

**COMMUNITY ENGAGEMENT in PLANNING
UP479, Fall 2023**

University of Illinois, Urbana-Champaign
Department of Urban & Regional Planning

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Office hours Tu & Th 11-12am or by
appointment, Office ARCH 4E

Class meets on Tu & Th from 2:00pm – 3:20pm in ARCH 301

**Land Acknowledgment Statement (suggested by Native American House
at the University of Illinois Urbana-Champaign)**

We would like to begin today by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.

Department of Urban & Regional Planning Statement on Advancing Anti-Racism in Planning

Urban planning in the United States is rooted in the early 1900s, when white supremacy was the dominant ideology. Urban planners helped build the segregated and unequal cities, regions, and states where we now live. Planners helped invent systems that, to this day, provide white non-Latino people a level of comfort and security in their neighborhoods and communities that Black, Brown, and Indigenous people have systematically been denied. We are proud that the University of Illinois was a pioneer in planning education (1913), in part because of teaching contributions from 1919 to 1954 by a preeminent early planning consultant, Harland Bartholomew. But from the start of his career to the end, Bartholomew prepared land-use plans and zoning ordinances that intentionally segregated African Americans from whites.

The American Institute of Certified Planners urges planners to “seek social justice by working to expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of the disadvantaged and to promote racial and economic integration.” It also commits us: “We shall urge the alteration of policies, institutions, and decisions that oppose such needs.”

These aspirations, and our own legacy, consciences, and convictions oblige us, as a Department, to imagine and act to build a just society. Just as planners—including prominent Illini—have helped build American Apartheid, so too can we help unbuild the separate and unequal nation we have so successfully helped construct.

Course Description

This seminar explores in theory, policy, and practice community engagement through a case study and by observing actual planning and decision-making processes at different scales and contexts. Students will learn about different tools and strategies that bring people together, particularly in low-income neighborhoods and culturally diverse metropolitan regions. Collectively, we will design a participatory process. Throughout the semester we will grapple with the myriad challenges and dilemmas faced by nonprofit advocates, community activists and equity-oriented public planners.

Course Objectives

At the conclusion of this course, students should have acquired the following community engagement capabilities:

1. Comprehend the significance and potential outcomes of the processes and dynamics of community engagement in facilitating urban planning objectives, including assessing power relations between community residents and political actors (power analysis), identifying issue areas, how to “cut” an issue, facilitating visualization of alternative or future scenarios with community residents, ascertaining the potential conflict between urban fast growth and equity-oriented criteria used in decision-making or in selecting practical alternatives, and developing and communicating community-based equity alternatives in a professional manner.
2. Understand how planners engage underserved communities undergoing structural changes due either to socioeconomic forces, e.g., unemployment, housing and educational crises, or from forces of urban redevelopment, e.g., infrastructure or housing construction projects, investigating and analyzing the respective contexts in which planning decisions are being made both currently and in the future.
3. Understand how planners collaborate with community residents and within their own teams in working through differences in order to process decisions collectively.
4. Learn the importance of designing and reviewing engagement and outreach initiatives for the purpose of eliciting, measuring and communicating significant community responses.
5. Learn how to translate community engagement objectives and results into the legal, policy and administrative terms of planning implementation.
6. Learn and combine a cross-section of community engagement skills, including writing, public speaking, strategic planning, visualizing, and designing organizational spaces of collaboration.
7. Learn how to make professional planning assessments and judgments consistent with social justice and equity norms which often conflict with efficiency and sustainability criteria.

Semester Focus: Community Engagement & the Red Line Extension on Chicago’s far South Side

In this course, we will focus on transportation policy and decision-making processes in historically underserved, black urban communities. We focus on the ways in which community engagement deals with the complex intersection of social vulnerability, environmental inequity, and aggregate policy

malfunctions which feed the false assumption that while African Americans are entitled to play the policy game, their chances of winning are remote. “If policy enactment is the essence of power, then a verdict of powerlessness cannot be avoided simply because a group’s members are free to vote, are affluent, or are descriptively represented.”¹ Regional divestment of black urban communities originates in the context of a history of policy outcomes which have been more responsive to white policy preferences than to black policy needs. Community engagement in the 21st century means helping black underserved communities rethink their relationship to public policy, the policy environment, community assets and resilience, and equity matters across local, regional and global scales.

Given the lack of policy responsiveness, does transit equity matter? Does it matter in the state of Illinois, specifically in northeastern Illinois? Any objective assessment would have to conclude that it has not mattered. The history of transportation planning reveals not only the inequitable outcomes but the punitive effects of transportation planning on the social environments of poor, underserved, minority communities. Instead of sharing in the collateral benefits of regional transportation planning, black communities have suffered the collateral damage of transportation planning. One such area in the region has been the far South Side of Chicago.² From a regional standpoint, community engagement around transportation policy addresses how prioritizing issues of transportation inequity, its impact on the economic development, and environmental livability advances regional equity.

Community Engagement Target Area

According to Robert Bullard, “transportation investments, enhancement and financial resources, if used properly, can bring new life and revitalization to urban areas where they are much needed and can aid in lifting families out of poverty. They can become key ingredients in building economically viable and sustainable communities.”³ Northeastern Illinois’s job centers are more accessible to some populations than others, which raises the question:

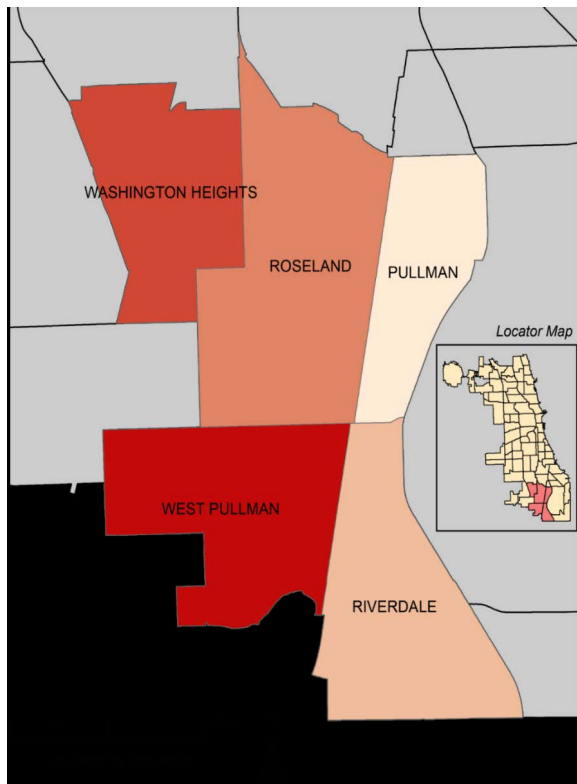
- How can the region’s transportation systems expand accessibility of underserved residential areas to the region’s employment sub-centers?

Underserved areas are those low- or mixed-income areas with high jobless rates and housing costs, as well as public safety insecurities. According to the actionable criteria put forth by the regional planning agency for the greater Chicago metro area, CMAP (Chicago Metropolitan Agency for Planning), no other project met its socioeconomic objectives more than the CTA Red Line Extension through far South Side Greater Roseland communities. An urban policy-based community engagement initiative elevated the Red Line Extension to a regional level, demonstrating how the transit expansion dramatically increased job accessibility for low-income residents of the underserved areas of Greater Roseland compared with other capital projects in CMAP’s 2030 Regional Transportation Plan for the region.

¹ Nicholas Stephanopoulos, “Political Powerlessness,” Chicago Public Law and Legal Theory Working Paper No. 526. The Law School of the University of Chicago, 4. <http://www.law.uchicago.edu/academic/publiclaw/index.html>. March 2015.

² A 2005 study conducted by the Natalie Voorhees Center for Neighborhood Improvement at the University of Illinois at Chicago, in association with DCP, *The Case for Transit-Oriented Development in the Greater Roseland Area*, documents the damaging cumulative effects of *transit inequities* in the region. A follow-up 2009 study, *Transit Equity Matters: An Equity Index and Regional Analysis of the Red Line and Two Other Proposed CTA Transit Extensions* presents the other side of the question, namely, does transit equity matter?

³Robert D. Bullard, “Highway Robbery: Transportation, Racism and New Route to Equity,” *The Crisis*, January/February, 2005.



- Residents of Greater Roseland live in one of Chicago’s most job *inaccessible* communities.
- In the 1990s, there was record growth of entry-level jobs in Chicago-area employment centers. The transportation deficit of Greater Roseland residents, however, put these jobs out of reach. Extension of the CTA Red Line, from 95th to 130th Street is Greater Roseland’s historic opportunity to change this situation.
- DCP petitioned 6,000 Greater Roseland residents to put the Red Line Extension on the November 2004 ballot. Greater Roseland residents made history when 39,000 voted in the 9th and 34th wards to support the Red Line Extension, in the November 2004 election.

Developing Communities Project

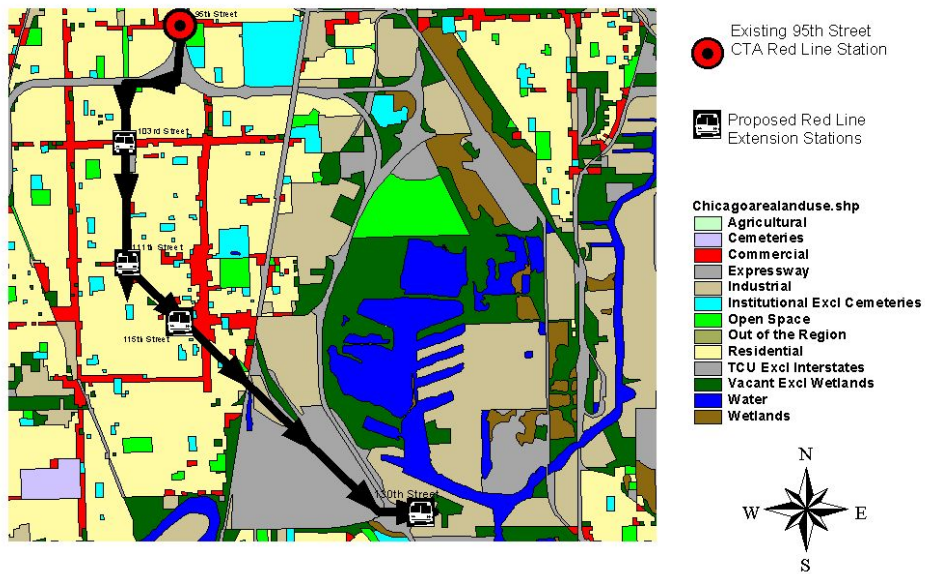
Developing Communities Project (DCP) was founded in 1986, with Barack Obama as its first Executive Director, to address the plight of displaced workers from the steel mills and manufacturing plants on the southeast side of Chicago. Developing Communities Project was, until 2016, the largest faith-based community-organizing agency on Chicago’s far South Side. DCP was a coalition of churches, community organizations, schools, and block clubs that provided leadership training and educational skills to residents of the Greater Roseland community. DCP reached 2,500 people annually through its leadership development, community organizing, educational programs, conventions, assemblies, and congresses. For 30 years, DCP’s mission was to organize community leaders and residents in the Greater Roseland communities of Roseland, Pullman, West Pullman, Riverdale and Morgan Park to be effective advocates in reclaiming their communities from the forces of social stagnation and economic decline that began in the 1980s. Deindustrialization of the area’s manufacturing base displaced significant segments of the labor force, changing Greater Roseland forever. From its beginning, economic development was a top priority of DCP’s organizing mission.

Historically, inner-city communities have been the victims of massive transportation projects (e.g., urban expressway systems) which either displaced residents or that cut right through thriving communities, leaving them to wither on the vine. With the Chicago Transit Authority’s (CTA’s) Red Line Extension capital project, DCP recognized that the far South Side Greater Roseland community had an opportunity to use transportation planning and infrastructure construction to spur sorely needed economic development in an urban/suburban region that is traditionally overlooked. The \$2.4 billion Red Line

Extension will be the largest infrastructure projects on the South Side since the construction of the Dan Ryan Expressway (1967) and the CTA Red Line (1969).

DCP's Red Line Extension initiative is a grassroots regional transportation policy story. The impact area is a mixed-income regional gateway community with very favorable TOD potential. The federal policy framework was provided by the Clinton-era policy criteria associated with TEA (Transportation Equity Act), which DCP translated as "acting on transportation equity" in making the case for a grassroots transportation planning model.

Existing Land Use and Proposed Red Line Extension



Map Prepared by Neighborhood Capital Budget Group, July 2004, www.ncbg.org



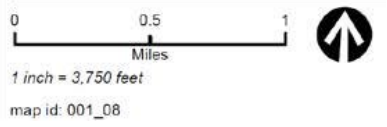
Inset



Legend

- UPRR Rail Alt. - East Option
- UPRR Rail Alt. - West Option
- UPRR Rail Alt. - Common Segment
- Proposed Rail Yard
- Proposed Rail Station
- Existing CTA Red Line
- Existing CTA Station
- Water Body

Scale



http://www.transitchicago.com/news_initiatives/planning/rlx/prefalt.aspx

Strategic Action Plan

Over the course of the semester, we will examine how DCP created opportunities for community engagement within a transportation decision-making process that historically had failed to serve the far South Side of Chicago. DCP developed the following Strategic Action Plan as a vehicle to engage multiple stakeholder constituencies, actors, and agencies: 1) grassroots strategy; 2) political strategy; 3) policy strategy; 4) project development strategy; 5) organizing fund strategy; 6) evaluation strategy.

- **Grassroots Strategy.** Along with DCP's many community meetings to raise public awareness of the Red Line Extension in Greater Roseland, the organization ran effective petition drives to gauge community support. In July 2005, DCP sponsored a successful "Red Line Walk-a-thon" to raise public awareness and operational funds. Its most important grassroots initiative was the Red Line Extension referendum petition drive, which garnered 6,000 signatures and that put the referendum on the ballot in the 9th and 34th wards (the principal wards through which the Red Line Extension would run). On Election Day, 2004, DCP's Red Line Extension referendum received 39,000 votes, the largest vote total for a referendum in the City of Chicago. DCP's grassroots strategy often involved organizing public meetings at local churches to pressure the CTA to release the Alternatives Analysis feasibility study in order to advance the project through its planning phases.
- **Political Strategy.** This strategy involved meeting with public officials at several levels of government: the local aldermanic level; the administrative level of City Hall; the state level in Springfield; and the federal level. The purpose of these meetings was to organize an effective political coalition whose ultimate purpose was to secure federal, state and local funding for the Red Line Extension, as well as to mobilize public support for the project in the Chicago metropolitan area.
- **Policy Strategy.** This strategy dealt with the policy implications, legislative issues, e.g., transportation funding, state and local bond programs, appropriations procedures, impact statements, etc., that are potential problems. In making the case that the Red Line Extension is "good policy" for all of Chicago, DCP showed the projected collateral benefits of the project, e.g., with *Transit Equity Matters: An Equity Index and Regional Analysis of the Red Line and Two Other Proposed CTA Transit Extensions*.
- **Project Development Strategy.** This strategy deals with the various phases of the Red Line Extension capital project over the long term, from feasibility study to final design and construction. This is a complex piece, involving people with various kinds of expertise in transportation planning, engineering, procurement, and workforce development.
- **Organizing Fund Strategy.** DCP organized support and pushed the planning process for the Red Line Extension with little or no increase in its normal operating budget. Identifying and accessing critical operating and organizing funding for DCP's Red Line Extension work required a well thought out strategy, otherwise the project risked being side-tracked and neglected.
- **Evaluation Strategy.** Evaluating the direction, effectiveness, efficiency and progress of each of the project phases was crucial in addressing the socioeconomic needs of the low-income communities that would be impacted by the Red Line Extension. An evaluation strategy documented DCP's work and attracted funders interested in contributing to DCP's innovative community organizing/public policy strategy.

Assignments and Classroom Activities

Active Participation and Attendance

Learning is a social process and collective endeavor, therefore your primary responsibility in class is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. **The intellectual quality of the seminar depends on active participation by every member in the class.** In addition, you are encouraged to keep notes in a systematic way. This is an important habit to develop as future researchers, scholars, planners and policy makers. Please bring the reading material and your notes to class.

Short Essays (20 points)

All of the reading is required. However, for a deeper reflection, students will write 4 short essays. This entails picking two weeks and writing two essays for each of those weeks. For the Tuesday readings, you will summarize the major points about community engagement, then that same week you will analyze the Thursday reading using the Tuesday reading as an analytical lens. The essays should be approximately 750 words. The essays are due before class the day the reading will be discussed. Late essays will not be graded. Select from weeks 5, 6, 7, 9, 11, 12 or 14.

Discussion Leader (20 points)

Graduate students assume the role of discussion leaders for graduate course credit. They are responsible for leading the discussions for an entire week during the semester. This entails creating a one-page handout with discussion questions about the required reading and facilitating a discussion on a Tuesday. They will then lead the class through a discussion of the Tue reading using the Tue reading as the analytical lens. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading and able to give a brief critique of those readings as well. Discussion leaders should meet with the instructor a few weeks in advance to discuss what they hope to accomplish in the classroom discussion (please do the reading before the meeting). Select from weeks 5, 6, 7, 9, 11, 12 or 14.

Assignment 1: Individual Community Meeting Analysis Memo (20 pts)

The aim of this assignment is to observe different strategies planners use to engage communities and stakeholders in the plan-making process. For the individual memo, you will analyze **three** different community engagement processes to learn how public input is attained. You must attend **at least one** public/community meeting in person. The other two may include some combination of additional meetings, a particular aspect of the community engagement for the RLE, an on-line survey or video from the “Great Footage of BAD public meetings” <https://www.youtube.com/playlist?list=PLmGHmTRItjreILhbh5LcZeuaaOjsfytKx> (some of the videos are really short so pick a couple of them to view). The memo should be 1,000 words and will compare the approaches to soliciting community input and engagement. **Individual Analysis due March 9 by 5pm.**

Assignment 2: Team Community Engagement Impact Memo (30 pts)

The purpose of this team memo is to analyze community engagement with communities impacted by the Red Line Extension. This will give you an opportunity to observe and analyze different formats and

contexts for community engagement, as well as explore alternatives and tradeoffs between different processes. Your team will decide on the focus of the memo – a RLE phase, issue area, or station impact area. The field trip, class discussion, and reading materials will provide much of the content needed to produce the memo. The memo should be 1,000 words and will compare the approaches to soliciting community input and engagement. **Team Impact Memo due by March 30 by 5pm.**

Assignment 3: Engagement Plan – Engaging Residents at the Neighborhood Level (30 pts)

This class will engage the community-organizing initiatives around the Chicago Transit Authority’s (CTA’s) Red Line Extension mass transit project on Chicago’s far South Side. The CTA Red Line Extension (RLE) has successfully advanced through its initial planning phases as a result of the community engagement of the Developing Communities Project (DCP) in organizing Greater Roseland (Roseland, Pullman, West Pullman, Riverdale and Morgan Park) residents to advocate for the project. The RLE has now reached a pivotal *turning point*, which requires a new level, scale and intensity of engagement and advocacy. The class will collaborate with community residents and organizations, activists, public officials, planners and policy-makers in developing a three-year collaborative plan to facilitate the completion of the next phases of the RLE. ***Continuities will be found with the work of previous classes in the “Community Engagement in Planning” to develop the community engagement narrative for the RLE.*** Moreover, the class will be attuned to the challenging fiscal and policy environment in which such public infrastructure projects benefitting underserved communities must now operate. Each student will be a member of the team, which will assess the intersection of three local and regional trends or patterns with the potential of impacting the RLE project area. Because racial and socioeconomic inequalities form the context of the intersectionality of local and regional trends, your RLE community engagement plan must include some assessment of how these may affect future planning scenarios for the RLE. ***We will work in class (1/30) to identify key stakeholders and produce a stakeholder analysis framework for the team to use in identifying stakeholders, their likely positions and concerns, and to consider key stakeholders to possibly engage, with the instructor’s permission.*** The team will aim to connect with 3-5 stakeholders to interview using a set of approved questions and produce a short report of what they learned to share with the team. The focus of the interviews will be on the stakeholder’s interests, concerns and ideas for redevelopment around the Red Line Extension stations. ***The class will produce a community engagement plan for the present stage of the RLE. Due Dates: First draft due no later than April 19 by 5pm (10 pts) & Final draft presented in class May 1 (10 pts) & Written Report Due on May 4 by 5pm (10 pts).***

Course Grade

A 94-100 pts	B- 80-83.9	D+ 67-69.9
A- 90-93.9	C+ 77-79.9	D 64-66.9
B+ 87-89.9	C 74-76.9	D- 60-63.9
B 84-86.9	C- 70-73.9	F 0-59.9

Course Expectations

Inclusivity and Professionalism

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in a Department of Urban and Regional Planning class, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes lectures, discussions, labs, projects, and extracurricular programs

Attendance

The quick pace and applied nature of this course necessitates strict adherence to attendance, preparation, and deadlines. Attendance is required except, for example, in the case of medical and family emergencies. After the first unexcused absence I will deduct 5 points from your final grade. After the first tardy, I will deduct 2.5 points. If you miss class, please stop by at office hours or make an appointment to find out what you missed.

Office Hours, Accessibility and Informal Learning

I invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs—factors that might interfere/conflict with a student’s successful completion of the course—should tell me as soon as possible. Please feel free to make suggestions to enrich this course.

Late Assignments

I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact me. You may send e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness.

Academic Dishonesty

Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (<http://admin.illinois.edu/POLICY/CODE>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else’s work as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Required Reading

All readings are in pdfs available on Compass.

Course Calendar
Subject to change

Topic	Problem Questions & Learning Objectives	Reading, Activities & Discussion
Week 1 Course Overview: History & Theory	What is “community engagement”? Understand the purpose, scope and impact of community engagement urban planning in underserved communities.	M 1/14 H. Baron, The Racial Aspects of Urban Planning: [An Urban League Critique of the Chicago Comprehensive Plan]. Introduction: Planning... in Black and white (1968), 7-13.
		W 1/16 R. Hardy, Citizen Participation (1997), 8-21. D. Day, Citizen Participation in the Planning Process: An Essentially Contested Concept? (1997), 421-434. C. Butteriss, What is community engagement, exactly? (2016), 10pp. T. Nabatchi and I. Mergel, Participation 2.0: Using Internet and Social Media Technologies to Promote Distributed Democracy and Create Digital Neighborhoods (2010), 8pp. A. Fung, Varieties of Participation in Complex Governance (2006), 11pp. H. L. Taylor and S. Cole, Structural Racism and Efforts to Radically Reconstruct the Inner-City Built Environment (2001), 31pp.
Week 2 Urban Transportation Equity	What is urban transportation inequity; why does transit equity matter? Understand why transportation equity matters and how to deploy it as a community engagement frame.	M 1/21 R. Bullard, Addressing Urban Transportation Equity in the United States (2003), 1183-1209. S. Grady and G. LeRoy, Making the Connection: Transit-Oriented Development & Jobs (2006), 1-8; 28-32.
		W 1/23 L. Turner, Greater Roseland’s Transit-Linked Jobs and Economic Development Project: A DCP Prospectus (2005), 20pp. CMAP Red Line Extension video, in-class (10 minutes). RTA “Moving Beyond Congestion” audio, in-class (2 minutes).
Week 3	What problem is the RLE the answer to? Understand the problems for which the RLE project	M 1/28 The Case for Transit-Oriented Development in the Greater Roseland Area, A report prepared for and in association with Developing Communities Project by the Voorhees Center (2005), 88pp (plus appendix, 52pp).

Red Line Extension (RLE)	is the transit equity answer.	L. Turner, Organizing for Power & Policy Wins: Thinking Regionally, Organizing Locally (Wetmore Lecture power point, 2015), 33 slides.
		W 1/30 Plan RLE neighborhood tour
Week 4 Solving Problems through Community Engagement	How are transit equity problems solved through community engagement? Understand how community engagement can solve transit equity problems.	M 2/4 IAP2 Public Participation Toolbox – Small and Large Group Problem-Solving Techniques, 2pp. Community Engagement Methods, Social Planning and Research Council of B.C. http://www.sparc.bc.ca/community-development/capacity-building-resources/community-engagement-methods/ L. Turner, Community Think Tank Model (2015), 12pp. Dialogue and Deliberation in Practice: https://www.youtube.com/playlist?list=PL6EA2A90FF6BB03BF (Watch a couple of videos).
		W 2/6 Final Preparations for RLE neighborhood tour
		F 2/8 Red Line Extension Neighborhood Tour: Route of RLE & Station Stops
Week 5 Analyzing & Evaluating Engagement & Participation	What are the problems of community engagement? Understand how to analyze & assess community engagement problems.	M 2/11 X. de S. Briggs, Doing Democracy Up-Close: Culture Power, and Communication in Community Building (1998), 1-13. G. Rowe and L. Frewer, Public Participation Methods: A Framework for Evaluation (2000), 3-29. C.S. King, K.M. Feltey and B.O. Susel, The question of participation: Toward authentic public participation in public administration (1998), 317-326.
		W 2/13 Red Line Extension Project Scoping Report (2009), prepared for Chicago Transit Authority [Federal Transit Administration], by CWC Transit Group, 31pp.
Week 6 Organizing and Engaging Stakeholders	How are stakeholders engaged and organized around transit projects? Learn methods of engaging and organizing community stakeholders and public officials around transit issues and projects.	M 2/18 X. de S. Briggs, Organizing Stakeholders, Building Movement, Setting the Agenda, Strategy Tool #4, Community Problem Solving (2003), 27pp.
		W 2/20 RTAP Project Management Plan: The Greater Roseland Red Line Extension, Equity, and Transit-Linked Community Development Project (2007), prepared in association with DCP by O-H Partners, 32pp.

		CTA Open House Exhibit Boards for RLE (2011), 14pp.
Week 7 Activating Space & Testing Ideas through Community Engagement	How does engaging the community help communities envision their transit future? Learn new ways to help community residents test their ideas of community development through activating public spaces.	M 2/25 J. Kelly, et al, Constructing a Tree for Community Leaders: Contexts and Processes in Collaborative Inquiry (1998), 28pp. Trailnet, Slow Your Street: A How-to-Guide for Pop-up Traffic Calming (2016), 158pp. Traffic Calming Demonstration Project “St Louis Plan4Health – Extended Cut” https://www.youtube.com/watch?v=Vetz_ iy9xug (11:30 minutes). Rojas, James. Using Art as a Community Engagement Tool (2016) https://vimeo.com/189665463 (56 minutes).
		W 2/27 L. Turner, Notes toward a Black Public Policy Institute Theory of Action (2015), 12pp. What Will Your Station Look Like? A Summary Report of the Developing Communities Project Community Visioning Session for the Proposed Red Line Extension, prepared in collaboration with Metropolitan Planning Council (MPC), Chicago Metropolitan Agency for Planning (CMAP) and Center for Neighborhood Technology (CNT) (2010), 22pp.
Week 8 Incorporating Public Input into Plans	What are the problems encountered incorporating public input into plans? Learn innovative methods of incorporating public input into plans	M 3/4 G. Sandoval and J. Rongerude, Telling a Story that Must Be Heard: Participatory Indicators as Tools for Community Empowerment (2015), 403-414. Champaign County Regional Planning Commission. Sustainable Choices 2040: Long Range Transportation Plan: https://lrtp.cuuats.org/public-involvement/ Read the entire “public involvement section – approximately 43 slides, 53pp Prezi, three videos (22 minutes), also look at the final report.
	<i>Individual Community Meeting Analysis Memo Due 3/9</i>	W 3/6 CTA Red Line Extension Alternatives Analysis, Locally Preferred Alternative Report (August 2009), Chicago Transit Authority, 110pp. RLE Draft EIS Exhibit Boards from CTA November 1, 2016 Open House, 20pp. **See note at Week 14 on 4/15**
Week 9 Engaging Stakeholders in	How can community stakeholders become equal partners in their	M 3/11 Guest Lecture – Ashlee McLaughlin, Transportation Planner at CHRPC. Worked on the Community Engagement Process for the Long Range Transportation Plan.

<p>Planning Continued</p>	<p>community's development?</p> <p>Learn methods and strategies for making resident stakeholders equal partners in community development projects.</p>	<p>W 3/13</p> <p>J. Gross, G. LeRoy and M. Janis-Aparicio, Community Benefits Agreements: Making Development Projects Accountable (2002), 3-79.</p> <p>L. Turner, DCP Working Paper: The Red Line Extension Transit-Linked Workforce & Community Development Project (2016), 22pp.</p> <p>L. Turner, Workforce Development Addendum: Red Line Extension Community Benefits Agreement (August 2013), 6pp.</p> <p>CMAP, CTA Red Line South Extension: Improving Access, Increasing Livability - http://www.cmap.illinois.gov/mobility/transit/red-line, Livability Technical Report (2012), 36pp.</p>
<p>Week 10</p>		<p>3/16 – 3/24 SPRING BREAK</p>
<p>Week 11</p> <p>Determining Community Priorities: Participatory Budgeting</p>	<p>How does participatory budgeting help determine community priorities?</p> <p>Learn how to deploy participatory budgeting as a community engagement strategy.</p> <p>[NB: Transit TIF; DCP's RLE referendum]</p> <p><i>Team Impact Memo Due 3/30</i></p>	<p>M 3/25</p> <p>New Documentary 'Count Me In' Highlights Participatory Budgeting: http://chicagotonight.wttw.com/2016/11/03/new-documentary-count-me-highlights-participatory-budgeting (2016) Watch the two videos (10 minutes).</p> <p>Rebecca Abers on Participatory Budgeting, Porto Alegre, Brazil</p> <p>https://www.bing.com/videos/search?q=porta+alegra+participatory+budgeting+video&&view=detail&mid=B121A7D14BB1DC8A4219B121A7D14BB1DC8A4219&rvsmid=9FE0802769148434DF049FE0802769148434DF04&FORM=VDQVAP.</p> <p>W 3/27</p> <p>L. Turner, Red Line Extension Trust Fund: Sources for a Corridor Funding Pool [power point] (August 2012), 12 slides.</p> <p>DCP and Voorhees Center, Transit Linked Development Equity Index, meeting power point (March 2009), 11 slides.</p> <p>Stakeholder Analysis for Red, Orange, and Yellow Line Extensions (grid), 3pp.</p>
		<p>F 3/29</p> <p>Red Line Extension policy field trip: CTA, CMAP, Community Meeting</p>
<p>Week 12</p> <p>Engaging Communities by Mapping</p>	<p>How does mapping address problems of transit equity?</p>	<p>M 4/1</p> <p>B. Parker, Constructing Community through Maps? Power and Praxis in Community Mapping (2006), 470-484.</p> <p>X. de S. Briggs, Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course (2003), 27pp.</p>

Community Problems	Develop skills in mapping community problems of transportation equity.	Graphic Recording Videos: https://www.youtube.com/playlist?list=PL0B5F6BEBAC8CBFC2 (watch a couple of these).
		W 4/3 Transit Equity Matters: A Regional Analysis of Three Proposed CTA Rapid Transit Line Extensions, prepared by the Voorhees Center for Neighborhood & Community Improvement in collaboration with DCP (November 2009), 74pp.
Week 13 Problem Solving through Negotiation, Mediation and Consensus Building	Problems of advocacy for transit equity produce adversarial relations that complicate negotiation between community stakeholders and public officials. Develop a mediation skillset to turn conflicting interests into consensus building.	M 4/8 J. Forester, Making Participation Work when Interests Conflict: Moving from Facilitating Dialogue and Moderating Debate to Mediating Negotiations (2006), 447-456. B. Obama, Why Organize? Problems and Promise in the Inner City (1988), 7pp. X. de S. Briggs, 2003. We Are All Negotiators Now: An Introduction to Negotiation in Community Problem-Solving Strategy (2003), 41pp. How to Facilitate Videos: https://www.youtube.com/playlist?list=PL344B612CF74144E7 (watch a couple of these).
		W 4/10 <i>**Begin reading the following two documents after 3/6**</i> CTA Draft Red Line Extension Environmental Impact Statement (2016) at CTA website: http://www.transitchicago.com/redeis/ , main EIS report 284pp plus thousands of pages in the appendices. L. Turner, Comments on Draft Environmental Impact Statement for Red Line Extension (2016), 11pp.
Week 14 Partnering for Implementation and Impact	Because public transit projects are large infrastructure initiatives which require multi-party coordination, problems of implementation arise. Learn skills to develop and coordinate effective partnerships amongst stakeholders which will impact community equity goals. <i>Draft of Engagement Plan 4/19</i>	M 4/15 Kubisch, et al., Strengthening the System of Supports. In Voices from the Field II: Reflections on Comprehensive Community Change (Aspen Institute, 2002), 61-77. Kubisch, et al., Strengthening the Connections between Communities and External Resources. In Voices from the Field II: Reflections on Comprehensive Community Change (Aspen Institute, 2002), 78-99.
		W 4/17 L. Turner, DCP's Red Line Extension Workforce Development Program (June 2012), 28pp. L. Turner, The Red Line Extension Workforce Development Stakeholder Agreement (2013), 6pp.
Week 15	Class Discussion	M 4/22 Summary discussion of latest developments on the Red Line Extension through lens of class Community Engagement Plan

		W 4/24 Summary discussion of latest developments on the Red Line Extension through lens of class Community Engagement Plan
Week 16	Last Day of Class	M 5/1 Final draft plan presented in class

Diversity Statement

UIUC is committed to equal opportunity for all persons, regardless of race, ethnicity, religion, sex, gender identity or expression, creed, age, ancestry, national origin, handicap, sexual orientation, political affiliation, marital status, developmental disability, or arrest or conviction record. We value diversity in all of its definitions, including who we are, how we think, and what we do. We cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment. We will continue to create an inclusive campus culture where different perspectives are respected and individuals feel valued.