

Hunter College
Popular Participation in Planning and Development
URBG 756
Spring 2009
Tuesday 7:45-9:35
HW 1639

Prof. Jill Simone Gross

Office Hours: Tues. 5:00-7:15 or by appointment at other times on Tues., Wed. or Thurs.

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Course Description

More than thirty years ago in the US the federal government began to mandate "widespread citizen participation" in urban development efforts. Despite the plea for greater citizen involvement in local decision-making, debate continued to circulate concerning both the meaning and desired outcomes of these efforts. Outside the US Non-Government Organizations (NGOs) also began advocating for grass-roots social mobilization during the early 70s. At the time they were confronted by national governments and international agencies that approached development from the top down. The challenge that participatory development professionals faced revolved around a perceived concern for finding a balance between equity and efficiency, alongside the constant battle for power and control.

Globally people continue to struggle to gain influence in local planning and development processes, with greater or lesser success. Despite mixed outcomes, participatory methods have grown in influence over time. By the 1980s governments, CDCs, and NGOs increasingly utilized these methods, and during the 1990s international organizations began to jump on the band wagon.

Popular participation can take a range of forms--from voting to control of decision-making. The methods used to engage local populations in development processes are varied. Are participants incorporated as a means of placation? Or, is popular participation about empowerment? What is the role of the planner or community development professional in this process--neutral civil servant, activist, entrepreneur, broker, agent of status quo, or facilitator of change? Is participation inherently good or does participation lead to tyranny of the majority?

Course objectives:

1. To build an understanding of the political, economic and social avenues of participation in urban development planning and policy.
2. To develop the capacity to evaluate the conditions under which participation empowers or disempowers community residents, opens or closes dialogue between communities and government.
3. To cultivate a solid conceptual understanding, and a contextually sensitive appreciation, of methods to support meaningful participation in urban development processes (policy, planning and implementation).

Course Requirements

1. Student Information Cards: On an 8.5 by 11" piece of paper, a recent photograph (a clear photocopy of your college ID will be fine). Name, phone number, e-mail. What cities have you lived in? Professional Goals? Any topics of special interest? Describe what if any experience you have in participatory development work, advocacy, organizing or community planning? What do you hope to get out of this class (besides and A). **DUE February 3rd**.

2. Class Participation (20%): This means showing up, being prepared and taking an active role in class discussion and debate. In a course whose focus is on "popular participation" you should not be surprised that this requirement is taken seriously! In this course we will be "talking the talk," and you are also expected to "walk the walk"! See grading rubric on blackboard – "assignments".

3. Discussant Team Presentations (20%) You are each expected to participate on discussant teams in **two classes this semester**. On those days your team should be prepared to introduce the assigned authors ideas to the class, and critically evaluate them-- what did you find most interesting, important, puzzling, infuriating, etc. In groups of 2-3 you will write and distribute in class a discussion guide for the week's reading (or a part of those readings) in which you briefly summarize some of the key ideas of the readings and offer some guiding questions for discussion. Your presentation could consist of identifying particularly problematic passages in the text, contextualizing the debates implicit or explicit in the text, or preparing specific questions for discussion. I expect you to take some time preparing this presentation. This discussion guide must also be posted on blackboard to allow for further discussion following class. A sign up sheet will be circulated starting on **January 27th** See grading rubric on blackboard – "assignments".

3. Blackboard Participation (total 30%): On those weeks **when you are not on a discussion team**, you are each responsible for submitting to the seminar blackboard site an analytic memo (600 words) (15%), due prior to our class meeting. In this memo you are expected to comment succinctly on what you found most interesting, important, puzzling, infuriating, etc. Throughout the rest of the semester, you are also expected to comment on the ideas presented by others on the class discussion board (15%). See grading rubric on blackboard – "assignments".

4. **Paper and Presentation (30%)**: Students are required to write one final research project. A short one page summary of your proposed research, and a preliminary readings list are due by April 7th. The written paper will be due on May 21st. Short oral summary presentations (10 minutes maximum) of your papers key findings will be scheduled on the following days May 5th and May 12th. Final papers are due in my office by Thursday May 21st. See grading rubric on blackboard – "assignments".

Formatting and Style: Please follow APA formatting, the following is a link to a useful guide:
<http://owl.english.purdue.edu/owl/resource/560/01/>

Note, you are expected to complete all requirements for this class, failure to complete any aspect will result in a failing grade, and I do not give incompletes, so please and plan ahead!

Readings and Required Texts

All of the readings for this course will be available on-line (on blackboard or at addresses noted in the body of the syllabus or posted on blackboard). Blackboard will be an essential component of this course <http://bb.hunter.cuny.edu> EVERYONE WILL BE REQUIRED TO PARTICIPATE IN AN ONLINE DISCUSSION BOARD! If the blackboard system goes down, remember that all of the readings for this course are also available through the Hunter College library web site – simply go to electronic resources, search for the relevant journal title and then you can access the article yourself directly.

Tentative Schedule of Readings

1. Introduction– Film - Holding Ground – On Participation and Power in the Community (January 27th)

2. Participation and power – exploring the relationship? (Feb. 3rd)

Sherry R. Arnstein (1969), “A Ladder of Citizen Participation,” *Journal of the American Institute of Planners*, Vol. 35. No. 4, pp. 216-224.

Sarah C. White (1996), “Depoliticising development: the uses and abuses of participation,” *Development in Practice*, Vol. 6, Number 1, 14 pgs.

Andrea Cornwall (2008), “Unpacking ‘Participation’: models, meanings and practices,” *Community Development Journal*, Vol. 43, No. 3, pp. 269-283.

FEBRUARY 10TH IS A THURSDAY

3. Classic Views on Power, Powerlessness and Participation – US and Abroad (Feb. 17th)

Alexis deTocqueville, *Democracy in America. Vol. 1* – Excerpts
Chapter 3, “Social Conditions of the Anglo Americans”
http://xroads.virginia.edu/~HYPER/DETOC/1_ch03.htm

Chapter 12, “Political Association in the United States”
http://xroads.virginia.edu/~HYPER/DETOC/1_ch12.htm

James Madison, Federalist No. 10
<http://www.constitution.org/fed/federa10.htm>

Paolo Freire (1970) *Pedagogy of the Oppressed* – Translated by Dominic Tweedie, Continuum Publishing.

Chapter 1
<http://www.marxists.org/subject/education/freire/pedagogy/ch01.htm>

Chapter 2
<http://www.marxists.org/subject/education/freire/pedagogy/ch02.htm>

Secondary Readings:

Irene Bloemraad (2005), “The Limits of Tocqueville: How Government Facilitates Organizational Capacity in New Comer Communities,” *Journal of Migration Studies*, Vol. 32, Number 5, September 2005, pp. 865-887.

Peter Roberts (2005), "Pedagogy, Politics and Intellectual Life: Freire in the age of the market," *Policy Futures in Education*, Volume 3, Number 4, pp. 446-458

4. Opportunities and Obstacles to Civic Engagement. Social Capital What is it? Do we Have any? Should We Care? (Feb. 24th)

Judy Hutchinson and Avis Vidal (eds) (2004), "Symposium: Using Social Capital to Help Integrate Planning Theory, Research and Practice," *Journal of the American Planning Association*, Vol. 70, No. 2.

Robert D. Putnam, "Preface," pp. 142-143.

Judy Hutchinson, "Introduction," pp. 143-145.

Ivan Light, "Social Capital's Unique Accessibility," pp. 145-151

Xavier de Sousa Briggs, "Social Capital: Easy Beauty or Meaningful Resource?" pp. 151-158.

William M. Rohe, "Building Social Capital through Community Development," pp. 158-164.

Avis C. Vidal, "Building Social Capital to Promote Community Equity," pp. 164-168.

Judy Hutchinson, "Social Capital and Community Building in the Inner City," pp. 168-175.

Secondary Readings

Pierre Bourdieu (1983), "Three Forms of Capital," in *The Sociology of Economic Life*, Mark S. Granovetter, Richard Swedberg (Westview Press, 2001).

Robert Putnam, (1996), "The Strange Disappearance of Civic America," *PS*, Volume 7, Issue 24, December 1996.

James S. Coleman (1988), "Social Capital in the Creation of Human Capital," *The American Journal of Sociology*, Vol. 94.

Gary Becker (1975). "Human Capital: A Theoretical and Empirical Analysis, with special reference to education," National Bureau of Economic Research, New York.

The World Bank (undated, draws from 2002 work), "The Social Capital Assessment Tool: Instruction Manual # Analysis.

The Social Capital Community Benchmark Survey, the Saguaro Seminar of the John F. Kennedy School of Government at Harvard University.

5. Spirituality and Participation (March 3rd)

Leonne Sandercock (2006) "Spirituality and the Urban Professions: The Paradox at the Heart of Planning," *Planning Theory & Practice*, Vol. 7, No. 1, pp. 65-67.

Michael Robert Anthorn (2006), "Spirituality and Planning in a Diverse World," *Planning Theory & Practice*, Vol. 7, No. 1, pp. 68-80.

June Manning Thomas (2006), "Integrating the Spiritual and the Practical," *Planning Theory & Practice*, Vol. 7, No. 1, pp. 93-95.

Love Chile and Gareth Simpson (2004) "Spirituality and community development: Exploring the link between the individual and the collective" *Community Development Journal*, 39. No. 4. – Blackboard.

5. Advocacy and Organizing: Is organizing Compatible with Development? (March 10th)

Organizing's Past, Present and Future," *Shelterforce Online*, Issue #101, September/October

Michael Eichler (1998) "Look to the Future, Learn from the Past" Organizing's Past, Present and Future," *Shelterforce Online*, Issue #101, September/October. Available at <http://www.nhi.org/online/issues/101/eichler.html>

Kim Fellner (1998) "Organizing's Past, Present and Future-: Hearts and Crafts: Powering the Movement" , " *Shelterforce Online*, Issue #101, September/October. Available at <http://www.nhi.org/online/issues/101/fellner.html>

Ernesto Cortés, Jr. (1998) "Reclaiming Our Birthright," , " *Shelterforce Online*, Issue #101, September/October. Available at <http://www.nhi.org/online/issues/101/cortes.html>

Marjorie Mayo (2004) "Classic texts: *Rules for Radicals* by Saul Alinsky," *Community Development Journal*, Vol 39, No. 4.

James DeFilippis, Robert Fisher and Eric Shragge (2007), "What's left in the community? Oppositional politics in contemporary practice," *Community Development Journal*, Vol. 44, No. 1, January 2009, pp. 38-52.

Secondary Reading

Randy Stoecker (2003), "Understanding the Development Organizing Dialectic" *Journal of Urban Affairs*. Volume 25, Number 4, pp. 439-512.

6. Communication and Deliberation (March 17th)

Leonie Sandercock (2003), "Out of the Closet: The Importance of Stories and Storytelling in Planning Practice" *Planning Theory & Practice*, Vol. 4, No. 1: pp. 11-28. – Blackboard.

Chantal Mouffe (200), "Politics and Passions: the stakes of Democracy," *Ethical Perspectives* 7, 2-3, pp.146-150.

Judith E. Innes (1999) , "Information on communicative Planning" APA National Planning Conference. Available at <http://www.asu.edu/caed/proceedings99/JAPA/INNES.HTM>

Philip Allmendinger & Mark Tewdwr-Jones (2002), "The Communicative Turn in Urban Planning: Unravelling Paradigmatic, Imperialistic and Moralistic Dimensions," *Space & Polity*, Vol. 6, No. 1. – Blackboard.

7. Participation and Capacity Building: The International Experience – (March 24th) – Note: readings in this section subject to change.

Michael Cuthill, John Fien (2005), "Capacity building: Facilitating citizen participation in local governance," *Australian Journal of Public Administration*, Vol 64. No. 4, pp. 63-80.

Glenn Laverack (2005), "Evaluating community capacity: Visual representation and interpretation," *Community Development Journal*, Vol. 41, No. 3, pp, 266-276.

Sue Kenny (2005), "Reconstruction in Aceh: Building whose capacity?" *Community Development Journal*, Vol. 42, No. 2, pp. 206-221.

Paul Streeten (2002), "Empowerment, Participation and the Poor" Occasional Paper, Background paper for Human Development Report 2002 (UNDP) – read pages 1-top of page 16.

Secondary Reading

Robert Chaskin (2001), " Building Community Capacity: A Definitional Framework an Case Studies from a Comprehensive Community Initiative," *Urban Affairs Review* 2001, Vol 36, pp. 291-323.

Barry Dalal-Clayton and Stephen Bass (2002) Ch. 6 " Participation in Strategies for Sustainable Development" in *Sustainable Development Strategies: A Resource Book* (Organisation for Economic Cooperation and Development and United Nations Development Programme. pp. 177-181 available at <http://www.nssd.net/working/resource/indexa.htm>

Paul Streeten (2002), "Empowerment, Participation and the Poor" Occasional Paper, *Background paper for Human Development Report 2002* (UNDP) – read pages 1-top of page 16.
http://hdr.undp.org/docs/publications/background_papers/2002/Streeten_2002.pdf

8. Formal Channels for Participations (March 31st)

Archon Fung (2006), "Varieties of Participation in Complex Governance," *Public Administration Review*, December, Special Issue.

Jeffrey M. Berry (2005) "Nonprofits and Civic Engagement," *Public Administration Review*, Vol. 65, No. 5, pp.568-578.

Secondary Readings

Harry C. Boye (2005), "Reframing Democracy: Governance, Civic Agency and Politics," *Public Administration Review*, Vol. 65, No. 5, pp. 536-546.

Lisa Blamgren Bingham, Tina Nabatchi, Rosemary O.Leary (2005), "The New Governance: Practices and Processes for Stakeholder and Citizen Participation in the Work of Government," *Public Administration Review*, Vol. 65, No. 5, pp. 547-538.

Kelly LeRoux (2007), "Nonprofits as Civic Intermediaries: The Role of Community-Based Organizations in Promoting Political Participation," Research Note, *Urban Affairs Review*, Volume 42, Number 3, pp. 410-422.

The Community Board Handbook - 1994 Edition, Chapter 1 - "Historical Perspective", Ch. 2 "City Government, " and Chapter 3 "The Role of Community Boards". Online.
<http://www.hellskitchen.net/comm/cb4/cbhand/index.html>

9. Participatory Planning and Development: Methods Overview - PAR, PPA, RRA and other Participatory Development Strategies (April 7TH)

Philip B. Stafford (Undated) "Participatory Research and Tools," Indian Institute on Disability and Community-Center on aging and Community, Indiana University, pp. 10.
Judy Burgess (2006), "Participatory Action Research: First-person perspectives of a graduate student," *Action Research*, Vol. 4(4), pp. 419-437.

Nina Lilja, Mauricio Bellon (2008), "Some Common Questions about participatory research: a review of the literature," *Development in Practice* Volume 18, Numbers 4-5, pp. 479-488.

Secondary Readings

Ch. 6 " Participation in Strategies for Sustainable Development" (IIED)., pp. 193- 225 (page 17-49) available at <http://www.nssd.net/working/resource/indexa.htm>

SPRING BREAK (APRIL 8TH-- APRIL 17TH)

10. Visioning (April 21st)

Garry Green, Anna Haines, Stephen Halebsky (2000), "Building Our Future: A Guide to Community Visioning" Cooperative Extension Publishing: University of Wisconsin - blackboard

Amy Helling (1998), "Collaborative visioning: Proceed with caution!" *Journal of the American Planning Association*; Summer98, Vol. 64 Issue 3, p335. – blackboard.

Douglas Eadie, "Putting Vision to Powerful Use in Your Organization" – On blackboard.

11. Participation Via Mass Media and the Internet (April 28th)

Randy Stoecker (2000), "Cyberspace vs. Face to face: Community Organizing in the New Millennium"
<http://comm-org.utoledo.edu/papers2000/cyberorganize.htm>

Mohan J. Dutta-Bergman (2005), "Access to the Internet in the context of community participation and community satisfaction," *new media & society*, Vol. 7 (1), pp. 89-109.

Don-Yun Chen, Tong-Yi Huang & Naiyi Hsiao (2006), "Reinventing Government Through On-Line Citizen Involvement in the Developing World: A Case Study of Tapei City Mayor's Email Box in Taiwan," *Public Administration and Development*, Vol. 26.

Secondary

Tamara Witschge (2002) "Online Deliberation: Possibilities of the Internet for Deliberative Democracy," Paper submitted to Euricom Colloquium on Electronic Networks and Democratic Engagement.

May 5th, 12th & 19th Student Presentations of Research

May 15th – Last day of class before finals week

Important information for students about the consequences of cheating and plagiarism

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Definitions of Academic Dishonesty: Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaborating on a take home assignment or examination.
- Using unauthorized notes during a closed book examination.
- Taking an examination for another student.
- Asking or allowing another student to take an examination for you.
- Changing a corrected exam and returning it for more credit. Submitting substantial portions of the same paper to two classes without consulting the second instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers including the use of commercial term paper services.

Plagiarism is the act of presenting another person's ideas, research or writing as your own:

- Copying another person's actual words without the use of quotation marks and footnotes.
- Presenting another person's ideas or theories in your own words without acknowledging them.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignments.

Obtaining an Unfair Advantage:

- Stealing, reproducing, circulating or otherwise gaining prior access to examination materials.
- Depriving other students by stealing, destroying, defacing or concealing library materials.
- Retaining, using or circulating examination materials that clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.
- Engaging in activities that intentionally create an unfair advantage over another student's academic work.

Falsification of Records and Official Documents:

- Forging signatures of authorization
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Collusion:

- Lending assistance or failing to report witnessed acts of academic misconduct

Academic dishonesty in all its forms will be taken seriously and could lead to a failing grade in this course.