousand Oaks, Calif., Sage Publications.

Additional readings (listed below) have been placed on electronic reserves - go to http://libweb.uoregon.edu/acs_svc/reserve-index.html. A hard copy of these readings will be available at the reserve desk at the Knight library. A limited number of copies will be available for purchase at the University book store.

E-Reserves Reading List

1	Walljasper, Jay (1997). When Activists Win: The Renaissance of Dudley St. <u>The Nation</u> . March 3, 1997.
2	Hesselbein, F. (1998). <u>The Community of the future</u> , Jossey-Bass. P. 108-114.
3	McKnight, John L. (1987). Regenerating Community. <u>Social Policy</u> . 17(3), p. 54-48.
4	Lee, Charles (1993). From Los Angeles, East St; Louis and Matamoros: Developing Working Definitions of Urban Environmental Justice. <u>Race, Poverty, and the Environment</u> , Winter/Spring 1993, p. 3-5, 23.
5	Aigner, Stephen M., Cornelia B. Flora, and Juan M. Hernandez (2001). The

	Premise and Promise of Citizenship and Civil Society for Renewing Democracies and Empowering Sustainable Communities. <i>Social Policy</i> , 17(3),p. 493-507.
6	Marshall, A. (2000). <i>How cities work : suburbs, sprawl, and the roads not taken</i> , University of Texas Press. Chapter 6.
7	Hesselbein, F. (1998). <i>The Community of the future</i> , Jossey-Bass. P. 5-6.
14	Gillham, Oliver (2002). <i>The Limitless City: A Primer on the Urban Sprawl Debate</i> . Island Press: Washington D.C. Chapter 1.
15	Morse, Suzanne, "Five Building Blocks for Successful Communities". In Hesselbein, F. (1998). <i>The Community of the future</i> , Jossey-Bass. Chapter 21.
16	Marshall, A. (2000). <i>How cities work : suburbs, sprawl, and the roads not taken</i> , University of Texas Press. Conclusion.
18	Marti-Costa, S. & Serano-Garcia, I. (1995). Needs assessment and community development: An ideological perspective. In Rothman, J., J. Erlich, et al. (1995). <i>Strategies of community intervention : macro practice</i> . Itasca, Ill., F.E. Peacock. Chapter 14.
19	Fishman, Robert. "Urban Utopias" Ebenezer Howard and Le Corbusier" in Campbell, S. and S. S. Fainstein (1996). <i>Readings in planning theory</i> , Blackwell Publishers.

Course Schedule

October 1: Introduction

Assignment – Write a 2 page paper: “describe your ideal community?” – due October 8.

October 3: Understanding basic concepts - community, development, sustainability, neighborhood

Readings: Green Chapter 1& 2, ER #2

October 8: Understanding an ideal community – **Class Cancelled: Undergraduate PPPM orientation**

Readings: ER #19

October 10: Community development – who does it?

Readings: Green Chapter 4, ER #7

East St. Louis Action Research Project

Read “Overview” & Sections 1-6, on-line: <http://www.eslarp.uiuc.edu/overview/>

October 15: Community development – who does it?

Readings: look over Friends of Eugene web site: <http://friends.designcommunity.com/friends.html>

Guest Speakers:

Kevin Mathews, Friends of Eugene

October 17: Dudley Street Neighborhood Initiative

Readings: ER - #1

Assignment - Write up to 3 pages reflecting on the video “Holding Ground” as well as the Walljasper article. – due October 22.

Questions to consider:

- *What were the key components in the community development process?*
- *What was interesting, what was inspiring, and what was troubling?*
- *Was there anything about the community development process that you would have changed?*

10	Richard, A. (1990). <i>How cities work: a study of the city and the city's life</i> . New York: Basic Books.
9	Richard, A. (1990). <i>How cities work: a study of the city and the city's life</i> . New York: Basic Books.
8	Richard, A. (1990). <i>How cities work: a study of the city and the city's life</i> . New York: Basic Books.
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Course Schedule

- October 1: Introduction
- October 2: "The City as a Social Form" - see October 8
- October 3: The city as a social form - community, development, sustainability, neighborhood
- October 4: Neighborhood - community, development, sustainability, neighborhood
- October 5: Understanding the city community - class discussion - see October 10
- October 6: Community development - who does it?
- October 7: Community development - who does it?
- October 8: Community development - who does it?
- October 9: Community development - who does it?
- October 10: Community development - who does it?
- October 11: Community development - who does it?
- October 12: Community development - who does it?
- October 13: Community development - who does it?
- October 14: Community development - who does it?
- October 15: Community development - who does it?
- October 16: Community development - who does it?
- October 17: Community development - who does it?
- October 18: Community development - who does it?
- October 19: Community development - who does it?
- October 20: Community development - who does it?
- October 21: Community development - who does it?
- October 22: Community development - who does it?
- October 23: Community development - who does it?
- October 24: Community development - who does it?
- October 25: Community development - who does it?
- October 26: Community development - who does it?
- October 27: Community development - who does it?
- October 28: Community development - who does it?
- October 29: Community development - who does it?
- October 30: Community development - who does it?
- October 31: Community development - who does it?

October 22: DSNI Discussion

October 24: Community needs and assets

Readings: ER #18, 3

Kretzmann, J. P., J. McKnight, et al. (1993). Building communities from the inside out: a path toward finding and mobilizing a community's assets, Center for Urban Affairs and Policy Research Neighborhood Innovations Network Northwestern University. Introduction

On-line: <http://www.northwestern.edu/ipr/publications/community/introd-building.html>

October 29: Midterm Exam & Sprawl Discussion

Readings: ER #14

November 5: Sprawl – the People’s Choice?

November 7: Community Development Issues – Environment

Readings: Green Chapter 9, ER #4

November 12: Community Development Issues – Housing

Readings: Green Chapter 7

Guest Speaker – Richie Weinman, City of Eugene

Assignment – Current event paper: find article in local newspaper that discusses issues of local jobs, the environment, transportation, social conditions, housing, or another component of community development. In 2 pages, summarize the major issue being discussed, the proponents and opponents’ positions, and provide your interpretation of what the problem is and how it might be addressed. Due November 19.

November 14: Community Development Issues - Jobs

Readings: Green Chapter 5, ER #5

November 19: Community Development Issues – Transportation

Readings: TransPlan Summary, on-line: <http://www.lcog.org/PDF/TransPlan/tpsumm.pdf>

November 21: **NO CLASS**

Readings: ER#15, 16

November 26: Other Community Development Models

Readings: ER#6

“What is New Urbanism” on-line tour (requires Flash on your computer – if you don’t know what this means and your personal computer is more than 2 year old, do this “reading” on campus): <http://www.cnu.org/about/index.cfm>

Review the Smart Growth Network web site: <http://www.smartgrowth.org/>

December 3: Community-based GIS

Schlossberg, Marc A. (1998) "Asset Mapping and Community Development Planning with GIS: A Look at the Heart of West Michigan United Way's Innovative Approach". Paper presented to the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), Seattle. Annual conference, 1998.

On-line: http://www.uoregon.edu/~schlossb/PPPM/gis/gis_uw.pdf

December 5: International Community Development

Readings: *Green Chapter 11*

Browse the Peace Corps web site: <http://www.peacecorps.gov/about/index.cfm>

Guest Speakers: *Returned Peace Corps Volunteers*

December 10: Final Exams Due by 11am at 128 Hendricks Hall

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

- ⚠ 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.

Top 10 Planning Web Sites

About Planning

<http://planneronline.homestead.com/NewPlanningMeridian.html>

American Planning Association

<http://www.planning.org/>

Center on Urban and Metropolitan Policy

<http://www.brook.edu/es/urban/>

Cyberbia

<http://www.cyberbia.org>

Links for Planners

<http://www.crp.cornell.edu/lfp/>

New Urbanism

<http://www.newurbanism.org/>

Planetizen

<http://www.planetizen.com/>

Plannersweb

<http://www.plannersweb.com/>

Smart Growth Network

<http://www.smartgrowth.org/>

Sustainable Development Center

<http://www.sustainable.doe.gov/>

PLANetizen Top 50 Websites 2002

<http://www.planetizen.com/sites/>

Department of International Community Development

University of Oregon

Address: The Peace Center, 12th Street, Eugene, Oregon 97403

December 10, 1998

Classroom Standards

The first step in making the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classroom we use will be one in which each voice is respected, diverse views are encouraged, and a process of opinion is fostered. 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 571-003-0023 (1)(a)) 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 (463-1237).

First Comments

You are invited and will be wanted as much as you are expected to bring as much as you can to the class. If you feel the need to skip in class (perhaps not an issue, but we've all been there), please leave class as soon as you can. Learning is an experience and will result in a learning grade in this course and may result in your expansion 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" on the UC Home Page and follow the links that come up; (2) seek guidance from Academic Learning Services (463-3226); (3) talk to a librarian or (4) please talk to the instructor.

Top 50 Planning Web Sites

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- 1. American Planning Association
- 2. International Planning Association
- 3. National Planning Association
- 4. Urban and Metropolitan Planning Council
- 5. Urban Institute
- 6. Center for Urban and Regional Studies
- 7. National Center for Public Policy
- 8. National Center for the Urban and Metropolitan Areas
- 9. National Center for the Study of Urban and Metropolitan Areas
- 10. National Center for the Study of Public Policy

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