

**Concepts of Citizen Participation**  
**Instructor, Steve Johnson, Ph.D., Winter, 2009**  
**Class Projects, Exam, and Evaluation**  
email: stevenreedjohnson@comcast.com Phone: 503-654-7948  
Office Hours: By appointment)

This course provides an Examination of principles, methods, and programs for giving explicit attention to the perspectives of citizens in the development and implementation of public policies and programs. Sets citizen participation in its historical context with an assessment of its impact to date. Participation from the perspective of both the citizen and the government will be covered as will the variety of approaches for achieving participation goals and objectives.

### **Concepts of Citizen Participation Paper**

In this paper assignment you will apply the readings from the first several weeks about the concepts of participatory democracy, social movements, community organizing, and civic capacity building. The paper should be used as an opportunity to explore a theme from one or more of the readings. It should have a theoretical basis but also be applied to planning or community development practice. You are expected to read at least 5 additional articles or book chapters. (length: 10-15 pp.) **Paper format:** Papers should be word processed, double-spaced, and clearly printed. Use standard in-text citations and reference formats.

### **Group Facilitation Process Exercise**

From February 4 on the class will be using the two textbooks to understand how to plan and develop citizen participation programs and how to facilitate group process. For this exercise students will create an interactive exercise to help fellow students understand the textbook material. You can work in groups or individually, although group assignments are preferred. You may select an exercise from the list below or make up your own. Please discuss with instructor if you want to make up your own. Only one group or individual per type of exercise. You should figure no more than 30 minutes for the exercise, including discussion. Please submit summary of the exercise (1-2 pp.) and any other accompanying materials.

- Facilitate an open discussion about an issue of interest to broad community
- Facilitate a public meeting using alternatives to open discussion
- Use a structured meeting process to gather diverse points of view about an issue
- Use techniques to build shared framework of understanding and develop inclusive solutions about a community problem
- Conduct a meeting with difficult dynamics/ people or issues
- Facilitate a meeting to reach unanimity and a sustainable agreement

### **Participant Observation Diary and Paper**

This exercise is to provide you with experience in the field with citizen participation activities. The expectation is that you will attend approximately a meeting or other activity every other week and keep an informal diary of your observations. You may handle this in a variety of ways or settings. You might attend several different neighborhood meetings around town, public hearings, or meetings and activities of other community organizations. Or, you might choose to stick with one organization or issue through out the term. The actual number of meetings requirement is flexible. It will depend on the issue or type of group you end up observing. It would be good if you go to both meetings **and** join in other types of activities. Also, a mix of issues, e.g., neighborhood, environment, community development, etc. maybe preferable, but not required.

The diary can be of any length, but should be readable. The diary itself will not be graded. It is just a record of your involvement. You will also write a short paper to accompany the submission of your diary. The paper should be a summary of your observations and a reflection on one or more concepts developed through the reading material as it applies to your experience. (length 6-8 pp.). On the last day of class you will be expected to make a 5 minute presentation about your field area experience.

## **Reading Abstract and Facilitation Guide**

For each week's reading assignment students will provide a brief summary of the articles or chapters, and summary of one lesson the student feels is important, along with 2-3 questions about the lesson that could be used to lead a discussion. Each class a student may be selected randomly to provide a summary and lead a discussion. For the theoretical pieces (clean copy reader) the summary of each article should be no more than 50 words, or one short paragraph. For **Creighton**, instead of producing a summary, students will describe one planning issue from all the reading for that week that the student feels deserves discussion. **Kaner book**. Skip part I. For Part II students will provide two examples of how alternatives to open discussion (chapter 6) might be used effectively. For Part III, students will compare and contrast how two types of techniques might be used in different settings. Assignment is to be turned in each week on Monday before class, via Email. Students may choose to not summarize one chapter/article for each of the first four week assignments. However, all articles/chapters need to be summarized and turned in as final product on Feb 25.

## **Citizen Involvement Planning Process**

An important learning goal for the class is to learn how to develop a citizen involvement plan for large and small projects or programs. Creighton outlines the basic ingredients of a citizen involvement plan (chapter #8). The plan is an important way to make sure you have set goals that fit the public involvement context, including matching techniques with audience and issues. Students will be evaluated on their competency in developing a CP plan through an in-class evaluation. Students will be given a case study for which they will outline a CP plan.

## **Classes**

Classes will usually consist of 1 to 1 1/2 hour lecture, followed by discussion or activity. Movies and guest lectures may also be scheduled. You may be called upon to respond to the questions in class. Attendance is required. If you must miss a class please notify the instructor via phone or e-mail.

## **Textbooks:**

Required: Sam Kaner, with Lenny Lind, Duane Berger, Catherine Toldi & Sarah Fisk. The Facilitator's Guide to Participatory Decision Making. New Society Publishers, 1996.

Creighton, James The Public Participation Handbook, James Crighton. Jossey-Bass, 2005.

Class Reader, available at Clean Copy or library reserve.

## **Evaluation**

Topic	% of Grade	Due date
Concepts of Citizen Participation Paper	20%	Feb. 11
CP Plan "test"	20%	Feb. 18
Participant Observation Diary and paper	20%	Feb. 25
Reading abstracts	20%	Feb. 25
Group facilitation process/participation	20%	

### Class Schedule

January 7	Introduction--Knowing Home & Roots of Citizen participation
January 14	Roots of Citizen participation
January 21	Current conditions of civic life in America
January 28	Current Conditions of Civic Engagement
Feb. 4	Developing a citizen participation plan
Feb. 11	Public meetings/other techniques and tools
Feb. 18	Group Dynamics and role of facilitator in group process
Feb. 25	Building Consensus and other Group Facilitation Techniques and tools
	Group presentations. All assignments due.

### Reading Assignments

January 14

"Modular Collective Action," in *Power in Movement*, Sidney Tarrow, Cambridge University Press, 1994, Introduction, and chapter 1, "Collective Action and Social Movements", p. 1—27

*Democracy in America*, Alex De Tocqueville, book II, chapters 27--29, 192—202

Kemmis, Daniel. (1990). *Community and the Politics of Place*. Chapter two, "Keeping Citizens Apart," p. 9-25, and chapter three, "The Descending Horizon, pp. 26-34.

Berry, Jeffrey M. (1999). *The new Liberalism: Rising Power of Citizen Groups*. Washington, DC: Brookings Institute. Chapter 2: "The Rise of Citizen Groups," p. 16—33, and chapter 3: "The rise of postmaterialism," p. 34—60.

Day, Diane. (1997). *Citizen Participation in the planning Process: An Essentially Contested Concept?*, *Journal of Planning Literature*, February, 1997, p. 421-434.

January 21

Putnam, Robert. (2000). *Bowling Alone: Collapse and Revival of American Community*. New York: Simon and Schuster. Chapter 1: "Thinking about social change in America." Chapter 2: "Political Participation. Chapter 3: Civic Participation." P. 15—64. (\*On reserve, library)

Sirianni, Carmen and Lewis Friedland. (2001). *Civic Innovation in America*. Berkeley, CA: University of California Press. Chapter 1: "Civic Innovation and American Politics." P. 1-34.

Fiorina, Morris. P. (1999). "Extreme Voices: A dark side of civic engagement." In: *Civic Engagement in American Democracy*, eds: Theda Skocpol and Morris P. Fiorina. P. 395—425.

January 28

Fischer, F. (1993). Citizen participation and the democratization of policy expertise: From theoretical inquiry to practical cases. *Policy Sciences*, 26, 165-187.

Tauxe, Caroline S. (1995). Marginalizing public participation in local planning: An ethnographic account. *Journal of American Planning Association*, Vol. 61, no. 4, Autumn, p. 471-481.

Beatley, T., Brower, D. J., & Lucy, W. H. (1994). Representation in comprehensive planning: An analysis of the Austinplan process. *Journal of the American Planning Association*, 60(2), 185-196.

Innes, Judith E. and David E. Booher. (1999) Consensus building as role planning and bricolage. *Journal of the American Planning Association*, winter, p. 9-26.

Innes, Judith E. (1998). Information in communicative planning. *Journal of American Planning Association*, winter, p. 52-63.

Feb. 4

*Public Participation Handbook*, (textbook)  
chapters 1, 2, 3, 4, 5

Feb. 11

*Public Participation Handbook*, (textbook)  
chapters 6, 7, 8, 9, 10, 11

Feb. 18

*Facilitator's Guide to Group Process*, introduction  
Part I and Part II (chapters 1-11)

Feb. 25

*Facilitator's Guide to Group Process*  
Part III (chapters 12-18)