610: Engaging Diverse Communities

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email: jmelende@uoregon.edu
Office Hours: Hendricks 111

During the following times I will be available office hours:
In person in my office, Hendricks 111 on Mondays 4:00 PM-5:30 PM & Fridays from 12-2:00pm via Teams or Zoom. Students can also schedule other times for individual appointments.

All email communication between students and the professor should be done from official uoregon.edu accounts. Please do not use other email accounts for communication (I will refrain from responding to emails from other accounts). It is the students’ responsibility to check their uoregon.edu accounts and Canvas in a timely manner for class updates and communication.

*Please note that the syllabus is subject to change as needed throughout the term. Students will be informed in a timely manner of any changes.

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

If the instructor of this course has to quarantine, this course may be taught online during that time.
Course Overview

Description
This course focuses on theories, design elements, strategies for supporting public participation in underserved and underrepresented communities. It will function both as a seminar on theories of public engagement and a workshop where students can analyze case studies and practice designing their own ideas for engaging underserved and underrepresented communities in meaningful and structural ways. The various theories of public engagement covered in class will be focused on identifying the design elements for engaging traditionally underrepresented communities in decision making. The course will aim to speak across disciplines, fields of practice, and contexts through the readings, case studies, and student work that aim to stimulate students' social imagining on what is possible. Regardless of foci, engaging underserved and underrepresented communities needs to address issues of power, access, and equity. Through this course, students will strengthen their critical eye for identifying both the advantages and limitations of various approaches. This is an advanced course, requiring students to have at least introductory knowledge of community engagement.

In service of the above goals, the course examines theoretical and empirical work on designs for collective, organizational, and social change in a variety of contexts, from diverse theoretical perspectives. Approaches in which practitioners, researchers, and community participants partner in designing systems for social change that include individuals from underrepresented communities are of particular interest. The readings cover examples of collective, organizational, and social change at different scales of space, time, and social organization, examining the nested ecological contexts between individuals, communities, and society. Ultimately, in this class, I conceptualized three malleable planes I want students to learn and keep in mind for their designs: process, bureaucracy, and learning environments. Process refers to the design of the external time series for engaging communities; bureaucracy is about designing the internal structure to support the external process; and the learning environment is the design of the moments that actually requires face-to-face interaction with the public.

The course design supports students' exploration of relationships between theory, research methods, and real-world cases of designing systems for social change. The intent is for you to walk away with confidence regarding how these things work together, and to develop your own approaches relevant to your own work as a practitioner, researcher, and community representative. All of the individual assignments in this course add up to a final white paper that should be seen as a template for you to work away with from this course and argue for or replicate in other contexts.

Structure
The class will aim to be structured as an online Socratic seminar. It is my hope that the class time will be spent in high-quality dialogue that critically engages with the readings, which are typically divided between theory, case studies, and methods. As such, coming prepared for class is not only about having done the readings and any related assignments, (that is a low standard), but students should be ready to engage with one another, participating in conversations, being open to being called on throughout the course, and to volunteer to model and lead activities. Critical Thinking is the ability to read, write, and speak about issues. This requires both the ability to critically discuss class readings and ideas, but also the ability to relate to personal experiences and practice. Therefore, the whole class discussion brings together various comments, questions, and insights. The process makes visible the thinking of our classroom community, including the various challenges people experienced with the ideas in the readings. It provides an opportunity to work together to make sense of the material. As such, this class should be seen as a brave space to take risks, to make mistakes, fail miserably, learn from practice, and try again. Please note how this level of engagement is geared towards active learning, aimed at achieving Praxis. If this is not an approach you think you will be comfortable with then I highly advise against you taking this class.

Students should feel comfortable wearing masks during class should they wish to, while others may choose to go maskless. Regardless of choice, students should be mindful of their social interactions to create a supportive community during our term together.

Teaching Philosophy
My teaching is an extension of my community-based research and work, as I engage students with a pedagogical approach that bridges real-world community-based case studies to students' experiences and content knowledge. As an instructor, I use this approach to provide students with a framework for interdisciplinary and integrative learning and to guide students in engaging as agents of change. This process of praxial education helps students relate content knowledge to their own experiences and to ask questions about equity and participation in larger social issues. Praxis is making sense of one's social reality and being compelled to take social action. Thus, praxial education purposefully connects learning to community settings and civic action. This framework provides valuable practical experiences for students to draw on who are interested in a variety of careers in business, non/for-profit organizations, government agencies, and academic fields.

610: Engaging Diverse Communities  
Spring 2022
Course Learning Objectives

Students should be able to:

1. Define and describe what a design-based approach to community engagement is and be able to explain the 3 different planes of design introduced in this class
   a. Assignment and activities: A designed-based approach is a way of looking at reality (epistemology); you will engage in readings that introduce you to these approaches and critically engage in dialogue and argumentation (discussion forum, in-class, written assignments) that deconstructs and reconstructs how this approach is a new tool for engaging under-served communities.

2. Identify and describe at least 3 different foundational theories/models for engaging under-represented communities
   a. Assignment and activities: You will practice talking about different theories/models in the weekly discussion forums and in-class discussions. You will then have to identify which ones you are using for your project, which you will have to argue and reason with all your other assignments.

3. Compare and contrast different approaches to engaging under-represented communities
   a. Assignment and activities: You will practice differentiating theories/models to compare and contrast a variety of approaches in the weekly discussion forums and in-class discussions. For your project, you will have to reason why you are using particular approaches versus others.

4. Describe at least 3 different design elements to be used by students for creating an engagement process
   a. This will be key to your design template. You will argue and reason through your choices in class, workshopping your design before submitting it. You will continue to refine your choices and how you argue and reason about them in your final white paper and presentation.

5. Create, explain, and argue how their designs for engaging underrepresented communities logically connect across social scales
   a. You will begin to do this in your design template. It will be a large focus in your final white paper and presentation.

6. Practice and refine their community engagement skills
   a. Although important, this will not be the focus of the class. However, throughout the course, I will model for you different strategies and structure group activities that are geared towards practicing and refining community engagement skills. This is touched on later in the term when we begin to learn about designing the learning environments (face-to-face interactions).

Course Learning Outcomes

Students should be able to:

1. Assess the benefits of a design-based approach to community engagement and have models to use in the future for reference
2. Use theories for guiding and justifying community engagement of under-represented communities
3. Create strategic engagement tools
4. Explain, justify, and use different access and equity design elements for creating processes to engage with under-represented communities
5. Increase fluency in navigating different community engagement practices
6. Use their white paper as a template for future work when engaging under-represented communities

Required Textbooks


Grade Evaluation:

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points of Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Discussion Board/Class Participation</td>
<td>25</td>
<td>Students will lead class discussions</td>
</tr>
<tr>
<td>3. Law/Policy/Regulations/Procedure Analysis</td>
<td>15</td>
<td>Individual Project</td>
</tr>
<tr>
<td>4. Case Study Analysis</td>
<td>15</td>
<td>Individual Project</td>
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<tr>
<td>5. Design Template</td>
<td>15</td>
<td>Individual Project</td>
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<tr>
<td>6. Final White Paper</td>
<td>20</td>
<td>Individual Project</td>
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<tr>
<td>7. Final Presentation</td>
<td>10</td>
<td>Individual Project</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C-70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59
Classroom Policies and Expectations
This is an in-person course: that means that, unlike asynchronous online/WEB courses, we will meet during scheduled class meeting times in Hedco 146. I will accommodate illness and absences as described below. If you need additional flexibility UO encourages you to consider WEB courses. If you need accommodation related to a medical or other disability, you can set those up through AEC.

Research indicates that students who attend class are more likely to be successful. Yet, given the unique circumstances we are in, I am cognizant that being present during our in person class meeting time may at times be a barrier (unforeseen circumstantial emergency). Yet, the ability for you to engage with your classmates and the content is no less important. To try to accommodate these circumstances the following will be done during this term: Students will have to record a 6-8 minute think out loud of the class material that was covered during the missed session. This recording can be questions on specific points covered in the materials, points to build on or add to our discussions, challenges or other considerations raised. Specific items from the missed class readings will need to be referenced. This recording will need to be posted on the Canvas class page within 48 hrs. of the missed class for others to view. This structure is designed with the intent of creating an ongoing virtual dialogue between students across time and space. If the recording is not posted within 48 hrs., the missed class will be counted as an absence, and can be counted as .5 off your participation grade for every missed session without a recording. If you need additional time, it is your responsibility to communicate with me to come up with an agreed upon date.

Class Etiquette
Class etiquette is taken into account in your participation grade. Please be respectful of each other's points of view. Casual conversations outside the main discussion are rude and will not be tolerated. To maintain academic integrity, freedom, and protect the privacy of your fellow classmates only the formal recording of the class by the professor is allowed. Any other recordings without prior written approval from the professor and your fellow classmates will be considered in violation of FERPA regulations. Do not read for other courses during class. Turn off cell phones and anything else that might ring during class. Do not look at your phone or text people in class. Do not surf the Internet during class. These are disrespectful to the class and to your peers. If there is an emergency that requires you, please excuse yourself politely and appropriately. Thank you.

Late Assignment and Incomplete Policy
All assignments in this class are through Canvas on the date that the assignment is due. Late assignments will receive only partial credit (.5 point off for every 24 hours late and I will not accept any assignments after five days). Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Electronic Communication and Devices
If you email me a question during normal working hours (9-5 PM, Monday through Friday) I will do my best to respond within 24 hours. Inquiries made during the weekend will take me longer to respond to. Please remember that email correspondence is a reflection of your professional skill and maturity; therefore, take time to compose thoughtful and polite emails to myself and your other instructors.

You may use electronic devices to access course texts and assignments or to complete in-class work. The use of electronic devices during a synchronous class meeting should be considered in light of one overarching rule: be courteous and respectful of others and should only be on class content. I reserve the right to stop the class or ask you to leave if this guidance is ignored.

Academic Misconduct
A student who submits work, at any stage of the writing process, which in whole or in part has been written by someone else, or which contains passages quoted or paraphrased from another’s work without acknowledgment (quotation marks, citation, etc.), has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where it is due. If you are ever unsure about what constitutes plagiarism, ask me in advance. Students who are found to have plagiarized work may be subject to various disciplinary actions, starting with a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. In cases of academic dishonesty, my policy is to file a complaint with the Office of the
Dean of Students. Please do not take this lightly. For more information about violating academic integrity and its consequences, consult the University Student Conduct Code (available at http://dos.uoregon.edu/social-misconduct) By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at http://researchguides.uoregon.edu/citing-plagiarism.

Basic Needs and Your Well Being

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. The UO Basic Needs Resource Guide includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Your safety and wellbeing impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Accessibility

The University of Oregon is working to create inclusive learning environments. If you have a documented disability and require an accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on the Accessible Education Center, please see http://aec.uoregon.edu: 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Inclusion Statement and Anti-discrimination Policy

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• 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 which is the lifeblood of the university

The College of Design promotes the strengths of our multicultural community through the Equity & Inclusion Committee. For more information about the Equity & Inclusion Committee and other student resources, please see: https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/

Additionally, any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at https://safe.uoregon.edu. A student can also call 541-346-SAFE, UO’s 24-hour hotline to be connected to a counselor. Please note that I myself am not a Designated Reporter.
### Schedule of Classes

#### Week 1  
**Introduction—Why engage the public? and What’s the difference for under-represented communities**

**Wednesday 3/30**  
*Required Reading:*


*Total pages: ~43*

**Assignments:** None

#### Week 2  
**What is engagement and when do we think it is successful?**

**Wednesday 4/6**  
*Required Reading:*

1. Introduction and Chapter 1 of Smith, G. (2009). *Studying Democratic Innovations*, pgs. 1-29 (Group 1)

*Total pages: ~60*

**Assignments:** 1. **Canvas discussion board and leading class discussion.**

#### Week 3  
**Mini-Publics and the case study of Eugene**

**Wednesday 4/13**  
*Required Reading:*

2. Healthy Democracy Partnership with the City of Eugene, Middle Housing Case Study (Rest of the groups)
   a. Review Panels
   b. Middle Housing Code Changes project
   c. Project Overview and Opportunities to Participate
   d. City of Eugene/Healthy Democracy Contract
   e. Panelist Recruitment Letter
   f. Rough outline of the Process
   g. Video on Discussions on Democracy-Episode 3- “The process: a deep dive”
   h. Demographic Profile of the Panel
   i. Eugene Review Panel: First Report Guiding Principles
   j. Healthy Democracy Steering Committee Meeting Video 12/10/20

*Total pages: ~70*

**Assignments:** 1. **Canvas discussion board and leading class discussion; 2. Law/Policy/Regulation Analysis**

#### Week 4  
**Representation and other Variables that go into engagement**

**Wednesday 4/20**  
*Required Reading:*


*Total pages: ~70*

**Assignments:** 1. **Canvas discussion board and leading class discussion**
**Week 5**  
**Design Thinking: Designing Large and Small**  
**Wednesday 4/27 Required Reading:**


Total pages: ~60

**Assignments:** 1. Canvas discussion board and leading class discussion; 2. Case Study Analysis

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**Week 6**  
**Language and Community Matter**  
**Wednesday 5/4 Required Reading:**

1) Chapter 6 and Conclusion of Smith, G. (2009). *Realizing the goods of democratic institutions and conclusion*, pgs. 162 - 201. (Group 1)  
[https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1246&context=home](https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1246&context=home) (Group 2)  

Total pages: ~65

**Assignments:** 1. Canvas discussion board and leading class discussion

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**Week 7**  
**Power**  
**Wednesday 5/11 Required Reading:**


(Members of Group 1 select which reading you would like to focus on this week)

Total pages: ~85

**Assignments:** 1. Canvas discussion board and leading class discussion; 2. Design Template
Week 8  Designing for the “hard to reach” populations

Wednesday 5/18 Required Reading:

Total pages: ~ 54

Assignments: 1. Canvas discussion board and leading class discussion

Week 9  Citizenship and Identity Development

Wednesday 5/25 Required Reading:

(Members of Group 3 select which eve reading you would like to focus on this week)

Total pages: ~ 58

Assignments: 1. Canvas discussion board and leading class discussion

Week 10  Designing Learning Environment and Final Thoughts

Wednesday 6/1 Required Reading: Designed Based/Interventionist Research

(Members of Group 4 select which eve reading you would like to focus on this week)

Total pages: ~ 36

Assignments: 1. Canvas final reflection on your postings
Assignments

Discussion Board/Class Participation  25 points  Students will lead class discussions

Discussion Board (15 Points): The online discussion forum will be a space where students "make sense" of the readings before class discussions. Postings need to be at least 150 words not counting direct quotes. Grading will review for the following factors when reviewing online posts: staying on topic, direct references to readings, the logic of argumentation, providing evidence with claims, being concrete and specific as opposed to general when appropriate, moving beyond summarizing to analysis and synthesis, making connections across readings and class discussions as appropriate. This will include the depth of thinking and thoroughness of answers and the extent to which students practice the thinking out loud of the readings and their relation to students' experiences and prior knowledge. Since the class is designed for you to engage with the material through discussions, exercises, and other interactive activities, contributions to class or small group discussions are key. All students will be assessed for class participation (10 Points).

Every week All students do all the readings
A. Students are assigned 1 reading as their primary focus for Wednesday’s class
   1. MA students need to post 1 question for their assigned reading by 3 PM (PST) on Sundays
   2. Then by no later than 3 PM (PST) on Wednesdays, MA students need to post 2 responses to questions that are not on their lead reading.  
   3. Ph.D. students in the class need to post 2 questions across readings by 3 PM (PST) on Sundays and also post 3 responses across readings (one of them may be to another student’s response to their own question) by 3 PM (PST) on Wednesdays.
   4. Students will then take the lead in facilitating in-class dialogues about the readings they were assigned.

***Posts need to be at least 150-word response to each.

B. For week 10, instead of posting on the discussion forum posts, students are to submit a final reflection/self-assessment of their learning trajectory in the course as evidence through their discussion forum posts and class participation. Please reviewed the canvas for details on how to complete this. This assignment will also be covered in class.

Law/Policy/Regulation Analysis  15 points  Individual Project  Due: Friday, April 15th, 11:59 pm
Students are to research a law/policy/regulation that impacts the kind of field in which they want to design a community engagement piece for under-represented communities. This research needs to go to the original source and analyze the ways in which the source mandates, requires, or suggests engaging community should look like and include. At the conclusion of your analysis, you should pose the remaining questions that you have as to what the law/policy/regulation specifies. You should also provide an initial idea of what it is you want to design. This will be at least 1500 words for MA and 2000 words for Ph.D., (not counting references) double spaced, APA format. Additional criteria will be provided as the assignment nears.

Case Study Analysis  15 points  Individual Project  Due: Friday, April 29th, 11:59 pm
As a second step to your law/policy/regulation analysis, I now want you to find an example of an entity that is claiming to be doing what law/policy/regulation says. You need to research this entity as a case study, figure out what their community engagement looks like, and how it aligns with the first analysis you did. How is it meeting the intent and meaning of the law/policy/regulation? Is there a difference? The conclusion should include what questions you have remaining and what insights have you learned for your own design. This will be at least 1500 words for MA and 2000 words for Ph.D., (not counting references) double spaced, APA format. Additional criteria will be provided as the assignment nears.

Design Template  15 points  Individual Project  Due: Friday, May 13th, 11:59 pm
Having done two analyses already: a law/policy/regulation on a field of interest and a case study of an example of this law/policy/regulation being applied, I now want you to design a community engagement process. This design needs to include design elements covered in class and describe and explain how their design choices support the engagement of underrepresented
communities. Regardless of foci, your design template needs to address issues of power, access, and equity. Additional criteria will be provided as the assignment nears. This will be at least 1500 words for MA and 2000 words for Ph.D., (not counting references) double spaced, APA format.

White Paper 20 points Individual Project Due: Wednesday, June 8th, 11:59 pm
The purpose of a white paper is to advocate that a certain position is the best way to go or that a certain solution is best for a particular problem. The audience for a white paper can be the general public and/or those in charge that seek solutions to their problems or needs. Your white paper is a combination of the 3 previous assignments and combines them to argue for why your design template should be taken up and implemented. This will require that you connect your template to your original analysis and use your case study as an example of something you are improving. Additional criteria will be provided as the assignment nears. This will be at least 5000 words for MA and 6000 words for PhD., (not counting references) double spaced, APA format. **Not following these guidelines is an automatic 2-point deduction. White papers will be due during finals week**

Final Presentation 10 points Individual Project Due Friday, May 27th, 11:59pm
You are to create a 4-5-minute mini visual talk about your term-long project and post it on Canvas for other students to view and learn about your work during the term. This is about visually communicating about your final white paper. This should not be a PowerPoint presentation although you can use visuals to support your narrative. Be creative, the presentation needs to give us a map from where you started in your initial analysis to the design you are proposing. This is an opportunity to share with the rest of your classmates what you have designed and explain to us why this was important to you and how you got to the final product.