

Site: **Graduate School of Library and Information Science LEEP (Online Education)**

Course: **Community Engagement (SP16LIS418AG)**

Glossary: **Community Engagement Bibliography**

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-2015 Innovations: Civic and Community Engagement

Urban Library Council's annual *Innovations Initiative* is a powerful showcase to share and inspire new ways of thinking and working that high-performing libraries implement to benefit people and communities. It lends library directors the opportunity to showcase innovation with their staff, community leaders, media and inspire innovation across ULC libraries. These gathered innovations can be used by the library in many ways both to leverage resources and to tell the library's story more effectively. *ULC's Innovations Resource Center* houses over 1,000 stories of creativity, working smarter, harnessing the power of technology as well as innovative partnerships, programs and services.

The Civic and Community Engagement page highlights innovations in partnering with local government and community to engage people in civic discussion, problem-solving and program development; creating opportunities for community service and enhancing civic life.

<http://www.urbanlibraries.org/civic-and-community-engagement-pages-420.php>

-A Ladder of Citizen Participation

Arnstein, S.R. (1969) A Ladder of Citizen Participation. *JAIP*, 35(4), 216-224. Downloaded from: <http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html>

-A Step-By-Step Guide to 'Turning Outward' to Your Community

From the Libraries Transform website of the American Library Association:

The tools in this PDF are designed to help libraries strengthen their role as community leaders and bring about positive communities.

"Turning outward" is a step-by-step process developed by The Harwood Institute for Public Innovation. It entails taking communities; changing processes and thinking to make conversations more community-focused; being proactive to putting community aspirations first. URL:

http://www.ala.org/transforminglibraries/sites/ala.org.transforminglibraries/files/content/LTCGettingStarted_Digital

-An Introduction to the Human Development and Capability Approach: Freedom and Agency

Séverine Deneulin and Lila Shahani (eds.) *An Introduction to the Human Development and Capability Approach: Freedom and Agency*. <http://www.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=62>

Selections from Key Points of Chapters 1-3: "Value judgements lie at the heart of development analysis and policy. However, these value judgements are often not acknowledged. Public policy aims to create and sustain improvements. Different ideas about what should be improved lead to different policies (e.g. poverty reduction policies vary depending on how poverty is defined). In contrast with approaches that seek to improve the national economy, or people's resources, or their utility, human development argues that people's well-being

should improve. Different policies ensue. The capability approach contains three central concepts: functioning, capability and agency. A *functioning* is being or doing what people value and have reason to value. A *capability* is a person's freedom to enjoy various functionings -- to be or do things that contribute to their well-being. *Agency* is a person's ability to pursue and realize goals she values and has reason to value. The human development and capability approach is multi-dimensional, because several things matter at the same time. Well-being cannot be reduced to income, or happiness or any single thing. The human development and capability approach combines a focus on outcomes with a focus on processes. Four key principles are: equity, efficiency, participation, and sustainability. Both human development and neoliberalism endorse the idea of freedom, but the former sees freedom as positive freedom, while the latter only sees it in negative terms."

-Becoming an Ally: Breaking the Cycle of Oppression in People

Anne Bishop (2002) *Becoming an Ally: Breaking the Cycle of Oppression in People, 2nd Edition*.

NOTE: a third edition is coming out in 2015 but unlikely will be available before we cover the book in class. However, the most revised part is a new chapter 9, Educating Allies, which has been made available online at: http://www.becominganally.ca/Becoming_an_Ally/Educating_Allies__Ch.html

From the back cover: "This book is my attempt to answer some of the big questions of my life: Where does oppression come from? Has it always been with us, just "human nature"? What can we do to change it? What does individual healing have to do with struggles for social justice? What does social justice have to do with individual healing? Why do members of oppressed groups fight each other? Why do some who experience oppression develop a life-long commitment to fighting oppression, while others turn around and oppress others? This book will help answer these and other relevant questions."

-Beyond Service Learning: Toward Community Schools and Reflective Community Learners

Bishop, A., Bruce, B.C., and Jeong, S. (2012) *Beyond Service Learning: Toward Community Schools and Reflective Community Learners*. In: Lorie Roy, Kelly Jensen, & Alex Hershey Meyers (eds.), *Service learning: Linking library education and practice* (pp. 16-31). Chicago, IL: ALA Editions.

 BeyondService Learning-BishopBruceJeong.pdf

-Building Coalitional Consciousness

Cricket Keating (2005) *Building Coalitional Consciousness*. *NWSA Journal*, 17(2), 86-103. Stable URL: <http://www.jstor.org/stable/4317127>

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In this essay, I argue for the practice of "coalitional consciousness-building," a method of self and collective education toward coalition. The approach itself is based on the radical democratic practice of feminist consciousness-raising, yet reconfigures the method in several ways in light of critiques by women-of-color feminists. In particular, I draw upon the insights of Chandra Talpade Mohanty, Maria Lugones, and Bernice Johnson Reagon as well as upon examples of approaches used by consciousness-raising groups that had success in engendering solidarity across multiple lines of difference to suggest a process of coalitional consciousness-building. The process includes the following three steps: (1) sharing experiences related to a theme in a way that pays close attention to the national, racial, and class and other relevant contexts and histories in which the experiences being articulated are being played out; (2) examining the experiences with an eye for the multiple relations of oppression and resistance at play; (3) exploring the barriers to, and

possibilities for, coalitional action with regard to the experiences. Such a practice, I argue, could help contribute to the development of a feminist movement culture that is oriented toward the work of building and sustaining coalition."

-Carnegie Engagement Classification

Carnegie Community Engagement Classification, New England Resource Center for Higher Education - College of Education and Human Development, University of Massachusetts Boston, Available online at: http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92

The Carnegie Foundation's Classification for Community Engagement is an elective classification of Universities seeking recognition of their community engagement efforts. It lasts 5 years. The University of Illinois Urbana Champaign received this classification in 2010 and has reapplied to be re-certified in 2015. Included on the webpage is a brief definition of community engagement for purposes of the classification.

-Charettes 101: Dynamic Planning for Community Change

URL: http://www.charretteinstitute.org/resources/files/BuildingBlocks4_1.pdf

This issue of BuildingBlocks focuses on a topic that remains at the heart of creating vital neighborhoods—community planning and design. As “smart growth” movements and New Urbanism principles reshape our ideas about successful communities, we must explore more inclusive, dynamic approaches to planning.

A charrette is a four- to seven-day planning event that assembles an interdisciplinary team of all stakeholders to design and plan a project together. During the course of the charrette, planners, residents, business people, architects, environmental experts, policy makers, and others work together in brainstorming sessions and other exercises designed to air tensions, resolve differences, and generate consensus.

-Collective Impact

“Collective Impact.” John Kania & Mark Kramer. Stanford Social Innovation Review. Winter 2011. Available from: http://www.ssireview.org/articles/entry/collective_impact

Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations. Collective impact initiatives typically have five conditions that together produce true alignment and lead to powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations. What might social change look like if funders, nonprofits, government officials, civic leaders, and business executives embraced collective impact?

-Collective Impact Trend

Collective Impact. From the Center for the Future of Libraries' Trends list. Accessible online at: <http://www.ala.org/transforminglibraries/future/trends/collectiveimpact>

From the page brief on collective impact:

In the face of limited resources and persistent, big social issues (hunger, poverty, violence, education, health, public safety, the environment) organizations from different sectors are adopting common agendas to combat issues within their communities.

-Community

Smith, M. K. (2001) 'Community' in *the encyclopedia of informal education*, <http://www.infed.org/community/community.htm>.

-Community Engagement for Collective Impact: Lessons From Alaska

Community Engagement for Collective Impact: Lessons From Alaska. Karen Pittman. Huffington Post Blog. Posted 10/09/2014. Accessible online at: http://www.huffingtonpost.com/karen-pittman/community-engagement-for_b_5961218.html

Six solid lessons on how to keep communities engaged in collective impact initiatives after the "summits" are over.

-Community Engagement: Definitions and Organizing Concepts from the Literature

Donna Jo McCloskey, RN, PhD, (Chair), Mary Anne McDonald, DrPH, MA, Jennifer Cook, MPH, Suzanne Heurtin-Roberts, PhD, MSW, Stephen Updegrave, MD, MPH, Dana Sampson, MS, MBA, Sheila Gutter, PhD, Milton (Mickey) Eder, PhD (2011) Chapter 1: Community Engagement: Definitions and Organizing Concepts from the Literature, In: *Principles of Community Engagement - Second Edition*, Agency for Toxic Substances and Disease Registry, Downloaded from: http://www.atsdr.cdc.gov/communityengagement/pce_intro.html

-Community Service Learning in the Face of Globalization: Rethinking Theory and Practice

Keith, N.Z. (2005) Community Service Learning in the Face of Globalization: Rethinking Theory and Practice *Michigan Journal of Community Service Learning*, 5-24 Permalink: <http://hdl.handle.net/2027/spo.3239521.0011.201>

-Community-based Research and the Two Forms of Social Change

Randy Stoecker (2012) Community-based Research and the Two Forms of Social Change, *Journal of Rural Social Sciences*, 27(2), <http://www.ag.auburn.edu/auxiliary/srsa/pages/Articles/JRSS%202012%2027%202%2083-98.pdf>

ABSTRACT

As community-based research (CBR) takes hold in academic settings, where there is vast expertise in producing research but a dearth of experience in producing practical outcomes, there is a risk that CBR will produce little of consequence. This paper begins by arguing that part of the problem is the result of CBR practitioners assuming that research is, in itself, causal. Yet it is only when research is embedded in an effective overall social change strategy that it matters. The present paper develops a model specifying the role of research in both local and broader social change strategies. The overall model focuses on a community change cycle, based in community organizing, that begins with a participatory effort to diagnose some community condition, then develops a prescription for that condition, followed by an implementation of the prescription and an evaluation of the outcomes. Research can play a role at each stage of the process, but only as part of a broader strategy linking knowledge, action, and power. The paper concludes by showing the kinds of training and community relationships that academics will need to make CBR matter.

-Community-Led Libraries Toolkit

Community-Led Libraries Toolkit! Available online

at: http://www.librariesincommunities.ca/resources/Community-Led_Libraries_Toolkit.pdf

"We are pleased to announce the publication of the Community-Led Libraries Toolkit, which shares the experiences and lessons learned by the Working Together Project over the past four years. The library should be an expression of its community's vision and creativity; this can only happen if we involve them actively in decision-making and planning"

-Confronting the Future: Strategic Visions for the 21st-Century Public Library

Roger E. Levien (2011) Confronting the Future: Strategic Visions for the 21st-Century Public Library. ALA Policy Brief #. Available online

at: http://www.ala.org/offices/sites/ala.org.offices/files/content/oitp/publications/policybriefs/confronting_the_futu

From the summary: "The changes confronting public libraries over the next 30 years will be profound, just as those of the past 30 years have been. That libraries have responded so effectively thus far is encouraging, yet it appears that they will have to face even more difficult challenges in the future. The choices described in this policy brief respond to the possible outcomes of the economic, social, and technological forces and trends that will affect libraries. Yet they all assume that public libraries will continue to exist. Unfortunately, it is not impossible to imagine a future without libraries. If that is to be avoided so that libraries can continue to fulfill their role as guarantors of free and unbiased access to information, they must play an active role in shaping their future."

-Creating Spaces for Change: Working Towards a 'Story of Now' in Civic Engagement

Matt Leighninger (2010) Creating Spaces for Change: Working Towards a 'Story of Now' in Civic Engagement. <http://www.wkkf.org/resource-directory/resource/2010/creating-spaces-for-change>

"In 2008 the foundation launched a "learning year," featuring a dialogue among 40 organizations from across the country, all committed to civic engagement, albeit using a variety of approaches, with a variety of objectives. The outcome was a rich, often challenging, always enlightening conversation about civic engagement means, goals and terminology, among practitioners too often siloed by their field or their network.

Commissioned by the W.K. Kellogg Foundation and written by Matt Leighninger of the Deliberative Democracy Consortium, this paper reviews that conversation and extends an invitation to both deliberative democracy and dialogue practitioners and to community organizers to continue it. In doing so, it invites civic engagement practitioners from diverse schools of thought to raise and tackle tough, important questions; to deepen their mutual understanding of other practices and approaches, and of the values underlying and unifying their work; and to propose ideas for working together more effectively, and with greater impact."

-Cyberlibertarian myths and the prospects for community

Langdon Winner. 1997. Cyberlibertarian myths and the prospects for community. *SIGCAS Comput. Soc.* 27, 3 (September 1997), 14-19. <http://doi.acm.org/10.1145/270858.270864>

"In sum, my suggestion is not that we need a cybercommunitarian philosophy to counter the excesses of today's cyberlibertarian obsessions. Instead is a recommendation to take complex communitarian concerns into account when faced with personal choices and social policies about technological innovation. Superficially appealing uses of new technology become much more problematic when regarded as seeds of evolving, long term practices. Such practices, we know, eventually become parts of consequential social relationships. Those relationships eventually solidify as lasting institutions. And, of course, such institutions are what provide much of the actual framework for how we live together. That suggests that even

the most seemingly inconsequential applications and uses of innovations in networked computing be scrutinized and judged in the light of what could be important moral and political consequences. In the broadest spectrum of awareness about these matters we need to ask: Are the practices, relationships and institutions affected by people's involvement with networked computing ones we wish foster? Or are they ones we must try to modify or even oppose?"

-Cyberlibertarians' Digital Deletion of the Left

David Golumbia (2013) Cyberlibertarians' Digital Deletion of the Left, *Jacobin Magazine*. <https://www.jacobinmag.com/2013/12/cyberlibertarians-digital-deletion-of-the-left/>

"At bottom, cyberlibertarianism holds that society's problems can be solved by simply construing them as engineering and software problems. Not only is this false, but in many ways, it can make the problems worse."

-Defining Reflection: Another Look at John Dewey and Reflective Thinking

Rogers, C. (2002) Defining Reflection: Another Look at John Dewey and Reflective Thinking. *Teachers College Record*. 104(4), 842-866. http://www.bsp.msu.edu/uploads/files/Reading_Resources/Defining_Reflection.pdf

Thinking, particularly reflective thinking or inquiry, is essential to both teachers' and students' learning. In the past 10 to 15 years numerous commissions, boards, and foundations as well as states and local school districts have identified reflection/inquiry as a standard toward which all teachers and students must strive.

However, although the cry for accomplishment in systematic, reflective thinking is clear, it is more difficult to distinguish what systematic, reflective thinking is. There are four problems associated with this lack of definition that make achievement of such a standard difficult. First, it is unclear how systematic reflection is different from other types of thought. Second, it is difficult to assess a skill that is vaguely defined. Third, without a clear picture of what reflection looks like, it has lost its ability to be seen and therefore has begun to lose its value. And finally, without a clear definition, it is difficult to research the effects of reflective teacher education and professional development on teachers' practice and students' learning.

It is the purpose of this article to restore some clarity to the concept of reflection and what it means to think, by going back to the roots of reflection in the work of John Dewey. I look at four distinct criteria that characterize Dewey's view and offer the criteria as a starting place for talking about reflection, so that it might be taught, learned, assessed, discussed, and researched, and thereby evolve in definition and practice, rather than disappear.

-Democracy and Social Ethics

Jane Addams (1902) Democracy and Social Ethics. Downloadable from Project Gutenberg at: <http://www.gutenberg.org/ebooks/15487>

-Difference as a Resource for Democratic Communication

Young, I.M. (1997) Difference as a Resource for Democratic Communication. In Bohman, J. and Rehg, W. (eds.) *Deliberative Democracy: Essays on Reason and Politics*. Massachusetts Institute of Technology. ISBN 0-262-02434-9.

In this essay, Young argues against the identification of a politics of difference with a politics of identity. Rather, she posits a relational interpretation of difference in which a group is a group because of the relation in which it stands to others. Social groups are collections of persons similarly situated in social fields structured

by power and resources even if they do not have a particularly identity within that group. A person's relational difference gives them a social perspective that makes them sensitive to certain aspects of social life, meanings, and interactions and perhaps less sensitive to others. Because each individual attends to different elements in society based on their multipositionality, perspective is a way of looking at social processes without determining what one sees – it provides an orientation on ideas and events rather than a fixed and self-identical set of beliefs shared by all group members. As thus defined, group difference becomes an important resource for deliberation and democracy. As long as unequal circumstances persist, a politics that aims to do justice through public discussion and decision making must theorize and aim to practice a third alternative. This alternative consists in a process of public discussion and decision making that includes and affirms all particular social group perspectives in the society and draws on their situated knowledge as a resource for enlarging the understanding of everyone and moving them beyond their own parochial interests.

1. Plurality of perspectives motivates claimants to express their proposals as appeals to justice rather than expressions of mere self-interest or preference.
2. Confrontation with different perspectives, interests, and cultural meanings teaches individuals the partiality of their own, and reveals to them their own experience as perspectival.
3. Expressing, questioning, and challenging differently situated knowledge adds to social knowledge. Such a more comprehensive social knowledge better enables them to arrive at wise solutions to collective problems to the extent that they are committed to doing so.

 **Difference as a Resource for Democratic Communication - IM Young.pdf**

-Digital Justice Coalition Principles

Digital Justice Coalition Principles. Downloaded from http://detroitdjc.org/?page_id=9

Core principles for digital justice that have informed the work in Detroit, MI.

-Distinguishing Outreach From Engagement

Distinguishing Outreach From Engagement, National Alliance for Media Arts + Culture. Available for download from: <http://www.namac.org/idea-exchange/arts-engage-jesikah-maria-ross-community-outreach-engagement>

-Educating for the Archival Multiverse

The Archival Education and Research Institute (AERI), Pluralizing the Archival Curriculum Group (PACG) (2011) Educating for the Archival Multiverse. *The American Archivist*, 74(1), 69-101. <http://www.metapress.com/content/hv33964712745684/>

Ethical principles to guide education of future archival engagement practitioners and researchers from a perspective of pluralism to achieve greater diversity and cultural sensitivity.

-Engagement and Two Forms of Social Change

<https://mwolske.wordpress.com/2014/11/26/engagement-and-two-forms-of-social-change/>

Post by Martin Wolske made November, 2014, reflecting on engagement and social change. This post is forwarded also as a potential model for the three concept papers due as part of the Community Engagement course.

-Evolution in Partnership: Lessons from the East St. Louis Action Research Project

Project

Sorensen, J. and Lawson, L. (2011) Evolution in Partnership: Lessons from the East St. Louis Action Research Project. *Action Research*, 10(2), 150-169. Downloaded from: <http://arj.sagepub.com/content/10/2/150>.

-Go Out & Play: Community Engagement through 'Turning Outward'

The first step in making change is talking to your community. In this webinar, three public libraries explain how to get started using The Harwood Institute for Public Innovation's "turning outward" approach.

-How to Read for Grad School

Miriam Sweeney "How to Read for Grad School", Available online at: <http://miriamsweeney.net/2012/06/20/readforgradschool/>

A great primer not just for those in grad school, but for professionals who need to regularly reading extensively to stay current, and a good primer for those considering reading extensively from this Community Engagement Bibliography.

-IAP2 Engagement Spectrum

International Association for Public Participation **core values** and **engagement spectrum** often serve as a foundational reference for engagement and public participation in decision-making processes.

-Ideology, Hegemony, Discourse: A Critical Review of Theories of Knowledge and Power

Mark C. J. Stoddart (2007) Ideology, Hegemony, Discourse: A Critical Review of Theories of Knowledge and Power, *Social Thought & Research*, Vol. 28, Social "Movements" Article Stable URL: <http://www.jstor.org/stable/23252126>

Abstract

For over a century, social theorists have attempted to explain why those who lack economic power consent to hierarchies of social and political power. They have used ideology, hegemony and discourse as key concepts to explain the intersections between the social production of knowledge and the perpetuation of power relations. The Marxist concept of ideology describes how the dominant ideas within a given society reflect the interests of a ruling economic class. In this paper, I trace the movement from this concept of ideology to models of hegemony and discourse. I then trace a second set of ruptures in theories of ideology, hegemony and discourse. Marx and others link ideology to a vision of society dominated by economic class as a field of social power. However, theorists of gender and "race" have questioned the place of class as the locus of power. I conclude by arguing that key theorists of gender and "race"—Hall, Smith, hooks and Haraway—offer a more complex understanding of how our consent to networks of power is produced within contemporary capitalist societies. This argument has important implications for theory and practice directed at destabilizing our consent to power.

-Individuals and Communities: No Man Is an Island

Ryan Messmore (2011) Individuals and Communities: No Man Is an Island. Available online at: <http://dailysignal.com/2011/10/25/individuals-and-communities-no-man-is-an-island/>

A fellow from The Heritage Foundation reflects on the need to recognize the social aspect of individuals.

-Introduction to "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets,"

John P. Kretzmann and John L. McKnight (1993) Introduction to *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Available online at: <http://www.abcdinstitute.org/docs/abcd/GreenBookIntro.pdf>

The ABCD approach developed by Kretzmann and McKnight has informed much community development work since its introduction in 1993.

-Introduction to "Pilgrimages"

Maria Lugones (2003) Introduction. In *Pilgrimages/Peregrinajes: Theorizing Coalition Against Multiple Oppressions*.

 [Lugones_Pilgrimages_Intro_2003.pdf](#)

-Is Community Informatics Good for Communities?

STOECKER, R.. Is Community Informatics Good for Communities? Questions Confronting an Emerging Field. *The Journal of Community Informatics*, North America, 1, jun. 2005. Available at: <<http://ci-journal.net/index.php/ciej/article/view/183/129>>.

-John Dewey and Paulo Freire

Betz, J. (1992) John Dewey and Paulo Freire. *Transactions of the Charles S. Peirce Society*, 28(1) pp. 107-126. <http://www.jstor.org/stable/40320356>

This article reviews the theories of education of John Dewey and Paulo Freire along four different aspects: the context and problems they seek to address through their theoretical development, the context of the students with whom they worked, their goals for education, and the means they use to achieve those goals. Both seek to address social injustice and both seek to lead towards a more fully developed individual and democratic society. Betz argues that Dewey does this in a more complete and systematic way, in part because Freire lives in a nation with more extreme injustice (Brazil) than Dewey (U.S.), who dealt with more subtle forms of injustice.

-Learning Liberation: A Comparative Analysis of Feminist Consciousness Raising and Freire's Conscientization Method

Butterwick, S.J. (1987) *Learning Liberation: A Comparative Analysis of Feminist Consciousness Raising and Freire's Conscientization Method*. Downloaded from <http://circle.ubc.ca/handle/2429/26791>

This thesis looks in depth at the context within which Freire's conscientization and Feminist consciousness raising arose before providing a comparison of the processes. Distinctions and similarities are explored in ways that are helpful both for practitioners and also researchers.

-Learning the Grammar of Animacy

Robin Wall Kimmerer (2013) *Learning the Grammar of Animacy*. In *Braiding Sweetgrass: indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*.

Many good sources champion a need to embrace epistemological pluralism. I have found Robin Wall

Kimmerer's writing extraordinarily helpful in thinking through what this means in practice as she explores the need for a synapse-firing experience as our whole world is turned upside down through something as seemingly simple as learning a different language.

 [LearningTheGrammarOfAnimacy.pdf](#)

-Libraries and Civic Engagement

Kranich, Nancy (2012) Libraries and Civic Engagement. *Information Today*. <http://dx.doi.org/doi:10.7282/T3VX0DWS>

"Description: Libraries have long played an important role in the civic life of their communities and organizations. Today, they are more involved than ever convening community conversations, building civic literacy, educating a new generation of citizens, and engaging constituents in issues of common concern. This article provides an overview of the role of libraries in civic engagement, the state of public participation in American life, an historical survey of library involvement, and current opportunities for all types of libraries to partner and participate in civic life."

-Libraries Engage Communities

For the past decade, the platform of many ALA presidents has centered around engagement in some form or another. This is a primary resource page highlighting some of these initiatives. <http://discuss.ala.org/civicingagement/libraries-engage-communities/>

-Libraries Transforming Communities

Libraries Transforming Communities is an initiative of the American Library Association and the Harwood Institute funded by the Institute of Museum and Library Services. More about the initiative and resources for libraries can be found at: <http://www.ala.org/transforminglibraries/libraries-transforming-communities>

-Libraries Transforming Communities Toolkit

<http://www.ala.org/transforminglibraries/libraries-transforming-communities/resources-for-library-professionals>

From the website:

The tools below are designed to help libraries strengthen their roles as community leaders and bring about positive change in their communities.

"Turning outward" is a step-by-step process developed by The Harwood Institute for Public Innovation. It entails taking steps to better understand communities; changing processes and thinking to make conversations more community-focused; being proactive to community issues; and putting community aspirations first.

Taken together, these resources provide a 90-day plan to help your library "turn outward."

-Making Higher Education Civic Engagement Matter in the Community

Stoecker, R. and Beckman, M. (2009) Making Higher Education Civic Engagement Matter in the Community, Campus Compact. Downloaded from: <http://www.compact.org/news/making-higher-education-civic-engagement-matter-in-the-community/9748/>

Museums, Libraries, and 21st Century Skills

-MUSEUMS, LIBRARIES, and 21st Century Skills

IMLS (2009) *Museums, Libraries, and 21st Century Skills*. Available online at: <http://www.ims.gov/assets/1/AssetManager/21stCenturySkills.pdf>

"This project underscores the critical role of our nation's museums and libraries in helping citizens build such 21st century skills as information, communications and technology literacy, critical thinking, problem solving, creativity, civic literacy, and global awareness."

-On the Logic of Pluralist Feminism

Maria Lugones (2003) *On the Logic of Pluralist Feminism*. In *Pilgrimages: Theorizing Coalition against Multiple Oppressions*.

 [OnTheLogicOfPluralistFeminism.pdf](#)

-Our Growing Understanding of Community Engagement

Our Growing Understanding of Community Engagement by Tamarack, An Institute for Community Engagement. Downloaded from: http://tamarackcommunity.ca/downloads/home/ce_report.pdf

-Outcome-based Evaluation

Institute of Museum and Library Services (IMLS) Outcome-based Evaluation

- Introduction online at: http://www.ims.gov/applicants/outcome_based_evaluations.aspx
- Basics online at: <http://www.ims.gov/applicants/basics.aspx>
- Purposes online at: <http://www.ims.gov/applicants/purposes.aspx>

-Participatory action research: contributions to the development of practitioner inquiry in education

Brydon-Miller, M. & Maguire, P. (2009). *Participatory action research: contributions to the development of practitioner inquiry in education*. *Educational Action Research*, 17(1), 79–93

This provides an interesting method for liberative education and program evaluation that I believe could be applied not only to the formal school education setting, but also the informal library education setting.

From the abstract: "community partners to address issues of inequality in schooling is the radical root of many forms of educational practitioner inquiry. But this emancipatory foundation of practitioner inquiry is currently under threat by efforts to limit the focus of this engaged form of knowledge generation to narrowly defined and decontextualized problems, disconnected from critiques of unjust and inequitable social conditions.

Participatory action research (PAR) provides a framework for recapturing the potential of practitioner inquiry to bring about meaningful change. PAR expands the notion of researcher to include a range of stakeholders who collaboratively engage in all phases of the action–reflection cycle. The intentional focus on collaborative research, action for social change, and participant education shifts inquiry from an individual to a collective endeavor, intentionally aimed at transformative personal, organizational, and structural change. PAR is an openly and unapologetically political approach to knowledge creation through and for action."

 [PAR--Brydon-Miller and Maguire.pdf](#)

-Pedagogy of the Oppressed

Paulo Freire (2011) *Pedagogy of the Oppressed: 30th Anniversary Edition*

First published in Portuguese in 1968, *Pedagogy of the Oppressed* was translated and published in English in 1970. The methodology of the late Paulo Freire has helped to empower countless impoverished and illiterate people throughout the world. Freire's work has taken on especial urgency in the United States and Western Europe, where the creation of a permanent underclass among the underprivileged and minorities in cities and urban centers is increasingly accepted as the norm.

-Pragmatism and Community Inquiry: A Case Study of Community-Based Learning

Bertram C. Bruce and Naomi Bloch (2013) *Pragmatism and Community Inquiry: A Case Study of Community-Based Learning*. *Education and Culture*, 29(1) 27-45. Available online at: <http://docs.lib.purdue.edu/eandc/vol29/iss1/art4/>

ABSTRACT This paper develops a philosophical basis for the concept of community inquiry. Community inquiry derives from pragmatist theory as articulated by Dewey, Peirce, Addams, and others. Following Brendel, we discuss pragmatism in terms of its emphasis on the practical dimensions of inquiry, the pluralistic nature of the tools that are used to study phenomena, the participatory role of individuals with different perspectives, and the provisional nature of inquiry. We then apply this framework in a case study of community inquiry in an urban agriculture project. The example shows how learning occurs both within and beyond the school, and how education can be more connected to community life.

-Promoting Reflexivity and Inclusivity in Archival Education, Research, and Practice

Kelvin L. White and Anne J. Gilliland (2010) *Promoting Reflexivity and Inclusivity in Archival Education, Research, and Practice*. *The Library Quarterly*, 80(3). Stable URL: <http://www.jstor.org/stable/10.1086/652874>

"The area of archival studies today transcends the professional field of archival science. It encompasses an ever-broadening array of disciplinary discussions and methodological approaches that are identifying, critiquing, and addressing the shifting social, cultural, philosophical, and political, as well as the technological, imperatives of record keeping and remembering in the twenty-first century. Reporting on two recent research projects and three ongoing educational initiatives, this article suggests ways in which research and education in archival studies can play a central role in promoting more reflexive and inclusive ideas, practices, and research, not only within the archival profession, but also within the various library and information science (LIS) and iSchool settings in which archival education and research might be situated."

-Public Engagement: A Primer from Public Agenda

Public Engagement: A Primer for Public Agenda, 2008. Available online at: http://www.publicagenda.org/files/public_engagement_primer.pdf

Since its inception in 1975, Public Agenda has been working around the country to create the conditions for greater community engagement with public life and a more citizen-centered approach to politics. In this document we offer a brief summary of the essential elements of our evolving approach to this work. This summary is organized around the following themes:

1. Public Engagement: Creating Civic Capacity for Public Problem Solving
2. Ten Core Principles of Public Engagement
3. Examples of Key Practices and Strategies
4. The Power of "Citizen Chathamsh...

-Public Libraries and Resilient Cities

Dudley, Michael. *Public Libraries and Resilient Cities*. 2012. American Library Association Editions. ISBN-10: 0838911366; ISBN-13: 978-0838911365 (Chapter 1 attached)

"In the midst of an economic and technological "perfect storm," the public library is increasingly being seen as a keystone institution in addressing a number of significant and pressing urban and environmental sustainability issues. Libraries are evolving sustainable urban design practices, ecologically sensitive procurement processes, contributing to local economic development, and adapting to rapidly changing conditions, all while maintaining a strong commitment to social equity... This book...situates the public library in terms of urban planning concepts as well as current thinking on sustainability issues, and shares success stories in resiliency from library and planning practitioners."

-Putting Community in Collective Impact

Putting Community in Collective Impact. Richard C. Harwood. Collective Impact Forum Paper. Accessible online at: <http://www.theharwoodinstitute.org/wp-content/uploads/2015/02/PuttingCommunityinCollectiveImpact.pdf>

Built on the turning outward framework that informs the Harwood Institute's **-Libraries Transforming Communities Toolkit** developed for the ALA

-Putting the Community Into Community Engagement

Putting the Community Into Community Engagement. Karen Pittman. Huffington Post Blog. Posted 07/10/2014. Accessible online at: http://www.huffingtonpost.com/karen-pittman/putting-the-community-int_b_5571458.html

-Race, Culture, and Researcher Positionality: Working through Dangers Seen, Unseen, and Unforeseen

Richard Milner IV (2007) Race, Culture, and Researcher Positionality: Working through Dangers Seen, Unseen, and Unforeseen. *Educational Researcher*, 36(7) Stable URL: <http://www.jstor.org/stable/30136070>

Abstract: This author introduces a framework to guide researchers into a process of racial and cultural awareness, consciousness, and positionality as they conduct education research. The premise of the argument is that dangers seen, unseen, and unforeseen can emerge for researchers when they do not pay careful attention to their own and others' racialized and cultural systems of coming to know, knowing, and experiencing the world. Education research is used as an analytic site for discussion throughout this article, but the framework may be transferable to other academic disciplines. After a review of literature on race and culture in education and an outline of central tenets of critical race theory, a nonlinear framework is introduced that focuses on several interrelated qualities: researching the self, researching the self in relation to others, engaged reflection and representation, and shifting from the self to system.

-Reflect and Improve

Reflect and Improve: A Tool Kit for Engaging Youth and Adults as Partners in Program Evaluation. Copyright 2005 Innovation Center for Community and Youth

Development <http://www.theinnovationcenter.org/files/Reflect-and-Improve-Toolkit.pdf>

Development. http://www.theinnovationcenter.org/TILES/Reflect-and-Improve_toolkit.pdf

This evaluation tool kit provides resources to engage young people and adults in the evaluation of community-building initiatives. The tool kit is developed from a participatory, empowerment-oriented perspective. Instead of contracting with an external evaluator to assess a community-building initiative, this tool kit allows a community facilitator to capitalize on the gifts and talents of community members. Through their involvement in evaluation activities, community members gain new skills while engaging in reflective activities that lead to improvements in their program, project, or activity (Fetterman, 1996 in Fetterman et al, 1996).

-Rethinking Collective Impact

"Rethinking Collective Impact." Emmett D. Carson. The Huffington Post. August 31, 2012. Available from http://www.huffingtonpost.com/emmett-d-carson/rethinking-collective-imp_b_1847839.html

The concept of collective impact appears to be at a fever pitch throughout the nonprofit sector. Collective impact is center stage at nonprofit and foundation conferences and there are now webinars, seminars and trainings about how to implement this approach. Unfortunately, a close examination of the concept suggests that even under ideal conditions it appears difficult to achieve and, in some cases, may undermine key values of the nonprofit sector.

While none of these issues are sufficient reason not to at least try collective impact, the nonprofit sector would greatly benefit from developing a practice and comfort with more rigorous and healthy debate about new ideas before rushing to adopt them.

-Section 2. Understanding and Describing the Community

Section 2. Understanding and Describing the Community, from *The Community Toolbox*, a service of the Work Group for Community Health and Development at the University of Kansas. Section downloaded from: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>

-Setting the Record Straight: What is Community? And What does it Mean Today?

Setting the Record Straight: What is Community? And What does it Mean Today?

Blackshaw, Tony. (2010). Setting the Record Straight: What is Community? And What does it Mean Today? In: *Key Concepts in Community Studies*. Sage Publications.

This chapter looks at the transformation of the use and understanding of community as a concept, from the pre-modern community through modern society to today's use as *weak ontologies*.

 [SettingTheRecordStraight-WhatIsCommunityAndWhatDoesItMeanToday.pdf](#)

-Slow Ideas


Gawande, A. (2013) Slow Ideas, *The New Yorker*. Downloaded from: <http://www.newyorker.com/magazine/2013/07/29/slow-ideas>

-Social Justice in Library and Information Science

Bharat Mehra, Kevin S. Rioux, and Kendra S. Albright (2010) Social Justice in Library and Information Science, *Encyclopedia of Library and Information Science, Third Edition*. <http://www.tandfonline.com/doi/pdf/10.1081/E-ELIS3-120044526>

Abstract

This entry presents an overview of social justice vocabularies, conceptualizations, and philosophies as they are represented in the history of library and information science (LIS) practice and research. Emphasis is placed on theoretical descriptions of both justice and social justice, and how these constructs are historically related to past and emerging trends in the LIS professions, with a main focus on social justice in regard to public library philosophy and practice in the United States. The entry also includes a discussion of information science research as it relates to the needs of disadvantaged populations.

 [SocialJusticeInLIS-LISEncyclopedia.pdf](#)

-Social Justice, Human Rights, Values, and Community Practice

Reisch, M., Ife, J., and Weil, M. (2013). Social Justice, Human Rights, Values, and Community Practice In: Weil, M., Reisch, M., and Ohmer, M.L. (eds) *The Handbook of Community Practice, 2nd Edition*. Sage Publications, Inc.

 [SocialJusticeHumanRightsValuesAndCommunityPractice.pdf](#)

-Technology Education and Social Justice

Martin Wolske (2014) Technology Education and Social Justice, <http://mwolske.wordpress.com/2014/11/04/technology-education-and-social-justice/>

-Technology, capabilities and critical perspectives: what can critical theory contribute to Sen's capability approach?

Yingqin Zheng and Bernd Carsten Stahl (2011) Technology, capabilities and critical perspectives: what can critical theory contribute to Sen's capability approach? *Ethics and Information Technology*, 13(2) <http://dx.doi.org/10.1007/s10676-011-9264-8>

Abstract: This paper explores what insights can be drawn from critical theory to enrich and strengthen Sen's capability approach in relation to technology and human development. The two theories share some important commonalities: both are concerned with the pursuit of "a good life"; both are normative theories rooted in ethics and meant to make a difference, and both are interested in democracy. The paper provides a brief overview of both schools of thought and their applications to technology and human development. Three areas are identified where critical theory can make a contribution to the capability approach: conceptually, by providing a critical account of individual agency and enriching the concept of technology beyond the simplistic notion of commodities; methodologically, by sensitising towards reification and hegemony of scientific tools, and, finally, by emphasising reflexivity of researchers.

-The capability approach and the 'medium of choice': steps towards conceptualising information and communication technologies for development

Dorothea Kleine (2011) The capability approach and the 'medium of choice': steps towards conceptualising information and communication technologies for development, *Ethics and Information Technology*, 13(2). <http://link.springer.com/article/10.1007/s10676-010-9251-5#>

Abstract: Amartya Sen's capability approach has become increasingly popular in development studies. This paper identifies controllability and operationalisability as two key stumbling blocks which prevent the capability approach from being used even more widely in development practice. It discusses the origins and application of the Choice Framework, a conceptual tool designed to help operationalise the approach. The

framework can be used to deconstruct embedded ideologies and analyse the appropriateness of development goals, to map development as a systemic process, and to plan interventions which can result in increased freedom of choice for people. Three examples of the application of the Choice Framework in the field of information and communication for development (ICT4D) are given. The three technologies which are examined, telecentres (Infocentros), Chilecompra and Fair Tracing, can be placed at different places of a determinism continuum, some reducing the spectrum of choices a user has. The paper argues that while frameworks such as the Choice Framework can be developed further to increase the operationalisability of the capability approach, it is up to development funders to accept the fact that people's choices are never fully predictable and thus Sen's 'development as freedom' will inevitably be a dynamic and open-ended process.

-The Centrality of Engagement in Higher Education

Hiram E. Fitzgerald, Karen Bruns, Steven T. Sonka, Andrew Furco, and Louis Swanson (2012) The Centrality of Engagement in Higher Education. *Journal of Higher Education Outreach and Engagement*, Volume 16, Number 3. Available online at: http://outreach.oregonstate.edu/sites/default/files/the_centrality_of_engagement_in_higher_education.pdf

Abstract:

The centrality of engagement is critical to the success of higher education in the future. Engagement is essential to most effectively achieving the overall purpose of the university, which is focused on the knowledge enterprise. Today's engagement is scholarly, is an aspect of learning and discovery, and enhances society and higher education. Undergirding today's approach to community engagement is the understanding that not all knowledge and expertise resides in the academy, and that both expertise and great learning opportunities in teaching and scholarship also reside in non-academic settings. By recommitting to their societal contract, public and land-grant universities can fulfill their promise as institutions that produce knowledge that benefits society and prepares students for productive citizenship in a democratic society. This new engagement also posits a new framework for scholarship that moves away from emphasizing products to emphasizing impact.

-The Common Good

The Common Good, Developed by Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer, Downloaded from: <http://www.scu.edu/ethics/practicing/decision/commongood.html#sthash.LkGctKZS.dpuf>

-The Community of Inquiry: Insights for Public Administration from Jane Addams, John Dewey and Charles S. Pierce

Patricia M. Shields (1999) The Community of Inquiry: Insights for Public Administration from Jane Addams, John Dewey and Charles S. Pierce. eCommons at Texas State University. Available online at: <http://ecommons.txstate.edu/polsfacp/3>

-The Exploration of Community Boundary Spanners in University–Community Partnerships

Katherine Rose Adams (2014) The Exploration of Community Boundary Spanners in University–Community Partnerships. *Journal of Higher Education Outreach and Engagement*, 18(3). <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1293>

Boundary-spanning is a role that has been recently explored with regard to University-community partnerships, but primarily from the perspective of the University. This article further explores the concept but from the perspective of community organizations. A few paragraphs in this article I think it would be interesting to further

perspective of community organizations. After reviewing this article, I think it would be interesting to further explore the role of boundary-spanning from the perspective of library-community engagement.

-The Land Ethic

Aldo Leopold (1949) The Land Ethic. In *A Sand County Almanac*. Chapter available online at: http://www.waterculture.org/uploads/Leopold_TheLandEthic.pdf

In this concluding chapter of his classic *A Sand County Almanac*, Leopold proposes that a concept of community that includes a land ethic:

All ethics so far evolved rest upon a single premise that the individual is a member of a community of interdependent parts. His instincts prompt him to compete for his place in that community, but his ethics prompt him also to co-operate (perhaps in order that there may be a place to compete for).

The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land.

-The Logic Model Guidebook

Lisa Wyatt Knowlton and Cynthia C. Phillips (2013) *The Logic Model Guidebook, 2nd Edition*. Sage Publishing


- Chapter 1 online at: http://www.sagepub.com/upm-data/23937_Chapter_1___Introducing_Logic_Models.pdf
- Chapter 3 online at: http://www.sagepub.com/upm-data/23938_Chapter_3___Creating_Program_Logic_Models.pdf

The Logic Model Guidebook offers clear, step-by-step support for creating logic models and the modeling process in a range of contexts. Lisa Wyatt Knowlton and Cynthia C. Phillips describe the structures, processes, and language of logic models as a robust tool to improve the design, development, and implementation of program and organization change efforts. The text is enhanced by numerous visual learning guides (sample models, checklists, exercises, worksheets) and many new case examples. The authors provide students, practitioners, and beginning researchers with practical support to develop and improve models that reflect knowledge, practice, and beliefs. The Guidebook offers a range of new applied examples. The text includes logic models for evaluation, discusses archetypes, and explores display and meaning. In an important contribution to programs and organizations, it emphasizes quality by raising issues like plausibility, feasibility, and strategic choices in model creation.

-The Methodological Landscape: Information Systems and Knowledge Management

Dubravka Cecez-Kecmanovic and Mary Anne Kennan (2013) *The Methodological Landscape: Information Systems and Knowledge Management*. In *Research Methods: Information, Systems and Contexts*.

While especially directed at researchers, this chapter importantly clarifies the different meta-theoretical assumptions that underly research paradigms. It further considers how these often unconscious metaphysics influence how we see and research the world. I would argue that many of our arguments today about whether or not there is evidence for events boil down to different unconsidered meta-theoretical assumptions informing our understanding of the world around us.

 [Research Methods - Chapter 5 - Methodological Landscape.pdf](#)

-The Movement Action Plan

THE MOVEMENT ACTION PLAN

Bill Moyers (1987) *The Movement Action Plan: A Strategic Framework Describing The Eight Stages of Successful Social Movements* <http://www.historyisaweapon.com/defcon1/moyermap.html>

Provides a strategic framework to guide social movements, "collective actions in which the populace is alerted, educated, and mobilized, over years and decades, to challenge the powerholders and the whole society to redress social problems or grievances and restore critical social values." The case studies are all rooted in the nuclear disarmament movement, but the framework can still be valuable in understanding, and playing a leadership role in, today's social movements.

-The Mystery of the Missing Social Capital and the Ghost of Social Structure: Why Community Development Can't Win

Randy Stoecker (2004) *The Mystery of the Missing Social Capital and the Ghost of Social Structure: Why Community Development Can't Win*. In Silverman, Robert Mark (ed.) *Community-Based Organizations: The Intersection of Social Capital and Local Context in Contemporary Urban Society*. Preprint available online at: <http://comm-org.wisc.edu/drafts/socialcapitalprepub.htm>

Problematizes social capital as an exchange-value form of community and instead champions use-value communities of resistance to address oppressive social structures.

-Theories of Community

Chaskin, R.J. (2013). *Theories of Community*. In: Weil, M., Reisch, M., and Ohmer, M.L. (eds) *The Handbook of Community Practice, 2nd Edition*. Sage Publications, Inc.

Building from a community practice perspective (which I posit is one way of thinking about the LIS profession), this chapter explores different conceptualizations of community (the social basis of community: interaction, identity, and function; community as space and place; community as political unit) and the continuity and change of community and community practice in the 21st century.

 [TheoriesOfCommunity.pdf](#)

-Towards knowledge societies

Bindé, Jérôme (2005) *Towards knowledge societies*, UNESCO world report. Available online at: <http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=141843>

"Knowledge societies are about capabilities to identify, produce, process, transform, disseminate and use information to build and apply knowledge for human development. They require an empowering social vision that encompasses plurality, inclusion, solidarity, and participation. (pg. 27)"

-Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models

Mitchell, T.D. (2008) *Michigan Journal of Community Service Learning*, 14(2), p 50-65. Permalink: <http://hdl.handle.net/2027/spo.3239521.0014.205>

-Transforming Libraries, Building Communities

Edwards, Julie Biando, Robinson, Melissa S. , and Unger, Kelley Rae. *Transforming Libraries, Building Communities: The Community-Centered Library*. 2013. Scarecrow Press. ISBN-10: 0810891816; ISBN-13: 978-0810891814.

From the jacket cover: "Edwards, Robinson, and Unger characterize the benefits of collaboration as helping to build human and social capital. They note that resilient community-centered librarians often find themselves in a position to create partnerships that extend their sphere of influence, recognizing that all are assets -- individuals and partner agencies from city planners to union members. This book is a rich and thoughtful compilation of past achievements, contemporary successes, and future pathways that lodge the public library as a societal anchor and key to the engagement of people in the life of their communities.

Transforming libraries, building Communities argues that focusing on innovative and responsive services and programming is the best way for the public library to reposition itself as an active center for a vibrant community. Although accessing information will always be at the heart of what library patrons do, the role of librarians has evolved. Libraries create community and also mini-communities--everything from book groups to writing circles to new citizen groups to linguistic and ethnic communities. These mini-communities provide fellowship and foster relationships among group members while helping the larger community recognize and learn how the mini-communities enrich the larger.

-Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies

Honma, Todd (2005) Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies, *InterActions: UCLA Journal of Education and Information Studies*, 1(2)
<http://escholarship.org/uc/item/4nj0w1mp>

-Understanding, Fostering, and Supporting Cultures of Participation

Gerhard Fischer (2011) Understanding, Fostering, and Supporting Cultures of Participation. *Interactions*, 18(3). Available online at: <http://l3d.cs.colorado.edu/~gerhard/papers/2011/interactions-coverstory.pdf>

"The major role for new media and new technologies from a culture-of-participation perspective is not to deliver predigested information and non-changeable artifacts and tools to individuals, but rather to provide the opportunity and resources for engaging them in authentic activities, for participating in social debates and discussions, for creating shared understanding among diverse stakeholders, and for framing and solving personally meaningful problems."

-Unheard Voices, Chapter 1

Randy Stoecker and Elizabeth Tryon (2009) Chapter 1 in *Unheard Voices: Community Organizations and Service Learning*. Chapter 1 available online at: http://www.temple.edu/tempres/titles/2023_reg.html

Challenges who is actually served by service learning and proposes a way of listening to unheard voices.

-University public engagement: 20 tips

University public engagement: 20 tips, *The Guardian*, June, 2013. Available online at: <http://www.theguardian.com/higher-education-network/blog/2013/jun/17/university-public-engagement-top-tips>

Experts from a #HElivechat share best practice and advice on better engaging the public in university research

-Unsettling the Privilege of Self-Reflexivity

Andrea Smith (2013) *Unsettling the Privilege of Self-Reflexivity*. In France Winddance Twine and Bradley Gardener (eds.) *Geographies of Privilege*.

Unconsidered, self-reflexivity can become self-help political projects rather than a truly transformative exercise with the goal of ending whiteness as a social structure and as an identity in which white anti-racists organize their work.

-Valuing the Commons: A Fundamental Challenge across Complex Systems

Available from IDEALS at: <https://www.ideals.illinois.edu/handle/2142/17422>

Authors: Cutcher-Gershenfeld, Joel and Lawson, Chris

The political, economic and social landscapes of the 21st Century are increasingly dominated by complex, sociotechnical systems that are essential to human civilization, yet incompletely addressed with existing theory, tools, methods, and policies. Illustrative systems are found in transportation, information, finance, energy, health care, education, disaster response, and supply chains. Social, behavioral and economic sciences in the 20th Century were focused on hierarchical corporations and expanding markets – the organizational and institutional underpinnings of the industrial revolution. Twentieth Century successes were tempered by various “tragedies of the commons” (such as negative impacts on working conditions, human dignity, the environment, and developing economies). In the 21st Century, increasing interdependencies and accelerating rates of change are dramatically expanding the ways in which complex “systems” shape organizations and markets. Multi-level research incorporating the systems context and systems-level policies have great transformative potential – addressing externalities and expanding how we “value the commons.” This white paper highlights layers and networks of aligned (or misaligned) stakeholders, which are at the heart of these systems. Orienting social, behavioral, and economic sciences and public policies to better address stakeholders in complex systems is essential to generating new forms of value for society and mitigating catastrophic systems failures.

-What If?

Stoecker, R. (2014) *What If?* *AISHE-J* 6(1) Downloaded from: <http://ojs.aishe.org/index.php/aishe-j/article/view/166/277>

What if, instead, we consider an entirely different starting point for higher education civic engagement? Rather than using community members to provide an ill-fitting experiential education for our students to learn a perhaps inaccurately theorized form of civic engagement, we use higher education to support and enhance the civic engagement of community members?

-What is Community?

Association of College Unions International. Downloaded from: http://www.acui.org/content.aspx?menu_id=30&id=298

-Who Is The Community?/What Is The Community?

Brown, P. *Who Is The Community?/What Is The Community?* Downloaded from: http://www.brown.edu/research/research-ethics/sites/brown.edu.research.research-ethics/files/uploads/Who%20is%20the%20community%20-%20Phil%20Brown_0.pdf