Purpose Of This Course:

1. Learn to critically analyze different approaches to social policy and community planning.
2. Develop an understanding of innovative approaches that communities are taking to address contemporary social problems.
3. Understand the various roles that planners and social policy researchers can play as partners in community planning and the establishment of effective social programs.
4. Develop a suite of tools as a framework for approaching community challenges.

Course Description:

We will conduct this course as a seminar and will emphasize the integration of your experience with the course readings. The course focuses on policy reform that enables communities to define their issues and problems, identify strengths and assets, and lift themselves and each other with the support of government agencies through law and policy, administrative processes, funding, facilitation and capacity building, collaborative initiatives, and other means.

The course will take a problem-based learning approach. In addition to readings, lectures, guest speakers on the general course topic, the class will tackle the “live” issue of juvenile justice reform. This may include field trips and site visits, field interviews and observations, expert panels, and other pedagogical tools. The end goal is to develop a policy-related solution to the challenge of embedding and sustaining the current diversion effort, Ho‘opono Mamo, that uses civil citations as a way to avoid arresting youth apprehended for status offenses and first time misdemeanors and connect them quickly to positive youth and family supports.

Some of the potential questions that be explored include:

- What policy tools can be used to create an enabling, supportive, and sustainable system that can marry government institutions with the processes of community engagement to address problems as we collectively define and understand them?
- Specifically for the current Ho‘opono Mamo youth diversion system:
- What would policy or administrative change look like if we were to embed court diversion (especially for status offenses and early law violations) with the use of Civil Citations?
- What would it take to sustain a robust diversion system over time?

Throughout the course, examples will be given of how community planning was done to analyze, change or develop social programs and policies. We will look at the local context of social policy issues and explore the impact of policies on local communities. The main goal of the course is to
build a foundation of concepts and knowledge in order to critically analyze social problems and social policy. The course will also emphasize practical tools for approaching these challenges.

**Required Readings:**

*Laulima.* Weekly readings will be uploaded to Laulima at least two weeks in advance of their due date. This syllabus lists websites that you will be expected to reference. Throughout the semester, additional readings and web references will be handed out in class or emailed.
Course Requirements & Grading:

Your grade for the course will be based primarily on the following assignments.

<table>
<thead>
<tr>
<th>Class Assignments</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>I. Attendance &amp; Participation</td>
<td>20%</td>
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<tr>
<td>II. Critique of Juvenile Justice Reform Policy Briefs</td>
<td>10%</td>
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<tr>
<td>III. Learning Journals – Bi-Weekly Reflections on Readings, Discussions, &amp; Activities</td>
<td>20%</td>
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<tr>
<td>IV. Class Project – Policy Brief on Juvenile Court Diversion</td>
<td>50%</td>
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Class Assignments:

I. Attendance & Participation

II. Critique of Juvenile Justice Reform Policy Briefs

Policy briefs for critique to be provided. Due Week 3 – September 11th (2 to 3 pages, double spaced), including summary presentations and discussion on policy critiques.

III. Learning Journals

A primary objective of the class is to create a learning space that students can use to meet their learning objectives and explore their interests in the subject area. As part of this process, you are expected to post your brief reflections and analysis of readings on the PLAN 610 Laulima website every two weeks beginning Week 3 – September 10th. Posting should be done no later than midnight the day before our class meetings (due every other Wednesday night).

The learning journals are your reflections on the readings, discussions, and class activities. Your reflections and analysis should respond directly to the readings and discussion and include the elements listed below – a minimum of three of the elements, either choose one element (i.e., 3 provocative questions) or in combination (i.e., one of each element OR two of one element and one of another):

A. provocative questions that you would like to explore further.
B. learnings that help develop and expand your understanding of an issue.
C. reflections on the role of planners in influencing social policy.
D. Please spend some time to google the authors (or organizations) and speakers. It always helps to read a bit about their backgrounds and gives important context, especially in a field of study shaped by practitioners.

Instructions for using Laulima are given at the end of the syllabus.

IV. Class Project – Policy Brief on Juvenile Court Diversion
Service learning is the practice of incorporating community service into the academic curriculum. It allows students to apply knowledge and skills learned in the classroom to real problems in the community. In turn, experience gained in the community enriches classroom learning.

For PLAN 610, you will have the opportunity to work on developing a policy brief on juvenile justice reform as it relates to embedding and sustaining Ho’opono Mamo. Each student will be responsible for a 4 to 5 page (double space) write up on the following over the course of the semester:

A. Background & Overview of Juvenile Justice Reform – Due September 25th
B. Empathize & Define/Juvenile Court Diversion – Due October 23rd
C. Ideate & Prototype/Juvenile Court Diversion – Due November 20th
D. “Test/Juvenile Court Diversion” Class Presentation – December 11th
E. Conclusions & Recommendations – Due December 15th
# Tentative Course Schedule

*We will announce any changes in class, or any changes will be discussed in class with as much notice as possible.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Tentative Activities &amp; Speakers</th>
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<td></td>
<td><strong>Part 1 – Introduction</strong></td>
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<tr>
<td></td>
<td>§ Community Planning &amp; Social Policy</td>
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<td>§ Juvenile Justice Reform</td>
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<td>§ Design Thinking</td>
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<tr>
<td>PART 1 – Introduction</td>
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<tr>
<td>Week 1 Aug 28</td>
<td><strong>Introduction to Community Planning &amp; Social Policy</strong></td>
<td>§ Guest Presenter – David Hipp, Executive Director, Office of Youth Services, State Department of Human Services</td>
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<tr>
<td></td>
<td>§ What is social policy?</td>
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<td>§ What is its relationship to communities and community planning?</td>
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<td></td>
<td><strong>Introduction to Juvenile Justice Reform</strong></td>
<td>§ Guest Presenter – Laurie Tochiki, President &amp; CEO, Epic ‘Ohana and Lecturer, UH William Richardson School of Law</td>
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|              | § Juvenile justice policy and the juvenile justice system.          | § *Design Thinking Workshop* – Punahou Design Thinking Club **Saturday, September 13th**
|              | § Policy Development – role of planners in process design and implementation. | § 9:00 am to Noon; Saunders Hall, Room 116 |
|              | § Who benefits and how do they benefit?                            |                                                  |
| Week 2 Sept 4 | **Introduction to Community Planning & Social Policy (continued)** |                                                  |
|              | § Orientation to the problem of trauma and trauma-informed care.   |                                                  |
|              | § Current reform efforts in Hawai‘i.                                |                                                  |
| Week 3 Sept 11 | **Juvenile Justice Reform Policy Critiques**                        | § *Design Thinking Workshop* – Punahou Design Thinking Club **Saturday, September 13th**
<p>|              | § Brief summary presentations and discussion.                      | § 9:00 am to Noon; Saunders Hall, Room 116 |
|              | <strong>Part 2 – Design Thinking &amp; Policy Development</strong>                   |                                                  |
|              | § Empathize – to create meaningful innovations, you need to know your users and care about their lives. |                                                  |
|              | § Define – framing the right problem is the only way to create     |                                                  |
|              | <strong>Design Thinking Workshop</strong>                                        |                                                  |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
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</table>
| 4      | Sept 18  | **Empathize**<br>• What is empathy and how do you hear what people are telling you?  
• Why empathize and what does it reveal?  
• How can one empathize through observing, engaging, in their stories, watching, and listening?  
• What does it mean to listen for insights?  <br>**Epistemology & Storytelling**<br>**Site Visit** – Carol Matsuoka, State of Hawai‘i Judiciary and Alder Street youth |
| 5      | Sept 25  | **Empathize (continued)**<br>**Systems Thinking & Policy Change** |
| 6      | Oct 2    | **Define**<br>• How do you capture what you found through empathizing?  
• How can you find clarity and focus in defining a problem based on the points of view of those you are designing for or with?  
• How can you capture a problem statement that captures the hearts and minds of those concerned?  
• How does this work when dealing with complex problems?  
**Collaborative Policy-Making – Community Led Initiatives**<br>**Guest Presenter** – State Senator Suzanne Chun Oakland  
**Guest Presenter** – Debbie Shimizu, Legislative Liaison, Office of the Governor |
| 7      | Oct 9    | **Define (continued)**<br>• How do you capture what you found through empathizing?  
• How can you find clarity and focus in defining a problem based on the points of view of those you are designing for or with?  
• How can you capture a problem statement that captures the hearts and minds of those concerned?  
• How does this work when dealing with complex problems?  
**Collaborative Policy-Making – Public Sector Approaches**<br>**Guest Presenter** – Judge R. Mark Browning, Hawai‘i State Judiciary, Hawai‘i Senior Family Court Judge  
**Guest Presenter** – Judith Clark, Executive Director, Hawai‘i Youth Services Network |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Oct 23</th>
<th>Asset Building &amp; Alternative Outcomes Metrics</th>
<th>Ideate (continued)</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>Oct 30</td>
<td>Prototype</td>
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<td>How can we prototype and refine possible solutions?</td>
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<td>What does it mean to “fail quickly and cheaply” in testing possibilities?</td>
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<td>What does it mean to “build to think and test to learn?”</td>
<td>Community-Based Institutions, Structures, &amp; Alternative Approaches</td>
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<tr>
<td>Week 11</td>
<td>Nov 6</td>
<td>Prototype (continued)</td>
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<td>Approaches to Sustaining Policy Change</td>
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<tr>
<td>Week 12</td>
<td>Nov 13</td>
<td>Test</td>
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<td>Why test?</td>
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<td>Who is it important to get feedback from?</td>
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<td>How can you find out how the prototype might work in real life?</td>
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<td>What can you learn through prototyping?</td>
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<tr>
<td>Week 13</td>
<td>Nov 20</td>
<td>Summary</td>
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<td>Week 14</td>
<td>Nov 27</td>
<td>Thanksgiving Holiday</td>
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<td>Week 15</td>
<td>Dec 4</td>
<td>Class “Test” Presentation Prep</td>
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<td>Week 16</td>
<td>Dec 11</td>
<td>Class “Test” Presentation &amp; Discussion with Ho'opono Mamo Partners</td>
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<tr>
<td>Week 17</td>
<td>Dec 18</td>
<td>FINALS WEEK – No Class</td>
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**Asset Building & Alternative Outcomes Metrics**

- How does one combine rational thoughts with imagination to “ideate” while deferring judgments?
- How to ideate when problems are complex and there’s no one solution?
Part 1 – Introduction

- Community Planning & Social Policy
- Juvenile Justice Reform
- Design Thinking

Week 1 – August 28

Introduction to Community Planning & Social Policy & Juvenile Justice Reform

- Overview of the course and issue of juvenile justice reform.

Week 2 – September 4

Introduction to Community Planning & Social Policy & Juvenile Justice Reform


Week 3 – September 11

Juvenile Justice Reform Policy Critiques


Part 2 – Design Thinking & Policy Development

- Empathize – to create meaningful innovations, you need to know your users and care about their lives.
- Define – framing the right problem is the only way to create the right solution.

Week 4 – September 18

Empathize

Epistemology & Storytelling


Week 5 – September 25

Empathize (continued)

Systems Thinking & Policy Change

Week 6 – October 2

**Define**

**Collaborative Policy-Making – Community Led Initiatives**


Week 7 – October 9

**Define**

**Collaborative Policy-Making – Public Sector Approaches**


**Part 3 – Design Thinking & Policy Development**

- **Ideate** – it's not about coming up with the “right idea”, it's about generating the broadest range of possibilities.
- **Prototype** – build o think and test to learn.

Week 8 – October 16

**Ideate**

**Asset Building & Alternative Outcomes Metrics**


Week 9 – October 23

**Ideate (continued)**

**Asset Building & Alternative Outcomes Metrics (continued)**

Week 10 – October 30

Prototype

Community-Based Institutions & Structures

- Rouf, Kazi Abdur. (2012). *Commonalities of the Mondragon Corporacion Cooperativa Spain, the Grameen Bank of Bangladesh, the Evangeline Cooperatives, and the Big Carrot cooperative social ventures of Canada.*

Week 11 – November 6

Prototype (continued)

Approaches to Sustaining Policy Change


Part 4 – Design Thinking & Policy Development

- Test – testing is an opportunity to learn about your solution and your user.

Week 12 – November 13

Test


Week 13 – November 20

Summary

Week 14 – November 27

Thanksgiving Day Holiday

Week 15 – December 4

Class “Test” Presentation Preparation
Week 16 – December 11
Class “Test” Presentation with Ho‘opono Mamo Partners

Week 17 – December 18
Finals Week
Powerpoint Presentations & Final Reports Due December 15th

Laulima:

Instructions to post your weekly analysis of readings:

Please upload your weekly analysis by the end of the day on Wednesday (before 12am on Thursday), beginning Week 2.

1. Go to: https://laulima.hawaii.edu/portal and log in using your UH username and password.
2. You will see a row of tabs across the top with course numbers; click on the PLAN 610 tab.
3. A sidebar will appear.
4. To post your weekly summaries, click on “Resources”; then click on the desired author’s folder; click on “Add” for the appropriate folder; a pulldown menu will appear and select “Upload Files”.
5. Select the file from your computer that you want to upload; then click the “Upload files now” button.
6. To post your weekly assignment, begin with the sidebar choice of “Discussion and Private Messages”; write your name and “Week __” in the subject line (topic) and paste your analysis in the message box.