

**EXPLORING COMMUNITY EMPOWERMENT,  
IN PLANNING PRACTICE AND THEORY,  
THROUGH A COMMUNITY COMPUTER NETWORK:  
A CASE STUDY OF THE SEATTLE COMMUNITY NETWORK THROUGH  
THE EYES OF THREE FICTIONAL CHARACTERS**

by  
Christina D. Thomas  
BA (Geography), University of British Columbia, 1991

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF CITY PLANNING**

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THROUGH THE EYES OF THREE FICTIONAL CHARACTERS**

**BY**

**CHRISTINA D. THOMAS**

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University**

**of Manitoba in partial fulfillment of the requirements of the degree**

**of**

**MASTER OF CITY PLANNING**

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## **ABSTRACT**

### **Exploring Community Empowerment, in Planning Practice and Theory, Through a Community Computer Network: A Case Study of the Seattle Community Network Through the Eyes of Three Fictional Characters**

**Christina D. Thomas**

This thesis explores the question "What is the current and potential role of community computer networks (CCNs) in the empowerment of communities in the planning process?" The answer to this question is contemplated by addressing the concepts of community empowerment, the place of community empowerment in the planning process, and the theory and practice of CCNs as a product of information technology. These concepts are addressed within the framework of a case study of the Seattle Community Network (SCN) and an exploration of the SCN through the eyes of three fictional characters. Conclusions are drawn through a synthesis of the literature on community empowerment, planning and CCNs with the SCN case study and fictional character exploration. This synthesis reveals that the concepts of community empowerment and planning are compatible with radical planning practice and theory within the context of CCNs. The synthesis further reveals that within the radical planning practice and theory construct, CCNs can be seen to empower communities. CCNs have the capability of empowering communities in that they may be able to provide an accessible and egalitarian forum in which individuals can increase their sense of personal power (by attaining greater knowledge) and increase their sense of community empowerment (by working with others) to create desirable communities. It is acknowledged that although technology is not the panacea to the problems of society, technological tools, such as CCNs may be a useful mechanism for planners to work (radically) with their constituents to effectively achieve the types of communities in which people want to belong. This thesis also points to the need for further research on the topic of community empowerment in planning within the context of CCNs. Areas deserving further consideration include how planning and planners can use the medium of CCNs to effect positive change in the communities they serve as well as research into the empirical impacts of CCNs on planning, radical or otherwise.



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## CHAPTER ONE: INTRODUCTION

Community computer networks (CCNs) are computer network systems that are developed for use by a local geographical community for the purpose of building and strengthening community<sup>1</sup> in a specific geographic area. They are intended to accomplish this by providing a space for community members to obtain community information, and to communicate electronically with other community members about common issues. According to Doheny-Farina in The Wired Neighborhood, “[t]he range of activities commonly referred to as community networking is quite diverse. Consequently, as observers and activists are beginning to write the history of these activities, they are shaping a whole that may be larger than the sum of its parts” (Doheny-Farina 1996, 124). CCNs are synonymously referred to as community-based computer networks, community computing, community tele-computing, civic networking, tele-community systems, and community information systems (Morino 1994, Beamish 1995, Schuler 1996a, Schuler 1996b). Can these networks empower communities in the planning process? Potential answers to this question vary across the spectrum. At one extreme, the reply might be, “No, technological innovations such as CCNs do

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<sup>1</sup> The term ‘community’ as discussed in the context of this thesis will be defined in Chapter 2.

not empower the community in the planning process because the very people that need empowering are unable to access the technology. Technology is predominantly the domain of the elite--in most cases white males between the ages of 20 and 50." At the opposite extreme, the reply might be, "Yes, technological innovations such as CCNs are the panacea to empowering the community in the planning process. Technology, such as CCNs, provides the means for everyone to play an important role in the planning process."

This thesis takes the middle ground, and posits that, if the statement "CCNs can empower the community in the planning process" is a truth, then how can a CCN empower the community in the planning process? In other words, in the form of sub-questions, what is community empowerment, what is planning and the planning process, what are CCNs, and how can these concepts link together in theory and in practice? These questions will be addressed in an attempt to identify the current and potential role of CCNs in empowering the community in the planning process.

The potential empowerment of communities in the planning process through CCNs is the focus of this thesis. It is argued that communities can and should be empowered in the planning process, that the place of community empowerment in the planning process is bound in with the "recovery of political community, on which our Western ideas of democratic governance are based"



(Friedmann 1987, 327) in a radical<sup>2</sup> planning practice context. It is argued that CCNs constitute an example of radical planning-in-practice, and that CCNs provide a potential, albeit not perfect, vehicle for empowering communities in the planning process.

## **1.1 Relevance of the Research**

Two issues must be considered when contemplating the relevance of a thesis that explores community empowerment, in planning practice and theory, through CCNs: [1] why a thesis that explores community empowerment in planning?; and [2] why explore community empowerment in planning through CCNs?

### **1.1.1 Why Community Empowerment in Planning?**

It may be too easy to dismiss the phenomenon of community empowerment, given that it has popular appeal, and is a 'soft' phrase that cannot be quantitatively defined, or easily specified in concrete terms. However, it has become increasingly evident in the past decade or two that all solutions to problems do not lie solely in quantitative reasoning. This thesis recognizes and accepts the important contributions that community empowerment can bring to planning because it provides a humanistic orientation to the discipline. Although the relationship between the humanities and contemporary planning has been a

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<sup>2</sup> Radical planning practice and theory will be discussed in detail in Chapter 3. However, it should be noted that radical planning practice and theory, as it is referred to here, is different from and more progressive than John Friedmann's allocative and innovative forms of planning, but not as extreme as his notion of revolutionary planning practice.

topic of debate (Bewell 1993, Dakin 1993, Moore-Milroy 1993), it is evident that planning needs input from the humanities because planning is “an activity fundamentally concerned with creating and organizing social spaces, one that defines how and where people (and groups of people) are to live and how they will move through those spaces” (Bewell 1993, 487). Moore-Milroy suggests “that planners use the humanities as a source of critiques of culture and society,” and that “those insights can be used more like a ‘lightning rod’ to create critical tension around planning’s practices in making the world a better or worse place in which to live” (Moore-Milroy 1993, 488). Moore-Milroy further asserts that

academic planners have recently been turning towards philosophical and cultural theories because many of the most fundamental assumptions on which planning theory is built have collapsed, including that facts are facts and values are values; that government bureaucracies are benevolent arbiters; that space is a geographic concept; that access to space is neutral across gender, race, income; that experts should decide; that participatory practices capture the views of ‘the people’ (Moore-Milroy 1993, 489).

To prove her point Moore-Milroy illustrates in her essay “Planning, the Humanities, and the Circulation of Ideas,” (1993) that planning theorists are delving into the humanities in their explorations of planning in six areas: ethics, critical phenomenology, community renewal, postmodernism, poststructuralism, and feminism. As Gerald Hodge describes, “[t]he community with which community planning is concerned must be perceived as both a physical community of buildings, streets, and open spaces and as a *human community* of individual people, groups and social institutions” (Hodge 1991, 170, italics my

emphasis). Lynda Schneekloth and Robert Shibley describe planning as one of the professional practices involved in 'placemaking,' and state that 'placemaking' activities need to focus on place and *people-in-place* as the basic unit (Schneekloth and Shibley 1995, Chapter 1). The study of the place of community empowerment in planning is therefore a relevant topic of inquiry for planning, since it not only recognizes but also emphasizes the necessary importance of *people* in planning. Simply put, planners must look to the humanities in the natural course of their work because *planning concerns people*.

Beyond its popular appeal, interest in community empowerment as a phenomenon has engaged the academic and professional planning community for several decades (Etzioni 1968, Friere 1970, Sennett 1970, Illich 1971, 1973). Etzioni, Friere, Sennett, and Illich, among others, have been writing about empowerment, communicative rationality, transactive planning and of knowledge being power, - provided it also incorporates local knowledge, narratives, myths and symbols in understanding local cultures, - since the late 1960s. More recently, in 1987, John Friedmann published Planning in the Public Domain. In this book he develops the case for a stronger role for the community in planning by providing a historical review and critique of the four traditions of planning theory. He goes on to propose a model of radical planning, which, he feels, addresses the weaknesses of the traditional formulations, by re-centering a dimension of planning, apart from the state, in civil society, whereby this planning is done by

ordinary citizens<sup>3</sup>. In The Struggle for Community (1991), Alan Heskin applies the concept of community empowerment in the context of community planning practice and theory, in a case study of a multi-ethnic, working class Los Angeles neighborhood's fight to retain their housing. Furthermore, in Building Communities From the Inside Out (1993) John McKnight and John Kretzmann use the principles of community empowerment to focus on rebuilding communities, by discovering and using the capacities and assets of a community, rather than focusing only on its needs, deficiencies, and problems. The concept of community empowerment as encountered in these studies embodies ideas embraced by some planners, that "community" planning is an activity involving the community (i.e. planning *by* and *with* the community), and not simply a technocratic exercise (i.e. planning for communities).

The topic of community empowerment in planning is also relevant for practical reasons. According to some planners there is a crisis in conventional planning (Friedmann 1987, McClendon 1992). Friedmann summarizes three reasons for this crisis: [1] the difficulty in accessing knowledge; [2] the accelerated pace of historical events; and [3] the unprecedented nature of events that are now facing society. Friedmann also discusses four potential solutions to this crisis: [1] wait for technology to come to the rescue; [2] wait for the free

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<sup>3</sup> This is not to say that Friedmann proposes that radical planning replace "non-radical" planning; rather he argues for a greater balancing of the prevailing social reform/policy analysis "mix" with an equally legitimate radical planning comprising the social mobilization traditions. Friedmann states that "a healthy social system cannot remain the prisoner of only one mode of linking

market to balance itself out; [3] use propaganda and repression to “lull people into political inertia;” or [4] re-center political power in civil society (Friedmann 1987, 313-314). Given the implausibility of the first three options, option four seems most worthy of concerted effort and study. An approach to planning encompassing community empowerment is symbiotic with re-centering political power in civil society. Thus, the study of the application of community empowerment to planning may serve practical and theoretical needs faced by the discipline and the profession.

### **1.1.2 Why Community Computer Networks and Community Empowerment in Planning?**

Second, why explore CCNs in a thesis about community empowerment in planning? CCNs involve many key planning issues. Specifically, CCNs are linked to issues of equity, economic development, community development, social responsibility, politics, democracy, participation, and social issues. As Anne Beamish states in her thesis, “community networks are about building communities, which is the purpose of planning” (Beamish 1995, Preface). A particular CCN will be the case study focus of this thesis on community empowerment in planning for two primary reasons. First, CCNs appear to be an emergent form of radical planning. Specifically, CCNs appear to be guided by perspectives consonant with social transformation that: focus on the structural problems of capitalist society in a global context; critically interpret existing

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knowledge to action; it will need to draw on all four traditions for its planning practice.”

reality; chart the future; derive images of a desired outcome based on emancipation; and suggest optimal strategies of overcoming resistance of established powers in the realization of outcomes (as will be introduced in the definition of radical planning in Chapter 3). Second, CCNs appear to have, as an overall guiding goal, the empowerment of the geographic community in question, and associated communities of interest.

A second reason to explore CCNs in the context of a planning thesis in general, and a planning thesis on community empowerment specifically, is that there is limited literature on the topic. None of the existing literature ties the topic of CCNs to planning and, in particular, to the related place of community empowerment in planning. The literature on CCNs is relatively limited due to their recent debut, and the fact that most of the discourse with respect to CCNs occurs “on-line” (in bits of computer bytes) as opposed to (the atoms of) books and papers. Nonetheless, a few significant works (composed of atoms) have been published. Perhaps the most comprehensive work with respect to CCNs so far, is Douglas Schuler’s New Community Networks: Wired for Change (1996). Douglas Schuler is a software engineer who works on the social issues of computing in his role as the chair of the organization Computer Professionals for Social Responsibility and in his role as one of the founding members of the Seattle Community Network. In New Community Networks: Wired for Change

(1996), Schuler draws on these experiences and develops the thesis that computer technology, vis-à-vis CCNs, can play a positive role in rebuilding community by promoting the “marriage of technology and community” to build upon a community’s capacities, increase citizen participation and citizen action, redirect the role of government and business, and enhance community cooperation. Schuler develops this thesis by illustrating how CCNs strengthen what he claims to be the six core values of community:

1. conviviality and culture;
2. education;
3. strong democracy;
4. health and human services;
5. economic equity, opportunity and sustainability; and
6. information and communication.

The second major work with respect to CCNs is Anne Beamish’s thesis Communities On-line: Community-Based Computer Networks (1995). Although this thesis was written as a component of a Master of City Planning Degree, the thesis provides minimal synthesis of relevance to the discipline of planning. Rather, this thesis provides a survey and descriptive analysis of existing, primarily American, CCNs, as well as a brief history of the field of CCNs. Beamish uses a framework developed by Guthrie and Dutton (1992), for analyzing city-wide networks in California, to describe four models of CCNs: free-nets, bulletin

boards, wired cities, and government-initiated networks. She also discusses the need to monitor CCNs to “learn what went well and why, what went poorly and why, and how future efforts can be improve” (Beamish 1995, Chapter 3). Beamish indicates that “there appears to have been little formal evaluation or monitoring of community networks to date because these networks are still young and there is no generally accepted method for evaluating them” (Beamish 1995, Chapter 3). As an interim measure Beamish suggests that the sustainability and growth of CCNs be indicators of a CCN’s achievement of short-term goals, and that access, public discussion, democratic participation, and community development be indicators of a CCN’s achievement of long term goals. Beamish concludes on a negative note that “if one looks at community networks in the harshest and most pessimistic light, they are primitive, rather crude, and barely begin to address the ambitious goals they have set out for themselves” and, on a positive note, that “community networks have shown that people care about their cities and are looking for ways to participate more fully in them” (Beamish 1995 Chapter 4). The third major work is a thesis written by Neil K. Guy for a Master of Arts in Geography, Community Networks: Building Real Communities in a Virtual Space? (1996). This thesis examines a number of CCNs in British Columbia (BC), Canada, focusing on questions of human community. After a series of interviews with several BC community network organizers and volunteers, Guy concludes that “although community networks may hold potential for building a non-profit community-owned and controlled space in the on-line world, it is not



clear whether they hold a similar potential for community-building in the real, physical communities in which they are based” (Guy 1996, Chapter 9). The present thesis will therefore contribute to the above-noted literature on CCNs by providing a discussion and analysis of CCNs, but in the context of planning in general, and, specifically, in the context of the theory about community empowerment in planning.

## **1.2 Objective**

The objective of this thesis is to explore the current and potential role of CCNs in empowering communities in the planning process. This objective will be achieved by: [1] demonstrating an understanding of the concept of community empowerment; [2] demonstrating an understanding of how the concept of community empowerment fits into planning practice and theory; [3] demonstrating an understanding and appreciation of CCNs; and [4] illustrating, through a combination of case study analysis of the SCN and an exploration of the relevance of the SCN to three fictional characters, the existing and potential role of CCNs in empowering the community in the planning process.

This thesis will strive to illustrate and analyze how the theoretical conceptualizations of community empowerment in planning can be found in contemporary planning practice. Specifically, through the combination of the case study analysis and the exploration of three fictional characters, the author will illustrate and analyze how the concepts of community empowerment are intertwined into contemporary radical planning practice in the context of CCNs.

Through case study analysis of these “community-empowerment-in-planning” scenarios, not only will a greater appreciation of community empowerment theory be gained, but an appreciation of the theory’s application in planning practice will also be attained. This thesis will also result in a better understanding of CCNs as a potential planning tool.

### **1.3 Research Strategy**

This thesis represents the outcome of: [1] a comprehensive review of the literature on community empowerment, planning (in particular, the theory of the discipline and its linkage with technology), and CCNs; [2] a combination of a case study of the Seattle Community Network (SCN), and an exploration of how the SCN could empower three fictional characters in the planing process; and [3] an analysis and synthesis of the literature review and case study/character exploration findings. This thesis is not an exposition of the methods of community empowerment per se, but the perspective is adopted, as a working hypothesis, along with some of its insights, and it is proposed and illustrated that there is a place for it in a broadly-defined planning (in terms of radical planning), and that CCNs in general, and the SCN specifically, constitute demonstration projects of community empowerment in planning *in action*, albeit at a possibly early stage of development.

#### **1.3.1 Literature Review**

The first component of the research strategy is a literature review on the topics of planning (in particular, the discipline’s historical and theoretical roots,

and the discipline's linkage to technology), community empowerment, CCNs and the SCN. The literature review was primarily achieved through a review of the traditional and contemporary literature on the subjects. While most, if not all, of the literature on community empowerment and planning was obtained through a review of books and periodicals pertaining to the topics, the review of literature on the topic of CCNs in general, and the SCN specifically, was achieved primarily through a review of the electronic literature on the topic, and, to a lesser degree, through a review of books and periodicals. Electronic literature reviewed includes web sites/pages dedicated to the theory and practice of CCNs, and corresponding 'links' from these sites or pages, as well as postings to newsgroups pertaining to community computer networking (i.e. COMMUNET<sup>4</sup>) and civic values (i.e. CIVIC VALUES<sup>5</sup>). It should be noted that the review of books and periodicals pertaining to CCNs is necessarily limited due to the fact that the field evolves faster than books and articles can be published on the topic, and consequently, that the most up-to-date literature on the topic occurs electronically, on-line.

### 1.3.2 Case Study

The second key component of the research strategy is a *case study* of the *Seattle Community Network (SCN)*. Two questions must be contemplated in the consideration of the appropriateness of this research strategy: first, why a case

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<sup>4</sup> See the Bibliography for the location of the COMMUNET newsgroup.

<sup>5</sup> See the Bibliography for the location of the CIVIC VALUES newsgroup.

study as a part of the research strategy?; and second, why the SCN as the case study focus?

The case study is one of several ways of doing social science research (Yin 1994, 1). Other potential methods include experiments, surveys, histories and the analysis of archival information (Yin 1994, 1). According to Yin, every research strategy has advantages and disadvantages depending upon three conditions: [1] the type of research question; [2] the control the investigator has over actual behavioral events; and [3] whether the research topic is a contemporary or historical phenomena. The case study method is particularly appropriate when the subject research strives to answer a 'how' or 'why' question, when the researcher has no control over events, and when the research subject is a contemporary phenomenon within a real life context (Yin 1994, 1). In the case of this thesis, the case study method is appropriate because [1] the thesis strives to discover how and why CCNs might empower communities in the planning process, [2] the researcher has no control over the content or operation of the CCNs generally (or the chosen CCN the SCN, specifically), and [3] CCNs are 'live' entities – they evolve daily with new events, new information content and new dialogue. The case study method is also appropriate when the focus of the research is to make conclusions that are generalizable to theoretical propositions and not to populations or universes, as opposed to enumerating frequencies (Yin 1994, 10). In the case of this thesis, the goal is to make conclusions about the use of CCNs that expand and generalize theories pertaining to community empowerment in

planning. Yin states that “case studies are a form of inquiry that does not depend solely on ethnographic or participant-observer data. One could even do a valid and high quality case study without leaving the library and the telephone, depending upon the topic being studied” (Yin 1994, 11). Following from this statement of Yin, it is believed by this researcher that a high quality case study of a CCN – that is, one that assists in the development of conclusions about the empowerment of communities in planning in the context of a CCN – can be successfully conducted by the researcher in a manner that fits with the logistical constraints of the researcher including time, money, and geography.

A single CCN case study subject, the Seattle Community Network (SCN) is the focus of this thesis research. The SCN was chosen as the case study subject as a result of the researcher posting a brief description of the thesis on the newsgroup COMMUNET and requesting newsgroup member feedback regarding exemplary, or benchmark, CCNs worthy of consideration as a case study focus in the thesis. Approximately 15 responses to the COMMUNET newsgroup posting were generated. Of these responses the CCNs most commonly recommended included the Blacksburg Electronic Village (BEV)<sup>6</sup>, the Boulder Community Network (BCN), the National Capital FreeNet<sup>7</sup>, and the Seattle Community

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<sup>6</sup> The Blacksburg Electronic Village (BEV) was created cooperatively by the Virginia Polytechnic Institute, Bell Atlantic, the City of Blacksburg, Virginia, and a number of local organizations and businesses. In 1995 it connected more than one third of the thirty-six thousand residents of Blacksburg, Virginia (Doheny-Farina 1996, 133).

<sup>7</sup>The National Capital FreeNet is based in Canada’s Ottawa-Hull region. It is probably one of the largest and most sophisticated Canadian CCNs. It officially opened in 1993 and by 1995 had more

Network. This feedback combined with the researcher's investigation of the recommended CCNs to determine the most relevant and interesting research subject CCN resulted in the selection of the SCN. A *single* case study, of the SCN, was selected because it represents what Yin would call a "critical case in testing a well-formulated theory" (Yin 1994, 38), and it is believed by the researcher that a single case study of the SCN represents a significant contribution to the knowledge and theory on the topic of community empowerment in planning in the context of CCNs. Evidence with respect to the SCN was collected from multiple sources including documentation, archival records, direct observation, and physical artifacts. This evidence was collected during a sixteen-month time frame between January 1997 and April 1998. Through evidence collection the researcher was able to make inferences with respect to how the SCN could potentially empower three fictional characters in the planning process.

### **1.3.3 Fictional Character Exploration and Analysis**

The third key component of the research strategy is the fictional character exploration and analysis. Fictional character exploration and analysis entails the creation of fictional characters, the researcher's assumption of each of the fictional character personas, and the exploration of the subject matter (in this case, the SCN) from the perspective of the fictional character. It should be noted that

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than forty-two thousand registered users and received information from more than 250 organizations. (National Capital FreeNet quoted in Doheny-Farina 1996, 129).

the fictional character exploration and analysis does *not* entail the researcher becoming a registered member of the SCN in each of the personas<sup>8</sup>.

The fictional character exploration and analysis is incorporated into the research strategy to enhance the understanding of how the SCN *might* empower people in the planning process. It is the researcher's opinion that, through the exploration of the SCN from the perspectives of three fictional characters, a *clear humanistic orientation*, and face, to the application of planning theory in empowerment of communities in the planning process could be achieved. Fictional characters were created for the purpose of more fully illustrating the application of the theory of community empowerment in planning in practical situations. Moreover, due to the privacy afforded individual users of the SCN and the time and geography constraints impacting the researcher, there was a general inability to get to know any one or more persons, nor to understand from a very personal perspective how the SCN has played a role in empowering them in the planning process. Additionally, due to the relative infancy of CCNs in general, and the SCN specifically, it is unlikely that those who could most benefit from connection with the CCN would have yet realized their benefits, or perhaps even be connected to the Network. As such, a more complete picture of the benefits of community computer networking was envisaged through the application of fictional character analysis to a specific case study CCN. While the researcher is not aware of any documented methodological precedent for fictional character

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<sup>8</sup> The researcher believes this to be unethical.

exploration and analysis within the context of a planning thesis, the researcher is aware, from both an academic and professional practice perspective, of the need to be creative in the development and testing of new methodologies<sup>9</sup> to learn about planning problems and develop solutions for these problems. As such, it is the opinion of the researcher, that while the exploration of fictional characters may not be completely technically sound, the benefits of the strategy outweigh the potential downfalls.

Three fictional characters that represent a range of socio-economic conditions<sup>10</sup> were created in order to achieve a more comprehensive understanding of the possibilities for the SCN to empower the individuals, and hence, communities, in the planning process. Although the three fictional characters are varied, they share something in common - each one faces a situation in which the forces of domination or hierarchy have effectively 'disempowered' them in some way, from their point of view. The first character is a poor immigrant woman who has just left her abusive husband. She needs to find a place to live, and a means of supporting herself; however, she has never worked outside the home and has minimal educational qualifications. The second character is a middle class family that wishes to become more active citizens in their current Seattle residential neighborhood of Fremont. The third character is a

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<sup>9</sup> One new research methodology the researcher is aware of that is being used in planning research is the creation of 'future scenarios' to examine and rationalize present actions.

<sup>10</sup> The socio-economic variables considered in the creation of the characters include gender, sexual orientation, income and education.



highly educated professional man who has recently been fired from his job, due to what he suspects is his 'alternative' gay lifestyle.

Upon completion of the combination case study/fictional character analysis, evidence gathered from the case study and the character analysis was synthesized with the literature on the topics of community empowerment, planning, and CCNs, in order to gain a greater understanding and appreciation with respect to the place of community empowerment in planning in the context of CCNs.

#### **1.4 Organization**

Chapter One has introduced the study subject by framing the thesis research questions, explaining the relevance of the thesis research, defining the scope and objective of the thesis, outlining the research methodology, and explaining the organization of the study.

Chapter Two defines the characteristics of community empowerment which are pertinent to this thesis. In particular, this chapter describes community and how it is formed, describes empowerment, and applies these concepts in describing the empowerment and disempowerment of communities.

Chapter Three develops the position that the place of community empowerment in planning is in a type of planning characterized as radical planning (Friedmann 1993). This position is developed by first discussing planning in conventional contexts. Specifically, the theories, practices, and institutions of conventional planning are described. Second, through a synthesis of

the concepts of planning in conventional contexts and the concepts of community empowerment, it is suggested that the place of community empowerment in planning is in an alternative planning context, specifically, radical planning theory and practice. Similarities are drawn between radical planning and community empowerment by describing the characteristics of this type of planning, its guiding vision (the recovery of political community), the arenas of radical planning practice, and what radical planners do.

Chapter Four focuses on the relationship between planning and CCNs. It describes the historical linkages between planning and technology from the time of the industrial revolution and the 'transportation revolution' through to the present 'information technology revolution'. CCNs are introduced as a form of information technology with community benefits. The potential relationship between CCNs and planning is proposed.

Chapter Five describes the CCN case study subject, the SCN. The case study method is described. Different frameworks for understanding CCNs are described. The SCN is discussed with reference to one of these frameworks – the framework of CCNs being able to be understood in terms their technological architecture and social architecture.

Chapter Six describes how the SCN could empower three fictional characters in the planning process. It describes the issues facing three fictional characters, and demonstrates how the SCN could potentially empower the fictional characters in their communities, relative to their specific issues, in terms

of being a source of useful information and a place to communicate with others in their communities about their specific issues.

Chapter Seven synthesizes the theory and practice of the SCN, the findings of the exploration of the SCN through the eyes of the three fictional characters and community planning practice and theory. This chapter illustrates how community empowerment can be found in planning practice and theory. This chapter demonstrates the parallels between the concepts of community, community empowerment, radical planning theory and the practice of the SCN, in terms of purpose, characteristics and setting. It demonstrates this by illustrating the potential empowerment of communities in a CCN – in particular, through the fictional character explorations of the SCN.

Chapter Eight summarizes and concludes the findings of this thesis. Conclusions are offered about the place of community empowerment in planning (with specific reference to CCNs). Ideas are provided for further research in the areas of community empowerment and planning, CCNs and planning, and the role of information technology in planning. An integral part of this chapter is a discussion about the limitations of the thesis research. Lastly, this chapter suggests how the concepts addressed in this study may be applied in contemporary planning practice.

## **CHAPTER TWO: COMMUNITY EMPOWERMENT**

What is community empowerment? This chapter presents an understanding of community empowerment by developing ideas about the concept in three stages: [1] understanding community; [2] understanding empowerment; and [3] understanding community empowerment. An understanding of community will be developed through an initial definition of community, the identification of the different types of community, an outline of the elements of community, a description of what community *is* in relation to what it *is not*, and finally, by describing the process through which a group becomes a community. The next stage will develop the concept of empowerment. The last stage will combine the concepts of community and empowerment to develop an understanding of community empowerment.

### **2.1 Understanding Community**

What is community? It is an elusive concept to define. Many people have attempted to define community, yet there seems to be no agreement about what it means. It seems to be used without much thought as to its meaning. For example, we apply the word 'community' to almost any group of individuals such as a town, a church, a synagogue, an apartment complex, and a professional association. Susan Berlin states that "[a]t one time, people moved within

community the way fish swim in water: it was our medium, we were both unconscious of it and completely comfortable in it. Now, we have difficulty even defining it” (Berlin 1997, 156). Even the Oxford Dictionary lacks a precise definition of community. It defines community as “joint ownership or liability,” or, alternatively, an “organized political, municipal, or social body; body of people living in the same locality; body of people having religion, profession, etc. in common”. Susan Berlin contemplates various expressions of community in Ways We Live: Exploring Community (1997): intentional communities<sup>11</sup>, recreation vehicle communities, virtual communities<sup>12</sup>, communities by design, gated communities, and communities by region. Berlin suggests, while at one time community was a concept that was inherently understood, in our current “hustle-and-bustle” of everyday life in pursuit of careers (and probably the accumulation of possessions) we have lost the feeling of community. Douglas Schuler points out in New Community Networks: Wired for Change (1996) that people speak of community in three different ways: as a group of people that live in a contiguous geographical area (communities of geography), as a group of like-minded people (communities of interest), and as a state of group communion, togetherness, or mutual concern (communities of spirituality) (Schuler 1996b, 2-3). Whatever the definition of community, as Schuler states, “[c]ommunities are the heart, the soul, the nervous system, and the lifeblood of human society. Communities provide

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<sup>11</sup> An example of an intentional community is the Poor Clares, one of the oldest religious orders for women.

mutual support and love in times of celebration and in times of crisis. There are also pragmatic reasons for banding together. Communities can help get things done: People are infinitely more capable when they work together than when they work on their own” (Schuler 1996b, 1).

### 2.1.1 Elements of Community

Although community encompasses the elements of living beings and place<sup>13</sup>, *true* community has certain psycho-social characteristics. Dr. M. Scott Peck provides important insights about the psycho-social characteristics of community in The Different Drum: Community Making and Peace (1987). He identifies what he believes to be nine psychosocial characteristics of *true* community:

1. Honest, open, caring communication;
2. Inclusivity, commitment and consensus;
3. Realism;
4. Contemplation and self-examination;
5. A safe place;
6. A laboratory for personal disarmament;
7. A group that can fight gracefully;
8. A group of all leaders;
9. A spirit (Peck 1987, 61-73).

Starhawk addresses the psycho-social dimension of community by defining community as “power-with-others - the ability to interact with others in a caring and meaningful way to achieve a common goal” (Starhawk 1988). Thus, community is much more than a geographic entity, or a group of living beings. It

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<sup>12</sup> An exemplary and influential virtual community is Whole Earth 'Lectronic Link (WELL).

<sup>13</sup> Geographic or otherwise (e.g. virtual)

involves a sense of meaningful, interdependent relationships amongst living beings. Alan Durning captures the psychological-social dimension of community in This Place on Earth: Home and the Practice of Permanence (1996) as he reflects on his experience of becoming part of his community through the 'ritual' of setting up a basketball hoop for his children and chatting with neighbors who would naturally stop at the basketball hoop to watch his and other children play:

Community, I am beginning to understand, is made through a skill I have never learned or valued: the ability to pass time with people you do not and will not know well, talking about nothing in particular, with no end in mind, just to build trust, just to be sure of each other, just to be neighborly. A community is not something you have, like a camcorder or breakfast nook. No, it is something you do. And you have to do it all the time (Durning 1996, 264).

In contrast, Barry Wellman's research group spent three decades studying the nature of community, through interviews and surveys, in the Borough of East York, and concluded "it is cars, phones, planes and electronic mail that sustain community, and not people walking to their neighbors homes" (Wellman 1996, 159), and that "the neighborhood community is a myth, reflecting a nostalgic longing for the past. Indeed, it is a longing for a past that might never have been..." (Wellman 1996, 159).

### **2.1.2 Community as a Unity of Opposites**

Community is a unity of opposites. A unity of opposites is a type of contradiction. It is a pair of concepts that "linked dialectically, in reciprocal action upon each other....Carried to an extreme, each term negates the possibility of the other" (Friedmann 1987, 406). In other words, too much emphasis on one

of the 'sides' in a unity of opposites is too much of a good or bad, thing, depending upon one's perspective (e.g. parochial versus cosmopolitan). Community is the unity of the opposites of collectivism and individualism. Thus, community is the delicate balance between individuals meeting their own needs and collectives meeting the needs of the larger group. Both individualism and collectivism are important aspects of living, but too much of one or the other may result in a loss of meaning in communal life. Thus, we must strive to maintain a balance between individualism and collectivism for our common good and, ultimately, planetary survival.

### **2.1.3 Scale and Types of Community**

Community exists in many different scales and types. Communities may range in scale from very large to very small. For example, it is possible to conceive of a community with a few members and, alternatively, it is possible to conceive of a community with millions of members. However, when speaking of a community composed of humans, due to the complexity of establishing the psycho-social dimensions of community as outlined by Peck and described above, it would seem that community is more likely to exist at smaller scales. As with scale, communities may exist in a wide variety of different types, and do not necessarily have to be composed of humans. For example, there are geographical communities, familial communities, professional communities, special interest communities, ethnic communities, animal communities, ecological communities, and academic communities, just to name a few.



### 2.1.4 The Process of Community-Building

How is community created? According to M. Scott Peck, a group becomes a community through a four-stage developmental process (Peck 1987, 86-106). The process of a group becoming a community is akin to the transformation of a stone into a gem, Peck says. "A group becomes a community in somewhat the same way that a stone becomes a gem--through a process of cutting and polishing" (60). Much like a stone becomes a gem by de-emphasizing un-gemlike qualities by cutting them away, and emphasizing gem-like qualities by polishing, a group becomes a community by "cutting away" characteristics of the group that impair it from being a community (for example, emphasis on hierarchy, competitive behaviors, focus on individual gain), and "polishes" characteristics that will enhance its functioning as a community (for example, communication skills, conflict resolution skills, interpersonal relations).

The first stage in the development of community is *pseudo-community*. During this stage the group *pretends* that it already is a community and that differences do not exist. The decision-making process and the nature of relationships go unchallenged. Members do not express their true individuality. An example of pseudo-community is typical committee behavior, which consists of committee members being extremely pleasant to one another to avoid all conflicts. Members behave so that others will like them.

The second stage in community formation is *chaos*. During this stage pseudo-community breaks down. The sense of apparent control and order is

disrupted when deep differences emerge. The group tries to obliterate these individual differences by changing each other. Decisions are made via competition and control. During this stage there is a struggle to ameliorate the chaos by either replicating and duplicating what has worked in the past,--more organization and more committees--, which does not lead to further community growth, or by proceeding to the next stage of community development.

The next stage in community building is *emptiness*. Emptiness is the bridge between chaos and true community. During this stage the group begins to examine itself, and individuals “empty” themselves of barriers to communication. These barriers to communication may include feelings, assumptions, ideas, and motives. Barriers to communication can fill peoples’ minds in such a way as to make them impervious to others. Ridding oneself of these barriers is the key to community building. Once these barriers are gone, group members begin to truly listen to each other and collaborate with each other in the decision-making process.

The final phase of community building is *community*. During this phase of community building, in which true community is achieved, the nine psycho-social characteristics of community materialize. For example, people speak openly and honestly. Differences are positively valued and celebrated rather than serving as a source of divisiveness and conflict. A context for the underlying interconnectedness in the diversity becomes apparent. The group begins to feel

like a safe place. The group makes decisions together, is creative, and learns together.

## **2.2 Understanding Empowerment**

What is empowerment? Empowerment has been called a “ubiquitous phenomena” (Gerecke 1987, 250) and “an enigma” (Zimmerman 1990, 169). It is a word that seems to have only become established in our vocabulary recently. Like the word ‘community’, there are many different ideas about what ‘empowerment’ is. However, all of the ideas about what ‘empowerment’ means center on the concept of power. Simply stated, power is the ability to act. Thus, empowerment is the act of giving an entity power to perform an action or have an action performed.

Kent Gerecke defined empowerment as “awareness of self as guide to action” (Gerecke 1987, 249). Specifically, empowerment means that individuals gain knowledge about themselves, their potential, and their internal power. He says that empowerment deals with “the fundamental self; the inalienable self” (Gerecke 1987, 249). Empowerment includes personal liberation from the power of others, such as the family, work, and the political system. It is rooted in the psyche, but has a political element too because it calls for addressing inequality, injustice, and domination in a new way.

Starhawk (1988) defines empowerment as “power-from-within”. Power-from-within is a recognition that each person possesses their own internal

strength, that each person has their own talents, and that each person can create their own vision of the future.

Community psychologists provide further insight on the concept of empowerment. Julian Rappaport defines empowerment as “a mechanism by which people, organizations, and communities gain mastery over their affairs” (Rappaport 1987, 122). He adds to the discussion of empowerment by pointing out that empowerment includes both real and perceived power, that to understand empowerment one must know something about the people involved, and that empowerment is not only an individual psychological construct, it is also an organizational, political, sociological, economic, and spiritual construct (Rappaport 1987, 130). Marc Zimmerman points out that empowerment is not an absolute threshold that, once reached, can be labeled empowerment (Zimmerman 1990, 170). He also points out that empowerment embodies an interaction between individuals and environments that is culturally and contextually defined (Zimmerman 1990, 170).

There seems to be little, if any, disagreement about the meaning of empowerment. Most thinkers agree that empowerment has several common elements. First, empowerment is about regaining lost power, specifically, the ability to make choices. Second, empowerment usually emerges out of need or desire. Third, empowerment is usually spontaneous, interactive, and spiritual. Fourth, empowerment can happen at many different levels: individual,

community, and societal. Fifth, empowerment can be deliberate and purposeful, for self or community fulfillment.

### **2.3 Understanding Community Empowerment**

Community empowerment is a principle founded on the belief that communities have the capacity and right to manage their own affairs. Community empowerment is about communities regaining lost power. It is about citizens getting together and saying, "Give me my citizenship back<sup>14</sup>". Community empowerment is the process by which communities establish and sustain their identity.

Community empowerment is the combined strength of two sources: power-from-within and power-with-others. Power-from-within is the realization of personal power and abilities, and power-with-others is the ability to work with others as a community and the strength that is possible when people work together. Both of these concepts are based on equal power relationships with others. Community empowerment is achieved through gaining knowledge about ourselves, and using this knowledge to actively and effectively participate with others. These two activities can liberate people from dependency. Thus, community and personal empowerment are inextricably linked together.

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<sup>14</sup> I remember Mario Carvalho using this phrase in the context of his Planning Theory lectures during the first year of the Master of City Planning program at the University of Manitoba.

Community empowerment is thus composed of two key elements: self-realization of individuals, and individuals working together as a community to achieve a common purpose.

### **2.3.1 Community Disempowerment**

How and when did communities lose their sense of empowerment?; or were communities ever empowered? Many academics and thinkers are polemicising about these issues. Although there are many different ideas about the roots of community disempowerment, there are a few key similarities that bind many of these theories. Many theories trace disempowerment to historic systems that caused patriarchal and hierarchical structures (for example, the rise of urban industrialism). Furthermore, many theories hypothesize that domination produced by these systems causes disempowerment.

Paulo Friere was one of the first writers to bring attention to the study of community empowerment. He became aware of a lack of community empowerment through his experiences as an educator in Brazil, South America. As an educator he realized that the current system of education on the continent was not emancipating the Brazilians from their illiteracy and lethargy. The Brazilians' oppression was being perpetuated by the prevailing system of education that put the instructor in the position of an oppressor (or dominator), and the student in the position of the oppressed (or dominated). Thus the system dehumanized individuals, and society in general.

Individuals and society are dehumanized because the education system centers on a “banking concept” (Friere 1970, 83) of education. The “banking concept” implies that the teacher is in control of knowledge, and the students are mere depositories of the teachers’ knowledge. This banking system of education creates oppression, and thus disempowerment, because the student receives the knowledge without dialogue. In other words, the students have no role in deciding what to learn, and how to learn. The educator commands, and the student complies. Where participation is not among equals, participants become oppressed.

Starhawk adds a new dimension to the theories of community disempowerment by attributing disempowerment to “estrangement” (Starhawk 1988, 5). Starhawk defines “estrangement” as a condition in which individuals do not, in essence, see themselves as part of a world, and instead see the world as composed of separate, isolated, non-living parts with no inherent value (Starhawk 1988, 5). In this world of estrangement the only power relationships possible are those of manipulation, domination, and patriarchy.

Estrangement is the “culmination of a long historical process” (Starhawk 1988, 5) with roots in the Bronze Age. The Bronze Age was the time of matrifocal, earth-centered cultures in which religion centered on gods and goddesses embodied in nature. Communities were empowered at this time. However, estrangement resulted with the shift to a patriarchal urban culture of conquest-- a time when gods inspired and supported war (Starhawk 1988, 5). This

transformation caused estrangement because it removed spirit from natural objects. Starhawk uses the metaphor of timber to illustrate the removal of spirit and the impact of estrangement on humans:

But when nature is empty of spirit, forest and trees become merely timber, something to be measured in board feet, valued only for profitability, not for its being, its beauty, or even its part in the larger ecosystem (6).

Because spirit is removed from humans, power relationships in which humans are dominated and exploited are possible. When humans are objectified they lose their self-worth, and acquiesce to exploitation (Starhawk 1988, 6). Although Starhawk does not directly link her theory of disempowerment to the discipline of planning, it seems plausible that she would link the contemporary citizen's general lack of participation in the planning process to the framework in which planning takes place. Specifically, it seems plausible that she would assert that the framework in which planning takes place is characterized by domination and hierarchy, and that, consequently, citizens experience "estrangement" and feel incapable of participating meaningfully in the planning process.

Murray Bookchin provides another perspective on the roots of disempowerment in Urbanization Without Cities: The Rise and Decline of Citizenship (1992). He argues that the common notion that technology created domination and disempowerment is wrong. He says domination created the type of technology, and this technology resulted in disempowerment.



Bookchin traces the beginnings of disempowerment to the Fifth Century BC when human relations changed from complementary male and female cultures to dominance through patriarchy. Thus, Bookchin claims, twenty centuries before industrial capitalism there was a model of domination in place. This patriarchal model of domination was embedded within the political system and entailed the disempowerment of the individual, and thus the community.

Specifically, the patriarchal political system disempowers citizens and communities by reducing citizens to meaningless individuals who merely co-exist with one another to labor, pay taxes and consume. The citizen is not expected to be involved in municipal affairs, and the contemporary urban environment does not encourage the citizen to do so. "A 'good citizen' is one who obeys the laws, pays taxes, votes ritualistically for pre-selected candidates, and minds his or her own business" (Bookchin 1992, 9). Simply put, a good citizen is a politically passive, quiet, taxpayer. "Both taxpayers and municipal officials prudently acknowledge that people of the city should be properly represented by efficient, specialized, and professional surrogates of the public" (Bookchin 1992, 9). Because power is in the hands of "managerial surrogates" (Bookchin 1992, 9), and not the community constituencies; citizens -- to the extent that they can be conceived as such -- become anonymous and faceless.

This perverted concept of citizenship has unfortunate consequences for individuals and, consequently, for communities. Individuals whose public lives

barely transcend the level of taxpayer tend to form passive images of their personalities and their natural environment. Essentially, individuals and communities become disempowered. Individuals feel divested of power to solve problems, or to act upon problems around them. Individuals feel personally deficient because they have needs that must be met by others, for example, professional planners<sup>15</sup>. Instead of focusing on the problems of the world, individuals become absorbed in trivia, such as the problems of shopping, fashion, and personal appearance, instead of taking an active role in politics.

### 2.3.2 Empowering the Community

How can this phenomenon of disempowered communities be reversed, and communities become empowered? Communities can become empowered by removing the forces that cause disempowerment: domination, hierarchy, and patriarchy. Traditional and contemporary literature on community empowerment focuses on community-building and the development of relationships based on equality amongst community members to achieve this goal (Friere 1970, Starhawk 1988, Lamoureux et al 1989, Weisbord 1992, Peck 1987, Schneekloth and Shibley 1995). In general, community empowerment is achieved through processes that are democratic, that are based on principles of self-help, and that

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<sup>15</sup> Lynda Schneekloth and Robert Shibley discuss the disabling effects of professions on "placemaking" in their book Placemaking: The Art and Practice of Building Communities. They argue that "as professional practitioners of placemaking, the work we do in helping to make the world is critical to the functioning of our culture and we take pride and joy in it. And yet, the allocation of such work to a small body of professionals is fundamentally *disabling* to others....Such appropriation ultimately disempowers others because it denies the potential for

access local knowledge. These characteristics create a decentralized power base and bring about local control.

Paulo Friere, in Pedagogy of the Oppressed (1970) develops a new theory and praxis of education, that builds upon establishing a community relationship between the learner and the instructor, to empower the community. He develops an alternative form of education that can be used in place of the existing “banking concept” (Friere 1970, 83) of education. The new form of education, or as it is commonly known, the pedagogy of the oppressed, is a “problem posing” process whereby the traditional student-teacher model is replaced with the students and teachers becoming “critical co-investigators” (Friere 1970, 68). The “critical co-investigators” engage in a dialogue process, and learn from each other, as equals in a process that has been named “conscientization<sup>16</sup>”.

The key to empowering a community seems to be establishing operations based on equality and cooperation. If community empowerment is about creating an atmosphere of equality and cooperation, what is the role of planning in achieving and sustaining this atmosphere; how can planning be used to proactively achieve this atmosphere?

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people to take control over events and circumstances that *take place* in their lives” (Schneekloth and Shibley 1995, Introduction).

<sup>16</sup> It is interesting to note that John Abbott, a South African planner with an engineering background, uses the concept of conscientisation in his analysis of community participation in Sharing the City: Community Participation and Urban Management (1996). He traces the historical roots of the concept of conscientisation from its linkage to community participation (as opposed to community development) to its linkage to empowerment.

## **2.4 Linking Community Empowerment with Planning**

What does community empowerment have to do with planning? Community empowerment, as it has been described in this chapter, is about people. More specifically, it is about individuals realizing their own abilities and groups of individuals realizing their collective abilities. Planning, as described conceptually in the next chapter, is a decision-making exercise about how to allocate resources to create desirable places to live, based on theories about what constitutes the 'best' decision and how to make the 'best' decision. More important, it is a decision-making exercise by, with, and for people. Since this exercise of decision-making – planning - involves people, and people typically like to have a meaningful role in making decisions that affect them, the concept of community empowerment is inextricably intertwined with the discipline of planning.

**CHAPTER THREE:  
THE PLACE OF  
COMMUNITY EMPOWERMENT IN PLANNING:  
RADICAL PLANNING**

What is the place of community empowerment in planning? This chapter presents the case that the place of community empowerment in planning is in a radical planning by: [1] describing the traditions of planning theory; [2] outlining the forms that planning can take; [3] describing planning in conventional contexts; [4] describing planning in a radical planning context; [5] describing the potential areas of compatibility and incompatibility between conventional planning and the concept of community empowerment in planning as well as radical planning and the concept of community empowerment in planning; and [6] proposing an example of the marriage of radical planning theory and practice and the concept of community empowerment in planning: namely, community computer networks (CCNs).

Before contemplating the difference between conventional planning and radical planning, the definition of the word 'planning' needs to be considered. There are many definitions of planning. As a *starting point*, the Oxford Dictionary defines 'plan' as both a noun and a verb meaning:

1. drawing or diagram made by projection on horizontal plane, especially one showing relative position of parts of (one floor of) building; large-scale detailed map of town or district. 2. table indicating times, places, etc. of intended proceedings etc.; scheme of arrangement. 3. formulated or organized method by which thing is to be, project, design, way of proceeding; imaginary plane perpendicular to line of vision and containing objects shown in picture... (Oxford Dictionary).

However, planning is much more than what this dictionary definition would lead us to believe—planning is more than drawings, diagrams, and methods. Planning is “the guidance of future action” (Forester 1989, 3). It is both a *normative process*, in which the community, with the assistance of a municipal government, determines its needs, objectives, and acceptable courses of action to meet these needs and objectives, and a *technical process*, in which the community is studied and the plan is designed (Hodge 1991, 169). The Canadian Institute of Planners, and its affiliates, define planning as “the scientific, aesthetic and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well being of urban and rural communities” (Planning Institute of British Columbia 1997). While there are many definitions of ‘planning’, there seems to be agreement that it has *at least* four basic characteristics: first, that it is an art and a science; second, that it is about managing change; third, that it takes place in territorially-organized societies; and fourth, that it is about realizing the potentialities of the future. A recent exercise by the Strategic Marketing Committee of the Association of Collegiate Schools of Planning (ACSP) to define ‘planning’ and justify ‘planning’

as a necessary and important discipline and profession confirms and elaborates on these four basic characteristics, albeit using different terms. The Strategic Marketing Committee of the ACSP identifies six generic themes that are the binding elements of the “internal diversity (of planning) while simultaneously distinguishing our field (planning) from others” (Strategic Marketing Committee 1997, 223). The six themes identified are:

1. A focus on improvement of **human settlements** with:
  - Emphasis on understanding cities, suburbs, small places, and regions, including processes of physical development and their changing social and economic characteristics; and
  - Emphasis on making places better serve the needs of people, including solving perceived urban problems.
2. A focus on **interconnections** among distinct community facets, incorporating:
  - Linkages among physical, economic, natural, and social dimensions;
  - Linkages among sectors, e.g. transportation and land use, housing and economic development, etc.; and
  - Linkages between public and private enterprises.
3. A focus on the **future** and pathways of change over time, encompassing:
  - Affirmation of community goals and aspirations;
  - Forecasting probable or feasible paths;
  - Developing plans to achieve desired futures; and
  - Understanding historical momentum shaping the present and future.
4. A focus on identification of the **diversity of needs** and distributional consequences in human settlements guided by:
  - Concern for well-being;
  - Monitoring changing population;
  - Targeting needs of all segments in the population; and
  - Developing rationales for equitable distribution of community benefits.

5. A focus on **open participation** in decision making, including:
  - Citizen participation;
  - Stakeholder representation;
  - Negotiation and mutual compromise among competing interests;
  - Dispute resolution
  - Communication of technical facts in lay terms; and
  - Recognizing value-centrism embedded in analysis and prescription.
6. A focus on **linking knowledge and collective action**, recognizing that:
  - Planning bridges academic knowledge and professional practice;
  - Information flows across the bridge in both ways, linking the university to the “real world”;
  - Planning practice is enhanced by infusion of humanities, social science, and technical knowledge; and
  - Academic knowledge is enhanced by confrontation with experience in practice (Strategic Marketing Committee 1997, 223-224).

The Strategic Marketing Committee claims that “[t]his set of six generic themes anchor the essence of planning” (Strategic Marketing Committee 1997, 224), and that while a particular planning exercise may include all, or only three or four, of these themes, “work conducted by other disciplines may share some of these individual themes, but none (of the other disciplines) can reproduce our distinct combinations of themes” (Strategic Marketing Committee 1997, 224). Paul Neibanck, Marie Howland, Seymour Mandelbaum, Judith E. Innes, Amy Helling and David Sawicki, by and large, offer support and suggestions for enhancement of the six proposed themes (1997, 225-228). Of particular relevance, however, is Marie Howland’s suggestion, as a “survivor” of the planning profession, that the sixth theme of planning, a focus of linking knowledge and collective action, be



enhanced with the additional bulleted item: “Planners recognize that the most cost effective or best technical solutions are often not politically implementable. Therefore the planner knows how to balance good technical solutions with political realities.” Friedmann defines planning conceptually as the process of *linking* knowledge and action (1987), and further elaborates that there are different theories about the linking of knowledge and action. These theories will be the focus of the discussion about the discipline of planning as discussed in this chapter.

### **3.1 The Traditions of Planning Theory**

What is a theory of planning? A theory is a “set of ideas formulated from reasoning from known facts to explain something” (Oxford Dictionary). Therefore a theory of planning is a set of ideas about how knowledge is linked to action and action is linked to knowledge. This section describes two planning theoreticians’ views on the traditions of planning theory.

#### **3.1.1 Friedmann’s Four Traditions of Planning Theory**

Friedmann describes four traditions of planning theory in detail in Planning in the Public Domain. These theories are: policy analysis, social learning, social reform, and social mobilization. Friedmann tentatively classifies these four theories according to the action process through which knowledge is linked to action, and the political ideology guiding the theory (*see Figure 1*):

| <b>POLITICAL IDEOLOGY</b>         |                     |                     |
|-----------------------------------|---------------------|---------------------|
| <b>Knowledge to Action</b>        | <b>CONSERVATIVE</b> | <b>RADICAL</b>      |
| <b>In Societal Guidance</b>       | Policy Analysis     | Social Reform       |
| <b>In Societal Transformation</b> | Social Learning     | Social Mobilization |

*Figure 1: Friedmann's Classification of Planning Theories (Friedmann 1987, 76)*

Although each of these planning theories or traditions is concerned with how knowledge should properly be linked to action, the different theories vary across the ideological spectrum. The theories range from those of conservative political ideologies that support the state and its authority, and the current capitalist mode of production, to radical political ideologies, that support the abolition of every form of authority, including the state, and seek to restructure capitalism. The theories also vary in their view of the action process through which knowledge should be linked to action. As illustrated in Figure 1, knowledge can be linked to action either through societal guidance (where planning is technocratically practiced by an elite in support of the state), or social transformation (where planning is fully democratized and practiced by ordinary citizens apart from the state).

Planners of the *social reform* tradition focus on the role of the state in guiding society. They typically focus on finding ways to institutionalize planning

systems and make state action more effective. This school of thought regards planning as a scientific endeavor. Accordingly, planners in this tradition use the scientific paradigm to inform and limit politics to what are deemed to be its proper concerns. Social reformers believe in the utility of capitalism and the bourgeois state, and believe that these entities can be perfected through appropriate reforms. They believe planning is the application of scientific knowledge to public affairs. They advocate a strong role for the state, both in terms of mediation and as an authority.

Planners of the *policy analysis* school believe that the best decisions are rational ones and that, accordingly, decisions can best be made by applying the appropriate scientific or mathematical techniques to the analysis of data. It is no surprise, therefore, that planners in this tradition have been labeled technicians, technocrats and social engineers (Friedmann 1987, 79). A typical decision model used by planners in this tradition has seven stages, according to Friedmann. These stages are:

1. Formulation of goals and objectives.
2. Identification and design of major alternatives.
3. Prediction of major sets of consequences that would follow adoption of each alternative.
4. Evaluation of consequences.
5. Make decision based on information gathered.
6. Implementation of decision.
7. Feedback of program results and their assessment in light of new decisions and situations (Friedmann 1987, 78).

Theorists in the policy analysis tradition do not advocate a change in existing power structures; rather, they work for existing bodies of power, within the status quo.

Planners of the *social learning* school focus on overcoming the contradictions between theory and practice or knowing and acting. This theory derives from two streams: [1] John Dewey and his scientific epistemology which emphasizes learning by doing; and [2] Marxism and its belief that philosophers should strive to change the world. Adherents to this tradition are known for their belief that knowledge is acquired through experience (of action) and is validated in practice, in acting. They believe that knowledge “emerges from an ongoing dialectical process in which the main emphasis is on new practical undertakings; existing understanding (theory) is enriched with lessons drawn from experience, and the “new” understanding is then applied in the continuing process of action and change” (Friedmann 1987 81). Thus, knowledge is linked to action through an ongoing, two-way, iterative process of trial and error in pursuit of the transformation of society.

The fourth key tradition of planning is *social mobilization*. Unlike the social reform and policy analysis theories of planning, which believe in a strong primary role for the state and discuss planning as a form of scientific politics, the theory of planning as social mobilization believes in a strong primary role for common citizens – “direct collective action from below,” (Friedmann 1987 83). There is the further belief that planning is conducted without the constructs of a

scientific methodology. However, scientific analysis does play a role in the transformation of knowledge into action. According to Friedmann, two kinds of politics are involved in social mobilization (83). The first type is the politics of disengagement, which seeks to demonstrate new ways of living. The second is confrontational politics, which emphasizes that political struggle is necessary to transform the existing relations of power and create a new order not based on hierarchy and domination.

### **3.1.2 Healey's Three Traditions of Planning Theory**

Patsey Healey describes three traditions of planning theory in Collaborative Planning: Shaping Places in Fragmented Societies (1997). These traditions include economic planning, physical development, and public administration and policy analysis.

The *economic planning* tradition is dominated by the ideas of economists and political philosophers. It arose out of the perceived need to plan the processes of production and distribution in order to ensure efficient production, continued growth and a fair distribution of the benefits of growth. Part of the interest in economic planning arose from a Marxist critique of the processes of industrial capitalism. Marx, concerned that the system of industrial capitalism exploited human labor and resources, developed the famous Communist Manifesto. The Communist Manifesto proposed that the marketplace be replaced and that the production process be driven by capitalistic competition with a governance system run by the people. Marx argued that "the forces representing labor should engage

in a 'class struggle' with the objective of taking control of the state" (Healey 1997, 11). Although it was envisioned by Marx that this class struggle would result in the state withering away with economic activity and governance being left to the people, when communist or socialist regimes came into power they tended to reinforce the state. An interest in economic planning also evolved out of the realization that large scale organization was likely "to compromise the freedom of individuals and communities to determine the conditions of their own existence" (Healey 1997, 12). Various early planning theoreticians theorized about ways of living which focused on the interaction of small groups of people (i.e. Ebenezer Howard's garden cities, John Friedmann's agropolitan development). Advocates of capitalist production processes and market societies contemplated the reasons for periodic market failures and theorized about how the economy could be managed to avoid future failure. This theorization led to the ideas of Maynard Keynes to stimulate market demand and, evolving from that concept, a whole series of "social welfare policies to assist people to acquire education, to maintain health, and to get housing" (Healey 1997, 13). These "demand promotion strategies created what came to be known as a 'mixed economy,' with economic policy – planning by another name – being driven by a mixture of economic analysis of market conditions and political sensitivity to electoral consequences" (Healey 1997, 14). Also important to the economic planning tradition is the neo-liberal political movement with the objectives of reducing the role of bureaucracy and politics in the management of the economy and unfettering "business from the

burdens imposed on it by the regulatory environment” (Healey 1997, 14). Neo-liberal thought suggested an end to planning and a “return to the market as the key organizing principle of economic life” (Healey 1997, 15). Healey notes that although each of these approaches to economic planning are underpinned by different social theories, the various “debates and practices of economic management have shared some common characteristics. Their focus has been on the material well-being of consumers and the generation of profits for producers. Their practices have drawn on the vocabulary of neo-classical economies, with its metaphors of utility-maximizing, rational individuals making trade-offs between their preferences” (Healey 1997, 16).

The *physical development* planning tradition is dominated by the ideas of engineers and architects and arose out of utopian dreams of what cities could be like. This tradition of planning is characterized by material and functional concerns about the desired qualities of cities. The products of this planning tradition include building regulations, land use zoning, and urban master plans - all tools originally conceived and developed to achieve desired city forms. “Cities were seen as an amalgam of economic, cultural and household activities. The challenge was to find a way of organizing activities which was functionally efficient, convenient to all those involved, and aesthetically pleasing as well” (Healey 1997, 18). This planning tradition was discredited in the 1960s due to the lack of scientific understanding of the urban change which planning attempted to manage.

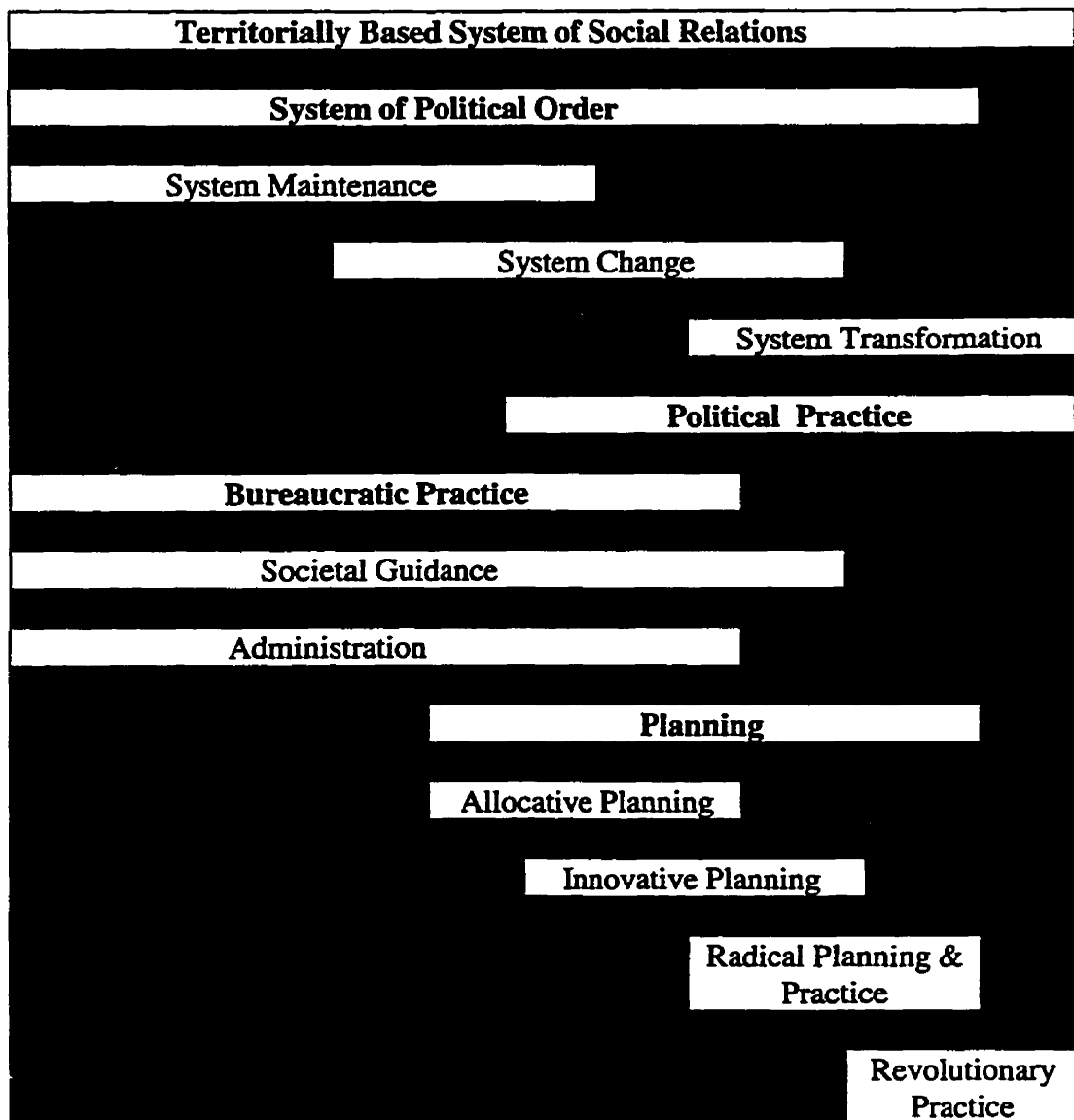
The *policy analysis and planning* tradition arose out of the desire to make public administration more efficient and effective. This planning tradition is characterized by the idea that local government balances “the demands of a pluralistic polity through technical analysis and management” (Healey 1997, 23). The technical analysis and management consisted of the identification of objectives, and the development and implementation of an appropriate means to achieve these objectives. In this tradition’s original conception planners were seen as value-free policy analysts that specialized in helping communities express and achieve their goals through the application of a clear, rational process. Later conceptions of this tradition advocated that it was impossible for planners to be value-free since planners, as people, inherently had values. Evolving from this was the belief that planners had a moral responsibility to ensure the needs of the disadvantaged were addressed. The idea of meeting constituents’ needs consequently evolved into a focus on the participation of constituents in the planning process.

### **3.2 Forms of Planning**

Friedmann argues (and graphically illustrates in Figure 2) that planning takes place in geographically bound areas (i.e. in territorial based systems of social relations) in three principal forms: allocative, innovative, and radical. Most of these forms of planning respect the existing system of political order; however, some forms of planning may take place outside of the existing political order, in a revolutionary practice. Each form of planning roughly corresponds to three



possible states of political systems: system maintenance (allocative), system change (innovative), and system transformation (radical planning and practice) (Friedmann 1987, 47) as illustrated in Figure 2<sup>17</sup>.



*Figure 2: Planning in the Public Domain: Basic Concepts (Friedmann 1987, 30)*

<sup>17</sup> Each horizontal bar in the figure represents a definite conceptual space. Two overlapping lines mean that the two activities or functions coexist, but only proportionate to the extent of the bar overlap.

As illustrated in Figure 2, conventional planning (to be discussed in Section 3.3) is an amalgam of allocative and innovative planning. The focus of allocative planning is the allocation of scarce resources among competing users. The focus of innovative planning is institutional change.

As illustrated in Figure 2, radical planning (to be discussed in Section 3.4) is an extension of innovative planning into the realms dominated by political, rather than bureaucratic practice, and system transformation rather than system change. Radical planning focuses on the assembly of citizen power to promote projects that will assist social transformation.

### **3.3 Planning in Conventional Contexts**

Planning in conventional contexts at the present time is an amalgam of mainly two of the four traditions of planning theory -social reform and policy analysis. It is planning that is driven by the existing dominant state and market forces. Although the prevailing theory of planning in conventional practice draws on ideas found in each of the traditions of planning theory, it appears to be rooted in the social reform tradition and most strongly guided by the policy analysis tradition. Despite the fact that there have been attempts to change, modify, and introduce new theories into the discipline of planning, the rational comprehensive model of planning, based in the policy analysis school, has remained in place for since roughly the 1960s. As Friedmann notes, citing Caiden and Wildavsky (1974), and Wildavsky (1979), “despite extensive and even virulent criticism the

model continues to be in vogue, chiefly, one suspects, because nothing better has come along” (1987, 37).

The rational comprehensive model of planning provides a specific methodology that is used to link scientific and technical knowledge to the action of allocating resources according to the principles of physical and social rationality. This model consists of four steps. First, the problem issue is defined in a way that “will make it amenable to action or policy intervention” (Friedmann 1987, 37). Second, the problem situation is analyzed. During this stage of analysis the planner seeks to identify existing solutions to the problem. Third, the planner develops a series of potential solutions to the problem in the form of policies, action plans, or institutional innovations. Fourth, each of these potential solutions is evaluated according to a set of criteria which may include technical feasibility, cost effectiveness, probable effects on the community and political feasibility, among others. As Friedmann points out, planning as it commonly occurs, is “a mode of decision making in advance” (38).

### **3.3.1 The Practice of Planning**

The practice of contemporary conventional planning spans a range of activities that are primarily concerned with the rational allocation of scarce physical and social resources (i.e. the allocative form of planning as illustrated in Figure 2) . Friedmann classifies planning practice into 6 main categories: [1] national security planning; [2] economic planning; [3] social planning; [4] environmental planning; [5] city planning; and [6] regional development planning

(Friedmann 1987, 26)<sup>18</sup>. National security planning focuses on ensuring there are adequate physical and social resources available to defend a country from foreign entities. The focus of economic planning is the allocation of resources related to investment, employment, research and development, infrastructure and trade. Social planning focuses on the allocation of resources to people to ensure adequate living conditions. Environmental planning focuses on the allocation of the natural environment's resources (land, water, wilderness, energy, sensitive ecosystems). City (or community) planning focuses on the allocation and types of land uses, community development, design and transportation. The allocation of natural, industrial and economic resources for the benefit of the larger region is the focus of regional development planning.

### **3.3.2 The Institutions of Planning**

The theory and practice of planning is governed by sets of institutions particular to each category of planning and the subject geographic locale of the planning practice. An institution is "an established law or custom or practice" (Oxford Dictionary). Therefore an institution of planning is something that

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<sup>18</sup> From my experience in local government planning I would concur with Friedmann's assessment that contemporary conventional planning is primarily concerned with the rational allocation of resources. With the exception of national security planning and social planning Friedmann's categories of conventional planning practice are present (in varying degrees) in practice in planning at my workplace, the Regional District of Nanaimo (RDN). The RDN has prepared an Economic Planning Strategy to determine where the region should focus its efforts in enhancing the region's economy (economic planning). The RDN develops and implements official community plan policies and development permit areas to promote the protection of natural resources (environmental planning). The RDN prepares and administers official community plans to guide local settlement (city planning). The RDN prepares and implements a regional growth strategy (regional development planning). It is anticipated that the RDN may develop a housing strategy (as a component of the regional growth strategy) in the future (social planning).

establishes custom or practice in the discipline of planning. Institutions of planning ingrain conventional planning into the system<sup>19</sup>. Essentially, the institutions of planning are common ways and means of getting the job of statutory planning done. Planning is guided by three basic types of institutions: [1] planning commissions; [2] planning legislation; [3] and planning tools.

*A planning commission* is a semi-independent body of persons that guides the planning process by participating in the creation and implementation of community plans and planning policy. They were established during the time when the ideas and aims about planning were being developed and local government was being restructured. These bodies were established for two reasons: [1] to keep politics out of planning, and [2] the belief that planning was a technical task best done by a small group devoted to it (Hodge 1991, 120). These planning bodies are called planning commissions, planning boards, or advisory planning commissions. It should be noted that the nature and scope of planning commission work and responsibilities varies by political jurisdiction and is a function of empowering legislation.

*Planning legislation* encompasses rules that are created by superior governing bodies (i.e. federal and provincial governments) usually to empower bodies of a lesser jurisdiction (i.e. municipalities, regional districts, local government districts, etc.) to plan. Planning legislation institutionalizes a certain -

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<sup>19</sup> Healey would probably call these institutions the 'hard infrastructure' of planning.

statutory<sup>20</sup>- dimension of planning because it specifies the nature and extent of planning activity that lesser governments may engage in. Planning acts have a land use and property development focus. The major features of Canadian planning legislation are: [1] the criteria for establishing planning units; [2] the process for preparing, adopting, and approving community plans; [3] the legal effect of statutory plans; [4] a system of subdivision control; [5] the delegation of powers to municipalities to enact zoning bylaws; [6] a quasi-judicial appeal procedure for municipal planning decisions; [7] a plan-making body composed of citizens to advise the local government; and [8] provisions for the involvement and education of the public through public meetings and hearings at various points in the planning process (Hodge 1991, 132).

In terms of planning theory and practice, contemporary planning legislation generally seems to have institutionalized the rational comprehensive approach to statutory planning practice. Planning acts tend to be very procedurally-oriented, establishing specific routine steps to complete planning tasks and specifying the timing of each step. Consequently, the rules set out in

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<sup>20</sup> It is important to note that although planning legislation focuses on statutory planning there are other forms of non-statutory planning. Local government planning departments engage not only in statutory planning but in other, more progressive forms of planning as well. For example, the Regional District of Nanaimo created a growth management plan in the *absence* of regional planning legislation. Also, the Regional District of Nanaimo Planning Department (and I suspect many other local government planning departments) regularly develops and implements initiatives to work with the public in the creation of official community plans and other bylaws *in addition to* the legislative requirements (which require only a public hearing in the consideration of an official community plan).

planning acts tend to leave little room for creative, innovative approaches to planning issues. They have an allocative bias.

*Planning tools* are what planners use in their practice of linking knowledge to action. For example, land use planners use the statutory tools of community or official plans, land use regulation, subdivision control, variances, zoning, and development control to do their plan-implementing job of allocating the physical resources of the land. As with planning legislation, the planning tools that are most commonly used in planning are those of the rational comprehensive theory of planning. It should be noted that the contemporary planner, considering using an alternative, more innovative, approach to planning would likely have to focus on different tools, such as consensus building, communication, teamwork, and cooperation<sup>21</sup>. Planning tools are part of the broad institution of planning because they are the implementation vehicles of planning. Simply put, planning tools are an institution of planning because they are the commonly accepted means of doing the job of planning.

### **3.4 Radical Planning**

What is radical planning? Radical planning is an alternative form of planning. It represents a combination of the social learning (progressive variant) and social mobilization traditions of planning (see Figure 1 in this chapter). Radical planning is guided by theories of social learning and social mobilization that: [1] focus on the structural problems of a capitalist society in a global context;

[2] critically interpret existing reality; [3] chart the future; [4] describe images of a desired outcome based on emancipation; and [5] suggest optimal strategies for overcoming resistance of established powers in the realization of outcomes (Friedmann 1987, 389). Radical planning is part of the opposition to “societal guidance” (planning in conventional contexts), and the state (Friedmann 1979, 37). Nonetheless, it seeks to reproduce ‘ideal’ conditions for people to live together within the world of social (in the sense of societal) planning by transforming the structures of social planning and creating space for itself. Radical planning has been an underlying theme of John Friedmann’s work during the past three decades. Friedmann is a well known and distinguished planning practitioner and academic (Friedmann 1989). As such, his work is the focus of this section of the thesis.

### **3.4.1 Guiding Vision**

The guiding vision of radical planning theory and practice is the recovery of political community. A political community is defined by four essential characteristics (Friedmann 1987, 339). First, political community has a territorial base over which power extends. Second, it enjoys “historical continuity” which suggests a “common past and shared future” (339). Third, a political community is composed of citizen members that have rights and responsibilities. Fourth, political communities are part of “an ensemble of communities among which citizenship is shared” (339). Friedmann summarizes the notion of political

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<sup>21</sup> Healey would call these processes the ‘soft infrastructure’ of planning.



community as “civil society organized for life in common” (1987, 344). Essentially political community is a preferred mode of living together, or as Friedmann called it in his 1979 book, The Good Society.

Over the years political community has eroded, predominantly as a result of industrial capitalism’s effect on society. The most tangible evidence pointing to the loss of political community is the decline in genuine citizenship. Citizens in the post-industrial world have been relegated to the role of a mere taxpayer.

Friedmann elegantly describes this phenomena:

We have been seduced into becoming secret accomplices in our own evisceration as active citizens. Two centuries after the battle cries of Liberty, Fraternity, and Justice, we remain as obedient as ever to a corporate state that is largely deaf to the genuine needs of people (1987, 347).

The process of community empowerment in the planning process addresses this loss of citizenship, among other aspects of political community. By combining the forces of community empowerment and planning in the public domain, planners can work towards restoring political community and civil society as more effective counter-balancers to the currently dominant arenas of the public domain: the state and the economy/market.

Friedmann specifies two broad purposes for radical practice (Friedmann 1979, 159). The purposes of radical practice are: to protect and enlarge the space for dialogue, and to create conditions conducive to dialogue. To protect and enlarge the space for dialogue and to create conditions conducive to dialogue necessitates the elimination of inequalities and the weakening of centralization

forces. He describes dialogue as the key way of attaining the “Good Society” or, in other words, recovering political community. Through dialogue, conflict strengthens relations, because it leads to discoveries and transformations of the self. When two beings are joined in dialogue they build a common ground between each other (1979, 104). The conditions necessary for dialogue are: acceptance, a central core of self-identify and self-acceptance, and an absence of a dominant dependent relationship between the partners in dialogue.

### 3.4.2 Characteristics

According to Friedmann “a non-Euclidean<sup>22</sup> planning model would have five characteristics. It would be normative, innovative, political, transactive, and based on social learning” (Friedmann 1993, 483).

First, Friedmann indicates that radical planning is *normative*. Whereas planning in the conventional contexts is, in his mind, “normatively neutral in that its principal criterion is efficiency in the attainment of externally defined goals and objectives” (483), “radical planners must assume an ideological position; they cannot remain neutral” (483). Specifically, radical planning is in opposition to hegemonic power and strives to emancipate communities while facilitating the creation of a strong political community.

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<sup>22</sup> The ‘non-Euclidean planning model’ Friedmann discusses in his 1993 writings seems to be identical to the radical planning model he discusses in his earlier work, Planning in the Public Domain (1987). It seems that Friedmann has abandoned the term ‘radical’ in his recent works in favor of the term non-Euclidean because the term ‘non-Euclidean’ may be a more recognizable and acceptable term for practitioners as opposed to the blunt use of the word radical. The term Euclidean, when used in a discussion of planning refers to an engineering model of planning in

Second, Friedmann indicates that radical planning is (at a minimum) *innovative*. Conventional planning is not necessarily nor primarily innovative because the paradigms on which it is based focus on the allocation of resources in budgets, land use maps, and public facilities etcetera. Conversely, Friedmann says that radical planning would look “toward creative solutions to social, physical, and environmental problems that rise to political consciousness in the public domain” (483).

Third, Friedmann indicates that radical planning is *political*. According to Friedmann, conventional planning is not political in the sense that, in his opinion, planners must strictly adhere to a “civil service code of affective neutrality and nonpolitical practice” (483). Radical planning is political in the sense that radical planners are “concerned with implementing strategy and tactics” (483). Friedmann argues that it is inherent that planning be political as planning means change at least - if not system transformation, - and when there is change someone will always perceive that this change has worsened their situation in some way.

Fourth, Friedmann indicates that radical planning is *transactive*. Whereas conventional planning is very much focused around a planner expert *planning for* communities, the transactive nature of radical planning translates into the planner – at a minimum - *planning with* communities. Radical planning acknowledges that adequate solutions to planning problems lie in the linkage of expert

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which decision making was considered to be a scientific, normatively neutral, efficient, allocative, and non-political endeavor.

knowledge and experiential knowledge and, as such, that potentially affected populations should be drawn into the planning process at the very beginning when problems still need defining. Consequently, radical planning is a very participatory style of planning. It also brings more detailed and specific knowledge to bear on a situation than would be possible if only the expert knowledge of the planner was used to resolve the problem.

Fifth, Friedmann indicates that radical planning is based on *social learning*. Whereas Friedmann seems to believe that conventional planning is a “document-oriented activity that is largely closed to public scrutiny and therefore short of learning potential” (483), radical planning practice recognizes that we learn by doing, and as such, opportunities for feedback need to be provided throughout the planning process in order for learning to guide the course of action.

### 3.4.3 Planning Practice: The Arenas

Where does radical practice take place? Near the end of The Good Society, Friedmann begins to develop the focal areas for radical practice. He identifies the four areas of priority for radical practice as: the role of women, the world of work, the world of education, and governance (1979, 163). The commonality amongst each of these areas is an existing hierarchy with power concentrated at the higher echelons. Later, Friedmann expands his thought on this aspect. In Planning in the Public Domain, he asserts that the four arenas of radical practice are: the household economy, the regional nexus of work and home, the peasant periphery, and the global economy (Friedmann 1987, 354-386).

Friedmann claims that “the first and foremost step in this great task (radical practice) is the **restructuring of bourgeois households for the self-production of life** (Friedmann 1987, 355). A household is “any social arrangement, sustained over an extended period, that involves a small number of persons - such as lovers, spouses, children, relatives, and friends - who regard their lives as being closely linked to each other, and who customarily make joint decisions concerning the use of their pooled resources of time, energy, and skill” (Friedmann 1987, 356). Friedmann points out what he believes are three important aspects in this definition of household: circle of intimacy, shared economy of resources, and political community. The first aspect of a household is the presence of a “**circle of intimacy**” (Friedmann 1987, 356), due to the fact that two or more persons have chosen to share their lives in close proximity. The second aspect of a household is a **shared economy of resources** in that “each household member commands certain resources, including his or her time, energy, knowledge, and skills” (Friedmann 1987, 356), and that “[f]or the well-being of the household as a whole, these resources are, as it were, pooled before they are reallocated to five different spheres, one ‘private’ and four ‘public’ (discussed below), in the collective self-production of life” (Friedmann 1987, 356). Specifically, a household budgets its resources to [1] the sphere of the household (i.e. to raise children, maintain a house, socialize and recreate), [2] the sphere of the market (i.e. the sale of labor and purchase of commodities), [3] the sphere of civil society

(i.e. volunteer work for the greater good of the neighborhood), [4] the sphere of political community (i.e. volunteer work for the greater good of the world), and [5] the sphere of the state (i.e. paying mandatory taxes, obligatory military participation and school attendance). The third aspect of a household is **political community** in that:

the household meets a number of the formal criteria that define a polity: in its home it has a territorial base; it has a history; and its members may speak a language of gestures, expressions, and words, and even dialect among themselves as a token of their feelings of primary closeness. Householding is also a voluntary arrangement (though not for small children), and it may at any time be dissolved, ....Most significantly, households, like any other political community, have an internal structure of power: their members have different degrees of access to the bases of social power, especially in their knowledge of the outside world, and a different say-so in household decisions (Friedmann 1987, 357-358).

Friedmann lays out a four point agenda for radical planning in the recovery of political community in the arena of the household. The first item on this agenda is the *“decolonization” of the household* (Friedmann 1987, 358). By “decolonization” Friedmann means “households must selectively de-link from the system that keeps them in servitude” (Friedmann 1987, 358). Specifically, he advocates a reduction, as much as possible, in the household’s allocation of resources to the exchange economy, and a re-allocation of resources in the sphere of the household itself, civil society, or the wider political community. He provides two examples of what a household could do in an effort to work towards decolonization: [1] eliminate television from the household, and [2] reduce the

number of hours spent working in a workplace outside the home. The second item on the agenda is the *democratization of the household* in that “every member of the household should be recognized as being a valuable contributor to the well-being of all of the other members” (Friedmann 1987, 359). In the democratization of the household “any hierarchy of decision-making among household members” (Friedmann 1987, 359) should be eliminated as it sets up a class basis for relationships inside the household. Nonetheless, Friedmann does acknowledge that “[i]n the division of tasks among household members, differences in technical ability, knowledge, and experience must, of course, be respected” (Friedmann 1987, 359-360). The third item on the agenda is the *self-empowerment of the household* in that “households that wish to move toward the collective self-production of life must seek to improve their access to these bases of social power<sup>23</sup> and build their strength in those areas where they are weak” (Friedmann 1987, 360). Four bases of social power that can be increased within the household are: [1] *time* – it can be increased by reducing consumption of commodities and reducing household participation in the labor market; [2] *space* – it can be increased by considering the needs of the household and ensuring space is prioritized by need (perhaps the television room viewing space can be eliminated?); [3] *knowledge and skills* - knowledge and skills can be increased by learning through formal teaching and practice; and [4] *organization* - a household can become better organized within the household and within civil society. The

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<sup>23</sup> Friedmann refers to the existence of seven bases of power, but only identifies four.

fourth item on the agenda is to reach out to successively wider networks of people. Through this connection strength and knowledge will be increased for the benefit of the household.

The second arena for radical practice is the **“regional nexus of work place and home”** or, in other words, re-connecting political space (i.e. the household) with economic space (i.e. the work-place) within the communal tradition. The communal tradition is one of political autonomy and as such refers to a “body of citizens gathered in political assembly” (Friedmann 1987, 364). Friedmann outlines seven elements of the communal tradition: [1] political community (in that membership is based on a common understanding and is for the purpose of protecting common interests); [2] a politically bounded social formation with sovereign institutions of governance over a finite area; [3] a history and a common future; [4] a relatively small size; [5] power exercised in the name of the commune must be accountable; [6] reciprocity between citizen rights and responsibilities and communal rights and responsibilities; and [7] linkages with other communes through trade and political alliances. Friedmann claims that, with the advent of industrial capitalism, the relationship between the individual and the state was altered, because the local commune or state (to which the individual had a strong connection) was “subsumed as an administrative unit under the national state” (Friedmann 1987, 365). The roles between the nation state and the local state were reversed, with the nation-state now demanding



primary loyalty and allegiance (thus weaning the individual off his or her identification with the local commune or state), and the state became bureaucratized. With these changes, which emphasized the ideology of the primacy of industrial capital and economics, Friedmann argues that the local state or commune gradually became depoliticized (and this is the world in which CCNs have to make their way!).

Friedmann provides a two-point agenda for recovering political community through radical planning in local communes. First, he suggests that political space be extended to match "the approximate limits of economic space at the metropolitan scales" (Friedmann 1987, 369). The purpose of this measure is to give local communes more bargaining power with economic enterprises in terms of business conduct, while ensuring that the social (and environmental) costs of business are reflected in business practices. The second item on the agenda is working towards greater self-reliance in the local commune. To this effect Friedmann suggests three kinds of possible actions: [1] developing small communal state-based businesses; [2] "creating and expanding community-based services that will facilitate the self-production of life by the household economy" (Friedmann 1987, 372); and [3] revitalizing streets as a primary place for people to satisfy their non-automobile transportation needs, as well as providing a place for communal gatherings.

The third arena for radical practice is helping the peasant periphery work towards achieving collective self reliance. Friedmann notes that "the peasant

periphery is periphery only for as long as it chooses to remain periphery, that is, only for as long as it remains integrated into a system that systematically "underdevelops" its economy," and that "[c]ountries, like households, can opt out and *selectively de-link* from global economic relations, as they set out on a more self-reliant course of development" (Friedmann 1987, 375). Friedmann suggests that radical planners guide the peasant periphery in opting out of the world economic system. The second task is to assist the peasant periphery in refocusing its priorities around the needs of the peasant populations. It is an arena for radical practice, but it ("the struggle") must be carried out by the peasants themselves.

The fourth arena for radical practice is helping to build a **world, or global community**. By building a world community Friedmann calls for recognition of the ongoing existence of global interdependency in three particular dimensions: ecology, politics, and economics (Friedmann 1987, 383). By building a world community Friedmann is interested in "*restructuring relationships of power in ways that will bring humanity closer to a political order based on democratic principles and justice*" (Falk et al. 1982, qtd. in Friedmann 1987, 383, italics as in source). By helping to build a world or global community Friedmann intends for the creation of a political order that will sustain diverging paths to happiness.

#### **3.4.4 Planning Practice: The Tasks**

Radical planners focus on "processes of self-empowerment and self-reliance; on being able to 'think without frontiers'; on the recovery of meaning,

purpose, and practical vision through radical practice; on processes of networking and coalition-building; on strategic action; and on dialogue and mutual learning” (Friedmann 1987, 315).

Friedmann enumerates six concrete tasks for radical planning: [1] selective de-linking, collective self-empowerment, and self-reliance; [2] thinking without frontiers; [3] meaning, purpose, practical vision (recovery of wholeness); [4] cross-linking, networking, building coalitions; [5] strategic action (focusing); and [6] dialogue, mutual learning (transactive planning) (Friedmann 1987, 396-403). The first task, *selective de-linking, collective self-empowerment and self-reliance*, is really a strategy comprised of complementary facets. In this task it is the radical planner’s responsibility to mediate theory and practice in their work with people, to assist them in the expansion of their “*horizon of possibilities*” (Friedmann 1987, 398, italics emphasized as in source). Second, radical planners are required to *facilitate “thinking without frontiers” in the mediation of theory and practice* (Friedmann 1987, 398). In other words, radical planners are to facilitate thinking that is not restricted by the constraints of hierarchy, academic disciplines, parochialism, or theory/practice. The third task charges the radical planner with working with communities to help them “*make sense*” of their world in their terms. The fourth task of radical planners is to *encourage collaboration amongst complementary community groups* to achieve “politically effective social movements” (Friedmann 1987, 401). The fifth responsibility of radical planners is to *ensure that the actions of communities are focused in terms of having*

*objectives, a sense of sequence and timing.* Friedmann notes that this involves grounding communities in: the relevant technical information; the constraints placed upon choices and possibilities to remove these constraints, should the community desire; the political options and the advantages and disadvantages of each; and continuously informing the community as action unfolds of the consequences of the action. Essentially, the role of the radical planner in this task is that of an information provider. Sixth, it is the responsibility of the radical planner to *encourage and facilitate effective interpersonal relations based on dialogue and mutual learning.*

### **3.5 Placing Community Empowerment in Planning**

As the previous three sections of this chapter demonstrate, the theory and practice of planning in conventional and radical contexts is different, and in many cases, in dialectic opposition. Through this revelation of differences, however, it can fairly readily be seen that the concept of community empowerment is, by and large, more incompatible with conventional planning, and more compatible with radical planning.

The concept of community empowerment is largely incompatible with conventional planning in that the theory, practice and institutions of this type of planning represent a form of planning for communities by experts with no real power assigned to the communities affected by the planning. The theory and practice of conventional planning revolves around an 'expert' planner, performing a scientific and technical exercise in which a problem is defined and analyzed, and

solutions are identified and evaluated based on criteria such as feasibility and cost to implement the solution. Communities may be involved in this scientific and technical problem definition and resolution exercise; however, their involvement is typically of limited scope and consequence. The institutions of conventional planning also fail to support community empowerment in planning. The common plan implementation tool, zoning, is intended to create relatively homogenous entities in that like uses are located beside like uses while different uses are separated. Even within like uses, such as residential use, there is separation into areas by type (i.e. separation of single family housing from multiple family housing). Zoning typically segregates and fragments communities rather than integrate them. Planning commissions, although bodies of laypersons, are typically hand-picked by elected political officials, and as such do little to put power in the hands of those without power. The legislative tools of planning set out a “power-over” system, by establishing minimal requirements for public involvement in planning processes (i.e. effectively limiting the required public input to public hearings on issues, after they have already been granted a level of approval by elected politicians, and in many cases setting out rules that do not require any public input whatsoever, should the politicians deem this appropriate).

On the other hand, the concept of community empowerment is largely compatible with radical planning in that they share similar or complementary purposes, characteristics and arenas of practice. In terms of purpose, both community empowerment and radical planning strive for the emancipation of

communities. Community empowerment and radical planning are both normative in that they are based on the assumption that communities can and should be empowered in the planning process, and that planning is not just about the efficient allocation of scarce resources; it is about people who live in places, and people that should be able to have an impact on what it is like to live in those places. Both community empowerment and radical planning are innovative in that they focus on what communities can do for themselves to make life more pleasant, rather than what can be done for communities to make life acceptable. In both community empowerment and radical planning contexts communities are fully and meaningfully involved in the problem identification, definition and solution, rather than having their problems perceived and solved by a planning expert. Community empowerment and radical planning are both political in that they involve the shifting of power from those who have it (i.e. the politicians and the elite) to those who have less or no power (i.e. everyone else). This is not to say that community empowerment and radical planning are about communities assuming complete power, rather, they are both about *sharing* power, and hence responsibility, among all the constituents (i.e. planners, politicians and citizens). Community empowerment and radical planning are both transactive processes in that expert and experiential knowledge are linked in practice. Community empowerment and radical planning are also both based on the principles and practices of social learning, in that communities are emancipated through processes in which there are multiple opportunities for the feedback of new

information into the process and, in the process, communities build on their existing strengths while their weaknesses become less important. In terms of the arenas in which community empowerment and radical planning take place, both may occur at a variety of different scales including the household, the regional nexus of work and home, the peasant periphery and the global community.

### **3.6 A Marriage of Community Empowerment and Radical Planning: Community Computer Networks**

If the place of community empowerment in planning is in a radical planning practice then where can the marriage of these two concepts be seen, in practice? Radical planning, although not the prevalent (mainstream) planning practice, can be seen in operation in various forms in contemporary culture. Those who are a part of a radical planning practice may not even consciously know that what they are doing fits the description of radical planning, and these radical planning processes and products may not even involve a professional planner (yet). Nonetheless, these processes may be considered to be radical planning in practice. It is argued that one such planning process/product, and the case study focus of this thesis, is community computer networking. As defined in the first chapter of this thesis, CCNs are systems of networked computers that are developed for use by a local geographical community for the purpose of building and strengthening community in a specific geographic area. They are intended to strengthen and build community by providing a space for community members to obtain community information and communicate with other community members

electronically about common issues. Community computer networking can be seen as a radical planning practice and an example of community empowerment in action, in that it is a community-based initiative directed at improving the decision-making ability of community members in planning processes, by providing places to obtain information either through databases or dialogue, for the overarching goal of realizing a better place for people to live.

In order to better understand the parallels between community empowerment and planning practice and theory in the context of community computer networking, the next three chapters of this thesis will describe the relationship between planning and CCNs (as a form of technology), as well as the theory and practice of one particular CCN, the Seattle Community Network.



**CHAPTER FOUR:**  
**PLANNING AND**  
**COMMUNITY COMPUTER NETWORKS (CCNs)**

What is the link between planning and community computer networks (CCNs)? This chapter establishes the proposition that CCNs are linked to planning as *potential* vehicles to empower communities in planning. This link is established by developing key underlying propositions. First, the proposition that planning and technology are interrelated is developed by describing the key historical technological advances and the impact of these advances on planning. Second, the historical roots of the community computer networking movement are briefly described, emphasizing CCNs as a form of technology with social (and hence, planning-related) underpinnings. Third, the core values of CCNs are described – core values which are at the heart of an idealized planning practice. Last, a snapshot of the current situation of CCNs, in terms of worldwide geographic distribution and user demographics is developed.

**4.1 Establishing the Planning - Technology Relationship**

Technology is defined as “the science of the practical or industrial arts; the ethnological study of the development of such arts, the application of science” (Oxford Dictionary). Technology is both a *revolutionary* and a *reactionary* force in that some demands are met through technological breakthroughs and other demands are created by technological breakthroughs. Technology is typically

assumed to be inherently good – although this is not always so in practice. For example, technological advances in farm equipment, chemicals and techniques lead to greater agricultural production, which at first consideration seems to be a good thing. However, this assumption does not take into consideration the negative impacts of the new farm equipment and chemicals on the ecosystem, and the negative impacts of chemicals used in food production on human health. The discipline of planning is essentially a response to technological advances. Jill Osiowy develops the linkage between planning and technology in her thesis “Information Technology and the Practice of Modern Urban Planning” (1997). Osiowy asserts that there is a strong link between technology and society in that society makes demands of its communities and those demands are reflected in the planning profession’s mandate and tasks. Consequently, Osiowy asserts that the link between planning and technology is “action causing reaction” – technology brings change to society and society demands a reaction from planning.

#### **4.1.1 The Industrial Revolution**

During the late 19<sup>th</sup> century new technology in the realms of industry fostered rapid urban growth. The combination of three key factors - the realization by capitalists that greater profits could be generated by concentrating production in factories, the fact that factory production relied on a large, stable workforce in close vicinity to the factory, and the introduction of mechanical implements to farming – resulted in citizens leaving their rural homesteads and concentrating near the industrial cores. Cities expanded exponentially around the factories to

accommodate this industrial development. The city form that evolved consisted of concentric layers: a central core area of industry, business, and railway yards, a layer of large scale housing projects for the industrial area factory workers (the proletariat) surrounding the factories, and an outer layer of homes for the wealthier residents (the bourgeoisie). Public services such as sanitation and water supply were unable to respond to the rapid pace of urban growth, and as result social and environmental problems arose in the newly urbanized areas. Social activists banded together to develop acceptable solutions to these problems, and thus resulted the 'birth of the planning profession'. As Peter Hall states, "almost precisely in 1900, as a reaction to the horrors of the 19<sup>th</sup> century slum city, the clock of planning history started ticking" (Hall qtd. in Osiowy 1997).

#### **4.1.2 The Transportation Revolution**

Much like the undesirable urban conditions of the industrial city 'cried' for a response by the planning profession, the development and spread of various forms of transportation technologies have historically demanded reactions from planning as well. The development of new types of transportation technology changed the form of communities that were being developed and planned. Prior to the invention and mass availability of transportation technology the first communities were largely pedestrian communities. Citizens could walk between the workplace, marketplace and home. In the late nineteenth century the development and installation of *railroad technology* affected the overall pattern of growth. Rail stations became city anchors. On one side of the rail station a

downtown commercial area developed. On the other side of the rail station freight yards and industry were established. Housing spread, unevenly, but within walking distance, from the downtown core. In the 1870s the introduction of *horse car vehicles* facilitated residential development up to five kilometers away from the central city core, and thus residentially developed areas expanded. In the 1890s the *electrification of streetcars* permitted the extension of train lines up to ten kilometers from the central city core, instigating further expansion of urban residential areas. After World War II *private automobiles* became affordable for many due to the efficient mass production capable of factories and the relatively healthy economy. Planning had to respond to the following effects of the new, more inexpensive transportation modes: [1] it had to respond to the fact that urban growth could now occur not only through density increases but in the spread of development across more land; [2] the fact that homes and workplaces were becoming increasingly separated; and [3] the fact that trucks became a primary mode of transportation for transporting raw resources to places of production and finished goods to markets. Contemporary planning continues to struggle with the urban form spurred by the advances in transportation technology<sup>24</sup>.

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<sup>24</sup> The form of development made possible by the mass production and affordability of private automobiles created the legacy of suburban development. Many contemporary planning issues that planners deal with are a result of this suburban development (i.e. the need to retrofit suburban development to be accommodate and promote automobile alternatives to transportation, the need to ensure that vital agricultural land resources are protected to ensure stable and sustainable food production, the struggle to provide a variety of forms of housing to accommodate various socio-economic groups, etc.).

### 4.1.3 The Information Technology Revolution

In addition to coping with the legacies of the industrial revolution and transportation technology advancement of the previous decades, planning has been, and continues to be, pressured to deal with the impacts of the information technology revolution on communities. As with many terms, 'information technology' evokes different meanings for different people. For some people information technology refers to systems of data collection, storage, analysis, and representation that make up "support systems" for grassroots participation in planning, evaluation, and development. Such forms of digital technology are seen as vehicles for a more de-centralized and democratic process of public planning and debate (Schöen forthcoming). For other people, information technology also refers to

digital communications networks, which are seen as vehicles for dialogue between residents and public officials, or strengthening social bonds in communities of place, or helping create virtual communities among poor people in different places. .... It is seen, for example, as a vehicle which allows low-income people access to a variety of "goods" from which they would otherwise be excluded: information and employment opportunities, opportunities to work at a distance from telecenters, access to educational materials and experiences, access to social or commercial services, entry into broader social networks organized around specialized interests or topics of discussion and debate (Schöen Forthcoming).

However, it is this researcher's opinion that information technology is much more than this – information technology refers to a wave of sociotechnical change, comparable to the great historical changes of the past described in previous

sections of this chapter, the industrial revolution and the revolution in transportation technology. Information technology includes implements that assist in the spread of information over space and time. Examples of contemporary and relatively widespread implements characteristic of this information technology 'wave' include telephones, facsimile machines, photocopiers, computers, answering machines, modems, and microfiche readers. There is an expectation that the availability of information technology implements in the modern office enables planners to provide their communities with comprehensive, instantaneous, and correct solutions to planning problems. For example, citizens often expect that because computers are available to planners, planners will be able to give a comprehensive set of statistics about any given property within the subject jurisdiction with the touch of a few keys<sup>25</sup>. The availability of computerized technology has also increased the amount of public consultation and interactivity expected from the planning profession<sup>26</sup>.

Computers and computer-related technology, in particular, are currently impacting community problems (and their corresponding opportunities) faced by contemporary planning. Nicholas Negroponte's Being Digital (1995), called by

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<sup>25</sup> As a planner at the Regional District of Nanaimo I have spoken to many people during the last three years (since 1995) that think we have comprehensive computerized property databases that include the following information about any given piece of property: size, dimensions, zoning, official community plan land use designation, development permit area designation, details about onsite buildings, covenants registered on property title, ownership, current taxation, property value etc. Some planning departments do indeed have detailed computerized property databases; however, it is not the norm at this point in time.

some a “cyber-utopian” view of the information technology future (Schöen forthcoming), “maintains that the new digital world holds the potential for breakthroughs in resolving the social problems of poverty and inequality in America, and for that matter, world, society” (Schöen forthcoming). Schöen claims that Negroponte is of the opinion that “the digital world holds new forms of community development, independent of communities of place. The isolation of the poor can be ended. Radically new approaches to poverty and social inequality can develop, directly through the cyberworld, without the intermediaries of governmental or traditional political processes” (Schöen forthcoming). William Mitchell’s recent book, City of Bits: Space, Place and the Infobahn (1995), takes a more conservative approach towards the potential impact of information technology on communities. He claims that information technology is in the process of transforming the world in which we live, but he does not claim that the information technology revolution will necessarily serve the interests of the disadvantaged. Rather, he claims that we do not know for certain the effect of information technology on our communities. Mitchell develops this argument as he explores the new type of city that planners will need to consider – a system of virtual spaces interconnected by the information highway. Flowing from this argument, Mitchell proposes that the crucial issue facing urban design professionals is not one of putting into place the digital plumbing of

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<sup>26</sup> It is common for elected officials and citizens to expect individually addressed notifications of various planning initiatives because of the (real or perceived) capability of the computers,

telecommunication links and associated electrical appliances, nor producing content for electronic delivery, but creating electronically-mediated environments for the kind of lives we want to lead and the types of communities we want to have (Mitchell 1995, 5). Mitchell claims that this is important because “the emerging civic structures and spatial arrangements of the digital era will profoundly affect our access to economic opportunities and public services, the character and content of public discourse, the forms of cultural activity, the enacting of power and the experiences that give shape and texture to our daily routines” (Mitchell 1995, 5). In The Wired Neighbourhood (1996) Stephen Doheny-Farina explores the strengths and weaknesses of information technologies in maintaining and enhancing real, geophysical communities. Doheny-Farina argues that ‘electronic neighborhoods’<sup>27</sup> are less important than geophysical neighborhoods and that we must use new technologies to invigorate our geophysical neighborhoods and communities, rather than use technology to escape into virtual communities. He argues that if we divorce ourselves from our communities by escaping into virtual communities we will expedite the demise of our real, and in many cases, dying, communities. Of the various forms of computerized communications available, Doheny-Farina favors CCNs.

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databases and photocopiers in planning offices.

<sup>27</sup> Electronic neighborhoods are the regular sites that a person accesses on the Internet (i.e. newsgroups, virtual communities such as the Whole Earth ‘Lectronic Link (WELL), Multi-User Dungeons (MUDs), etc.).



## 4.2 Community Computer Networks (CCNs)

Community computer networks are just one of the many forms of information technology potentially impacting planning. CCNs are much more than just technological innovations – they are also community innovations. They are intended to fulfill community needs. Anne Beamish identifies five assumptions about the nature of CCNs that inform their development: [1] the new communications technologies will be increasingly important to economic and social development; [2] these technologies “reinforce more democratic and decentralized modes of communication”; [3] they have the potential to “reinforce the face-to-face patterns of communication”; [4] as an infrastructure they are more likely to be public utilities than private commodities; and [5] they will remain desirable “despite rapidly changing technologies and policies” (Beamish qtd. by Doheny-Farina 1996, 127).

With these assumptions in mind, CCNs are more than just a network of computers and modems that are interconnected via telephone lines to central computers which provide community information and a means for the community to communicate electronically. CCNs represent a new paradigm or model that reorients technology, resources and community assets in a new way. CCNs are

locally-based, locally-driven information and communication systems which are owned and operated by local citizens, government officials, social services, schools, libraries, community-based organizations, and others, to enable community members to use the Internet to solve problems and create opportunities. They usually include a World Wide Web page or other online presence where community members publish

community information, share interests and communicate with one another, and often provide public access, training and support for users (Association for Community Networking, March 26, 1998).

CCNs are not designed to be on-ramps to the Internet – this metaphor would imply the CCNs are tools to help people escape from their local community. Even though CCNs do provide at least some Internet services the focus of CCNs is the local community. Douglas Schuler states that “there is no typical community network” (Schuler 1996).

CCNs are typically established and maintained by volunteers. “Many of the present community networks are labors of love; they draw on volunteer spirit of both technical and non-technical citizens in a town or region ... “ (Cisler 1995 qtd. in Doheny-Farina 1996, 140).

#### **4.2.1 Historical Overview**

CCNs first emerged in the early 1970s and 1980s. The first CCNs commonly discussed in the literature as CCNs that helped shape the ‘state’ of CCNs of today are: Community Memory in Berkeley, California (Farrington and Pine qtd. in Schuler 1996b), the Cleveland FreeNet (Neff 1995); the Santa Monica PEN (Witting 1991, qtd. in Schuler 1996b); the New York Youth Network, Playing to Win and Plugged In (Schuler 1996b); and the Big Sky Telegraph (Odasz 1991, qtd. in Schuler 1996b). The experiences gained from each of these initiatives helped form much of the body of knowledge from which the creators of current CCNs draw (Schuler 1996b, 2).

The first CCN was **Community Memory**, based in Berkeley, California. This CCN represents the first attempt to bring computers out of research laboratories, universities and large corporations and into the world of public access. The Community Memory CCN rose out of the anti-war counter-culture movement that was flourishing in Berkeley in the 1960's and 1970's. Three activists, Efram Lipkin, Lee Felsenstein and Ken Colstad, were convinced that computers could be used for creative, social ends rather than just fuel for the military industrial complex associated with the Vietnam war (Levy 1984, 84). At this time personal desk-top computers were virtually non-existent and most computers were the size of refrigerators. The three activists wired approximately ten computer terminals into such places as a record shop, community centers, a laundromat, the store run by the publishers of the Whole Earth Catalogue, and a library in the San Francisco Bay Area. People were encouraged to use these computers as electronic notice boards and post stories, job advertisements, opinions, etcetera. Posting on the system cost users a few cents and was anonymous. Participants could read forums for free, contribute for a quarter, and start new forums for a dollar. Everything on the system was placed there by a member of the community. The system included discussions about People's Park, confessions of programming addicts, the Vietnam Day Committee, seniors' centers lunch menus, and Grateful Dead information, among other things. Another interesting part of Community Memory was the Alameda County War Memorial. The Memorial was established by anti-war activist Country Joe McDonald and

was a place for members of the community to write memorials for people from the country that died in World War One, World War Two, the Korean War or the Vietnam War. Messages were placed in the Memorial much like flowers are placed on graves. Despite interest in Community Memory, it lasted for only about one year. It was the victim of funding challenges, the cumbersome technology of the time, and volunteer burnout. Nonetheless, Community Memory is a legacy to the evolving study and practice of community computer networking as it served as an initial model for facilitating the free exchange of information among communities via computers.

Another key CCN in the evolution of CCNs is the **Cleveland Free Net**. The Cleveland Free Net grew out of Thomas Grunder's experimental medical information system, St. Silicon's Hospital and Information Dispensary, established in 1984. The medical information system was a simple computer bulletin board system designed to allow the public to leave specific health questions on-line to be answered within 24 hours by a board-certified family physician. The medical bulletin board system was essentially no more than an Apple home computer plugged into a telephone line. Anyone with a computer, modem, and a telephone could access the system. Flowing from this work, Grunder worked with Case Western Reserve University to create the Cleveland

Free Net<sup>28</sup>, in 1986. The Cleveland Free Net was the largest CCN at the time of its development. It provided medical information as well as locally generated information about law, education, the arts, the sciences and government. Numerous community organizers assumed responsibility for maintaining information on the CCN. The Cleveland Free Net quickly became very popular. In response to its popularity the Cleveland Free Net was placed on a more powerful computer system. "Within five years of this upgrade the system had more than a hundred thousand subscribers, handled more than fourteen thousand connections per day, and hosted more than 120 special interest groups contributing to a range of local information" (Doheny-Farina 1996, 128).

In the late 1980's the **Santa Monica Public Electronic Network (PEN)** was initiated by the City of Santa Monica government. As the first city-sponsored CCN, it was the City's "landmark experiment in promoting community oriented participatory democracy". The PEN provides free access to City of Santa Monica official information including council agendas, reports, public safety tips, on-line library catalogues, and government services such as granting permits and registering petty thefts. It also provides conversational venues for residents, elected officials and city staff in electronic conferences. The City placed approximately 20 computer terminals in public places such as libraries, community centers, housing complexes and city buildings.

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<sup>28</sup> Grunder coined the word 'Free-Net'. 'Free-Nets' were to have a much broader goal than the provision of medical advice. 'Free-Nets' were to be general public information systems with

**The New York Youth Network**, initiated in 1987, is a communications channel for economically disadvantaged youth in New York to talk candidly about issues they are facing such as teen pregnancy, gangs, aggression, etcetera. It focuses on the critical areas in the psychological development of young people such as self-esteem and communication, rather than information and education.

**Playing to Win** is a CCN project established in a Harlem housing project in 1981. The system, developed on 20 Atari 400 computers, provides access to computer technology in low-income communities across the United States at community computer centers. The system is intended to promote computer literacy, normal literacy, economic self-sufficiency, and community building. "There are now over 50 Playing to Win affiliates throughout the United States and there are plans to expand this into a national, self-sustaining, self-governing network of 300 to 350 centers" (Schuler 1995).

**Plugged In** is a CCN project in East Palo Alto, California, that was developed in the 1980s to help community youth learn videotaping, HTML web page construction and other technical skills needed to implement community projects. It offers residents a way to become comfortable with computer technology that they are unlikely to encounter ordinarily.

In 1998 Frank Odasz developed the **Big Sky Telegraph**, a CCN with the purpose of reducing the isolation experienced by residents in the rural areas of Montana. In particular, the system was intended to reduce the isolation

experienced by teachers and students in the state's one- and two- room schoolhouses in rural areas. Approximately 40 schools were linked via a system of low cost and relatively low technology computers. The linked computers allowed teachers in the remote schools to connect with each other, to share ideas and to commiserate (something previously not possible in a one-teacher, one-room school). It also expanded the educational opportunities for children.

#### **4.2.2 Characteristic Values**

Douglas Schuler provides a framework for understanding what CCNs are all about in New Community Networks: Wired for Change (1996). In this book he proposes that a form of computer information technology, specifically, CCNs, can play a positive role in building community by strengthening six core values: [1] conviviality and culture; [2] education; [3] strong democracy; [4] health and well-being; [5] economic equity, opportunity and sustainability; and [6] information and communication (as mentioned in Chapter One). CCNs generally address one or more of these core values. Schuler states that "these core values are all strongly interrelated: Each system strongly influences each of the others, and any deficiency in one results in a deficiency of the whole" (Schuler 1996b, 12).

The first core value that CCNs strengthen is **conviviality and culture**. According to Schuler, "conviviality and culture are the invisible forces that help sustain the community. Conviviality can be thought of as an animating spirit that helps organize people into a community that is infused with identity, purpose, and love. Culture is complementary; it is the shared memory -- both tangible and

intangible – of community” (Schuler 1996b, 13). CCNs can provide a sense of conviviality and culture for their participants in that they can be what Ray Oldenburg calls “third places” in his book The Great Good Place: Cafes, Coffee Shops, Community Centers, Beauty Parlors, General Stores, Bars, Hangouts and How They Get You Through the Day (1991). In this book, Oldenburg argues “that people need a “third place” where they can go and feel part of a community, away from their home (the “first place”) and away from their place of work (the “second place”) (Schuler 1996b, 42). CCNs have the potential to be successful “third places” because they have many of the common and essential features of “third places” as outlined in Figure 3:



| COMMON AND ESSENTIAL CHARACTERISTICS FOR "THIRD PLACES" | MANIFESTATION OF "THIRD PLACE" CHARACTERISTICS IN CCNs                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conversation is the Main Activity                       | <ul style="list-style-type: none"> <li>• Talk is the main form of transaction.</li> <li>• Words are the principal medium of exchange.</li> <li>• The key difference between the "third places" that Oldenburg refers to (i.e. coffee shops, etc.) is that the conversation in a CCN is asynchronous.</li> </ul>                         |
| A Low Profile                                           | <ul style="list-style-type: none"> <li>• CCNs are typically basic systems offered free, or relatively free, of charge to participants.</li> <li>• The counterparts to CCNs, commercial Internet access providers typically provide more extensive service and more glitzy sites.</li> </ul>                                             |
| Accessibility and Accommodation                         | <ul style="list-style-type: none"> <li>• Participants may visit a CCN at any time of the day (subject to technological limitations, however).</li> <li>• The fact that CCNs are typically free to participants (unlike commercial Internet access providers) makes them more accessible to a wider variety of income groups.</li> </ul> |
| The Third Place is a Leveler                            | <ul style="list-style-type: none"> <li>• Differences are reduced between participants because characteristics which may render a participant a minority<sup>29</sup> are not apparent through electronic dialogue<sup>30</sup>.</li> </ul>                                                                                              |
| On Neutral Ground                                       | <ul style="list-style-type: none"> <li>• Everyone is welcome to participate in a CCN.</li> <li>• No one participant is responsible for the operation of the CCN.</li> </ul>                                                                                                                                                             |
| The Regulars                                            | <ul style="list-style-type: none"> <li>• CCNs typically have "regulars" – regular participants.</li> </ul>                                                                                                                                                                                                                              |
| A Home Away From Home                                   | <ul style="list-style-type: none"> <li>• Although CCNs are not physical places to go, they do provide a virtual destination.</li> </ul>                                                                                                                                                                                                 |

<sup>29</sup> For example, gender, age, race, personal wealth, attractiveness, and physical capabilities to name a few.

<sup>30</sup> The ability of the CCNs, and for that matter, many other forms of electronic communication to provide this leveling feature is aptly illustrated in a New Yorker cartoon in which one dog is explaining to another dog, that "On the Internet nobody knows you're a dog."

|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Mood is Playful                                                                                           | <ul style="list-style-type: none"> <li>• Playfulness is less apparent in CCNs, perhaps because of the nature of discussion, the fact that participants may not know each other very well, and that body language, an important feature in understanding conversation is largely absent from CCN communications (with the exception of ad hoc conversational cues such as the typographical “smiley face”: -) or other stage directions such as, for example: “Doug steps on his soap box”).</li> </ul> |
| <p><i>Figure 3: Common and Essential Characteristics for Third Places and Their Manifestation in CCNs</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Beyond the presence of many of the characteristics of Ray Oldenburg’s “third places” in CCNs, CCNs enhance conviviality and culture by celebrating the local identity and culture<sup>31</sup> of the community and providing a place for ceremony and memory<sup>32</sup>.

The second core value that CCNs strengthen is **education**. Schuler states that “[e]ducation in the general sense is a systematic and rigorous approach towards perceiving and learning in the individual and society, and it has very little to do with the gathering of information, the stockpiling of knowledge, or the institutionalizing of education for its own sake” (Schuler 1996b, 73). Unlike institutionalized education, which Schuler claims is intellectually stultifying, undemocratic, coercive, like a prison sentence, divorced from reality, and inequitable, CCNs provide greater opportunities for individualized education. CCNs are able to provide greater opportunities for individualized education

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<sup>31</sup> One example of how a CCN is being used to celebrate local identity and culture is the Leoki BBS, a Hawaiian-only CCN that focuses on the Hawaiian language and culture.

because they allow information to be “disseminated over a distance and to select or diffuse groups of people easily” (Schuler 1996b, 82), they allow people to learn what they want to learn when they want to learn it, and they make possible new forms of collaboration. It is important to note that CCNs can provide a vast repertoire of educational material on-line.

The third core value CCNs strengthen is **democracy**. Many people appear to be concerned that democracy is in decline. The commonplace contemporary attitude seems to be that voting constitutes political participation. CCNs strengthen democracy by providing a place for what Schuler calls “strong democratic talk”: talk in which people discuss issues in a way that spawns ideas, builds community, and develops new relationships. It involves listening, speaking, feeling, thinking, acting and reflecting.

The fourth core value CCNs strengthen is **health and well being**. Health is a holistic concept encompassing the physical, mental and emotional health of citizens and the well-being of a community as a whole. CCNs can strengthen health and well-being by providing health care information that is accessible, convenient, comprehensible, timely, non-threatening, anonymous, and controlled by the user. Examples of CCN projects with a particular focus on improving health and well-being include the Comprehensive Health Enhancement Support System (CHESS) – a computer integrated health information system,

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<sup>32</sup> An example of ceremony and memory in the context of CCNs is the memorial established for war veterans on the Community Memory system (discussed earlier in this chapter).

ComputerLink – another computer-based medical information system, the New York Youth Network – a CCN that focuses on the psychological development of youth (i.e. communication skills, self-esteem), electronic mutual help discussion groups, Aids Info BBS – an information system devoted to providing information about A.I.D.S. and providing an open forum for discussing issues regarding A.I.D.S, and the MADNESS Listserv – a communication and information service for people with mood swings, to name a few (Schuler 1996b,153-171).

The fifth core value CCNs strengthen is **economic equity, opportunity and sustainability**. CCNs can strengthen economic equity, opportunity and sustainability by providing information related to employment, resources for attaining skills and knowledge that will assist in the attainment of employment, and places to commiserate with others in the search for employment. Examples of CCN projects with a particular emphasis on economic equity, opportunity and sustainability include: Liberty Net – comprehensive Philadelphia economic development resource, Community Voice Mail – a means of providing messaging and communication capabilities to people without telephones to help them obtain employment, and LaborNet – source of information and forum for discussion on labor issues to name a few (Schuler 1996b, 189-198).

The sixth core value CCNs strengthen is **information and communication**. CCNs can strengthen information and communication by providing better access to information and enhancing the ability of citizens to

communicate using the information. As Douglas Schuler says, “[f]reely available information promotes self-guided and self-motivated education” (Schuler 1996b, 16). Because the mass media may be considered to be a ‘black box’<sup>33</sup> in that the media industry determines what is, and is not news, and this decision appears to be primarily based on the maximization of profits, the mass media does not necessarily provide the information that people require to actively participate in a democratic society. CCNs, on the other hand, are not ‘black boxes’ - as the content is determined by the users – users can dialogue with each other in newsgroups and users can become Information Providers<sup>34</sup> in many cases. Although, in many cases Information Providers on the Internet are profit-oriented, the criteria for becoming an Information Provider on a CCN generally appear to limit or prohibit profit-oriented Information Providers.

#### 4.2.3 Demographic Picture

There is no one source containing demographic information about CCNs. The exponential expansion of the field (much like the expansion of the Internet as a whole), makes it difficult, perhaps impossible, to prepare and maintain a comprehensive list of all the CCNs. It also makes it difficult to know what every CCN is like and who uses CCNs.

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<sup>33</sup> Douglas Schuler says that “[a] black box performs a function, but since it is black, the mechanism inside it can’t be viewed and how it works remains a mystery....These black boxes are extremely powerful, as they play a large part in defining public consciousness. And since the box is opaque, the community neither understands nor participates in the process” (Schuler 1996, 219).

<sup>34</sup>Information Providers (IPs) are individuals or organizations that provide computerized information on the Internet.

Available data reveals conflicting information with respect to the number and distribution of CCNs throughout the world. In 1996 Schuler claimed in his article "Community Networks: Yesterday, Today and Tomorrow" that there were "approximately 250 operational 'community computer-based information systems' installations around the world and over 200 more in the planning stage". In the same article Schuler indicated that hundreds, if not thousands, of projects could be considered community-networking projects. Ron Doctor indicates that his June 1996 directory of CCNs has "contact information for 438 community networks. Of these, 301 are in the U.S., 81 in Canada, and 56 in other nations. Of the 438 networks, about 268 are operational and 170 are in an organizing stage" (Ron Doctor personal correspondence October 21, 1996). Peter Scott's list<sup>35</sup> of Free Nets and Community Networks includes 274 CCNs distributed in different countries around the world as follows: Australia (2), Austria (1), Canada (65), Finland (3), Germany (2), Hungary (1), Israel (1), Italy (2), the Netherlands (2), New Zealand (1), Russia (1), Spain (2), Sweden (1), the Ukraine (1), the United Kingdom (7), and the United States (182) (<<http://www.lights.com/freenet/>>). From the available data it appears reasonable to assume that CCNs are more common in developed countries and, in particular, in those countries with relatively inexpensive telephone service access charges (i.e. North America). CCNs would appear to be non-existent in developing countries where basic technologies such as telephone lines and electricity are not available.

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<sup>35</sup> It is difficult to tell how current this list is as there is no date on it.

As with the amount and distribution of CCNs, there is minimal data about CCN users, both in a general and specific sense. On a global scale, Douglas Schuler estimates that approximately 600,000 people are participating in CCNs – this is a *very* small proportion of the world population. On a smaller scale – at the level of who uses a CCN - perhaps the most comprehensive study available is the study of National Capital FreeNet users by Andrew S. Patrick, Alex Black, and Thomas Whalen. This study indicates that “net users do not simply come from one socioeconomic segment of the local population. But neither do they match a cross-section of the region” (Doheny-Farina 1996, 136). The study found that National Capital FreeNet users are predominantly male, between the ages of fifteen and twenty-four, university educated, salaried employees or students, with incomes either below average (presumably the students) or above average (presumably the salaried employees), and computer-experienced (Doheny-Farina 1996, 136). It is probably safe to assume that the users for any one CCN would be similar to the users of the National Capital FreeNet.

This thesis focuses on one particular CCN, the SCN. What is the SCN like? How can and does the SCN, as an information technology implement, impact planning? The next two chapters will focus upon these questions in an effort to develop conclusions about the relationship between planning and CCNs generally, and the potential of CCNs to empower the community in the planning process specifically.

## **CHAPTER FIVE: THE SEATTLE COMMUNITY NETWORK (SCN)**

What is the Seattle Community Network (SCN)? The previous chapter developed the linkage between technology and planning and culminated in a description of the community computer networking movement as one of the artifacts of the information technology revolution with a potential impact on planning. The purpose of this chapter is to delve a little deeper into the community computer networking movement by examining one CCN in particular, in a case study.

### **5.1 The Case Study Method**

A key component of the research strategy for this thesis is a case study of the Seattle Community Network (SCN). The case study is one of several ways of doing social science research (Yin 1994, 1). Other potential methods include experiments, surveys, histories and the analysis of archival information (Yin 1994, 1). According to Yin, every research strategy has advantages and disadvantages depending upon three conditions: [1] the type of research question; [2] the control the investigator has over actual behavioral events; and [3] whether the research topic is a contemporary or historical phenomena. The case study method is particularly appropriate when the subject research strives to answer a 'how' or 'why' question, when the researcher has no control over events, and when the



research subject is a contemporary phenomenon within a real life context (Yin 1994, 1). In the case of this thesis, the case study method is appropriate because [1] the thesis strives to discover how and why CCNs might empower communities in the planning process, [2] the researcher has no control over the content or operation of the CCNs generally (or the chosen CCN the SCN, specifically), and [3] CCNs are 'live' entities – they evolve daily with new events, new information content and new dialogue. The case study method is also appropriate when the focus of the research is to make conclusions that are generalizable to theoretical propositions and not to populations or universes, as opposed to enumerating frequencies (Yin 1994, 10). In the case of this thesis, the goal is to make conclusions about the use of CCNs that expand and generalize theories pertaining to community empowerment in planning. Yin states that “case studies are a form of inquiry that does not depend solely on ethnographic or participant-observer data. One could even do a valid and high quality case study without leaving the library and the telephone, depending upon the topic being studied” (Yin 1994, 11). Following from this statement of Yin, it is believed by this researcher that a high quality case study of a CCN – that is, one that assists in the development of conclusions about the empowerment of communities in planning in the context of a CCN – can be successfully conducted by the researcher in a manner that fits with the logistical constraints of the researcher including time, money, and geography.

A single CCN case study subject, the Seattle Community Network (SCN) is the focus of this thesis research. The SCN was chosen as the case study subject as a result of the researcher posting a brief description of the thesis on the newsgroup COMMUNET and requesting newsgroup member feedback regarding exemplary, or benchmark, CCNs worthy of consideration as a case study focus in the thesis. Approximately 15 responses to the COMMUNET newsgroup posting were generated. Of these responses the CCNs most commonly recommended included the Blacksburg Electronic Village (BEV)<sup>36</sup>, the Boulder Community Network (BCN), the National Capital FreeNet<sup>37</sup>, and the Seattle Community Network. This feedback, combined with the researcher's investigation of the recommended CCNs to determine the most relevant and interesting research subject CCN resulted in the selection of the SCN. A *single* case study, of the SCN, was selected because it represents what Yin would call a "critical case in testing a well- formulated theory" (Yin 38), and it is believed by the researcher that a single case study of the SCN represents a significant contribution to the knowledge and theory on the topic of community empowerment in planning in the context of CCNs. Evidence with respect to the SCN was collected from multiple sources including documentation, archival records, direct observation, and

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<sup>36</sup> The Blacksburg Electronic Village (BEV) was created cooperatively by the Virginia Polytechnic Institute, Bell Atlantic, the City of Blacksburg, Virginia, and a number of local organizations and businesses. In 1995 it connected more than one third of the thirty-six thousand residents of Blacksburg, Virginia (Doheny-Farina 1996, 133).

<sup>37</sup> The National Capital FreeNet is based in Canada's Ottawa-Hull region. It is probably one of the largest and most sophisticated Canadian CCNs. It officially opened in 1993 and by 1995 had more

physical artifacts. This evidence was collected during a sixteen-month time frame between January 1997 and April 1998. Through evidence collection the researcher was able to make inferences with respect to how the SCN could potentially empower three fictional characters in the planning process.

## 5.2 Case Study Approach

Every CCN is unique because it is a reflection of local culture. In 1992 Kendall Guthrie and William Dutton developed a framework for analyzing different citywide networks in California. Their approach to understanding a CCN involves a consideration of the network's design (i.e. system capacity, accessibility, information content, editorial control, ownership, financing and communications channels) and the factors that led to the specific network design (i.e. technical history, political culture, economic factors, interest group politics and community involvement). Douglas Schuler's approach for gaining a more in-depth understanding of CCNs, as described in New Community Networks: Wired for Change (1996), appears to build, in more detail, upon the Guthrie and Dutton analysis framework. Schuler describes CCNs in two contexts --the *social* context or architecture, and the *technological* context or architecture --and discusses the relationship of each context to CCNs. Utilizing Schuler's conceptual way of understanding CCNs, this chapter provides an understanding of the SCN by describing the key components of the Network's *technological* architecture and

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than forty-two thousand registered users and received information from more than 250 organizations. (National Capital FreeNet quoted in Doheny-Farina 1996, 129).

*social* architecture. The SCN was launched in 1992 as a project of the Seattle Chapter of Computer Professionals for Social Responsibility.

### 5.3 Technological Architecture of the SCN

Douglas Schuler identifies five key components of a CCN's technological architecture that need to be considered in understanding CCNs: [1] community network users; [2] user interfaces; [3] community network software; [4] computer hardware; and [5] delivery channels (Schuler 1996b, 285-332).

#### 5.3.1 Users

The first component is its *users*. Douglas Schuler identifies four main groups of users: [1] administrators and developers; [2] information providers; [3] basic system users; and [4] visitors (non-registered users) (Schuler 1996b, 286).

In the case of the SCN, the Seattle Community Network Association (SCNA) is the *administrator and developer* of the Network. The SCNA is an incorporated non-profit community network organization. As the administrator and developer of the Network its role is to ensure that the system helps support the core values of the community network. The purpose of the SCNA is set out in the objectives section of the Bylaws of the SCNA (<<http://www.scn.org/scna/bylaws.txt>>). This document states that the SCNA has two primary objectives:

- 1.1 The first objective of the Corporation shall be to develop, maintain and enhance a free community computer network. This purpose includes providing open access to on-line information and communication services, encouraging the development of a wide range of community electronic

information resources, and *providing support for community development and empowerment for Seattle and the surrounding area.*

- 1.2 The second objective of the Corporation shall be:
- a) to educate the public on issues concerning communities and information technology.
  - b) to encourage the participation of the broadest possible range of information providers, *including voices historically under-represented by traditional mass media providers.*
  - c) to promote responsible information technology policy and other activities that support community network development. (<<http://www.scn.org/scna/bylaws.txt>> italics my emphasis).

Administration includes, but is not limited to, the following: system maintenance and administration, community outreach, fundraising, policy creation, political participation, and developing codes of etiquette to set appropriate interaction behaviors. It is interesting to note that although planners have skill and knowledge sets<sup>38</sup> that would make them valuable components of CCN administration teams, no planners are visibly present on the SCN administration team.

The SCNA organizational structure is comprised of a Board of Directors and nine committees<sup>39</sup>. These committees include: [1] an *operations committee* responsible for hardware and software, the webmaster, system documentation and maintenance, postmaster, majordomo, and database coordination; [2] a *user services committee* responsible for coordinating the SCN's help desk, voice mail,

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<sup>38</sup> The typical planner skill and knowledge set should include communication skills and abilities, negotiation skills and abilities, a concern for equity and fairness, strategic planning knowledge and abilities, etc. – many of the skills and abilities required to perform the various administrative duties of a CCN.

documentation, registration, user mentors, Information Provider mentor relations, and brochures; [3] a *member services committee* responsible for member outreach, social get-togethers<sup>40</sup>, the nominating committee, board elections, and a newsletter; [4] an *outreach committee* responsible for education, media and public relations; [5] a *fundraising committee* responsible for the annual appeal for funds, grant-writing, conducting fundraising events, developing strategies for donations and planned giving, and acknowledging donors; [6] a *finance committee* responsible for developing the SCN's budget, reporting financial data, and accounting for the SCN's funds; [7] a *human resource committee* responsible for recruiting volunteers and coordinating volunteer efforts, as well as allocating human resources; [8] a *governance/policy committee* responsible for enforcement of the social contract, documentation of policy decisions, nomination and election procedures and making decisions with respect to lobbying and developing Network policy positions on issues; and [9] a *planning committee* which serves as an advisory body to the SCNA Board by liaising between members and the Board, assisting in the identification and evaluation of problems and concerns, participating in long-range planning activities, and identifying trends in community networking. Each of these committees is comprised of volunteer members of the SCNA; as such, specific professional or technical expertise is not

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<sup>39</sup> Planners are not visibly apparent on the Board or the committees.

<sup>40</sup> Social get-togethers written about on the SCN include an annual picnic, meetings of all the SCN committees, and SCN volunteer instruction sessions. Unlike the widely acclaimed WELL with its

required to be a member of a committee (i.e. it is very inclusionary). Each committee is responsible for creating its own budget, making board presentations, coordinating its activities with the activities of other committees, posting minutes of its meetings, and publishing meeting-times and places so that interested members may attend. Under this committee structure, the Board is responsible for long-range planning, developing strategic alliances, paid staff, business opportunities, identifying consultants, approving committee actions, approving media packets, and evaluation. The work of the various committees and board is significantly supplemented by the work of approximately 200 volunteers.

The SCN has approximately 150 *information providers* (known as IPs) (<http://www.scn.org/help/iphowto.html>). Information providers are organizations and individuals that are responsible for providing sets of information for electronic postings on the Internet. Information providers for CCNs are typically of a non-profit nature and tend to be agencies or individuals that offer a service or product of relevance to the CCN's purpose: to provide information that improves the community. The SCN enforces few limitations about who can become an information provider on the Network. According to the SCN, "community organizations and individuals in the Puget Sound area, or whose information is of interest to Seattle residents, can become SCN Information Providers" (<http://www.scn.org/help/iphowto.html>). To become an information

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regular social get-togethers at its Sausalito, California headquarters, the SCN appears to have relatively few events of a primarily social nature.

provider the person or organization must complete an Information Provider Sign-Up Form located on the Internet at <<http://www.scn.org/help/ip-form.html>> (a form requesting basic information such as the name of the organization, contact information, a description of the organization and the type of information to be provided on the site) and agree to the responsibilities outlined on the SCN Information Provider Agreement located on the Internet at <<http://www.scn.org/help/ip-mailin.html>>. The key responsibilities that information providers must commit to are as follows: to abide by the policies of the SCN, to abide by the SCN's Code of Etiquette, to keep information posted by the group as current as possible and to use additional access (i.e. IP, shell, ftp, etc.) only in connection with the organization's activities. The SCN does not contain a convenient bibliography of information providers in one place; rather, this list would be a compilation of all of the different primary links on the Network (i.e. links with the letters 'scn' in the uniform resource locator or, as it is more commonly known, site address).

There are two main categories of SCN *users*. First, there are those people that are registered users of the SCN but not the SCNA. This category includes approximately 13,000 people. The SCN does not provide a demographic breakdown of these users on the site, and nor was such information delivered upon request to the system administrator by the researcher. One interesting piece of information that is available about the users of the SCN is that of the 13,000 registered users, 42% have either never logged onto the Network or have not



logged onto the Network in the last year (<<http://www.scn.org/scnfaq.html>>). There is an indication on the SCN site that a survey of active Network users has been undertaken, and that the “general users meetings are white.” Complimentary membership in the SCN may be obtained by completing a registration form and agreeing to the SCN Policy Statement, Disclaimer and Code of Etiquette.

The second type of users are those that are registered members of the SCNA and the SCN. The SCN indicates that there are approximately 900 people in this category. Membership in the SCNA can be obtained by paying a small membership fee (varies according to type of membership desired from \$10 for a Charter Member [member who signed up prior to June 30, 1996] to \$25 for a Basic Member [same as a Charter Member but with a joining date after June 30, 1996] to \$500 for a Phone Sponsor), agreeing to comply with the SCN Bylaws, and agreeing that the membership may be terminated pursuant to the Bylaws. Users who belong to the SCNA enjoy the privilege of being able to serve on the board and vote for board members. Both categories of users, those who are members of the SCN, and those who are members of the SCNA and the SCN, can access the Internet for free through the SCN, receive information from and contribute information to the forums and newsgroups linked to the SCN, store information on the SCN system and attend meetings of the SCNA in a non-voting capacity. One interesting note about the SCN membership is the fact that residency in the Puget Sound area does not appear to be a requirement.

*Visitors* are also users of the SCN. Visitors may include anyone, anywhere in world who has access to a computer and the Internet. Visitors may access all of the information on the SCN, including postings to the newsgroups and forums on the SCN. Visitors may not, however, post information to newsgroups and forums through the SCN. Visitors must have their own access to the Internet (i.e. through a commercial provider, an institution or another CCN, etc.). This researcher obtained information about the SCN as a visitor<sup>41</sup>. There is no readily available information about SCN visitor demographics, despite the fact that the technology exists to keep track of how many times the Network is accessed, and from where it is accessed.

### 5.3.2 User Interface

The second component of a CCN's technological architecture is its *user interface*. A user interface is "what the user sees that allows him or her to use the services. It's the intermediary between the user and conveying the user's input back to the computer" (Schuler 1996b, 287). In the beginning, most user interfaces were text-based. Consequently, users selected a word or series of words on the computer screen, akin to selecting the name of a chapter from the table of contents in a book. However, innovations in computer software and operating systems have led to graphical user interfaces. Graphical user interfaces, unlike text-based interfaces, are metaphorical pictorial representations of information.

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<sup>41</sup> I obtained information about the SCN as a visitor because I felt that it would be inappropriate to become a 'member' of the SCN, a virtual community for the geophysical community of Seattle, as

(Instead of requiring a user to select a series of words to reach the desired item, the user would be able to select a picture. For example, the user could select a picture of a post office instead of the words 'post office'). These metaphors are intended to help the user navigate through the artificial landscape of the computer-mediated environment. Graphical user interfaces are popular because they insulate the computer user from the inner workings of the computer system (unlike the text-based interfaces). User interfaces are a very important component of a community computer network because they are akin to a language. If the user finds it easy to understand the language, then s/he will be able to participate in the community computer network to a greater degree.

A fairly common metaphor for a CCN graphical or text-based interface is that of a city. Since most CCNs contain a vast amount of information, it is important that the information be organized in an easy-to-understand way. Consequently, a "metaphorical approach where the 'real world' physical characteristics are used to help orient the user through the computer's artificial landscape" (Schuler 1996b, 291) is often used. Other metaphors are possible; however, it is important to select a suitable metaphor to successfully convey the range of information available to users. The city metaphor implies that information is grouped into buildings. One issue is, how far should this metaphor be taken? As systems grow larger, the metaphor may break down.

The SCN has a text-based user interface enhanced with graphical images. The home page for the SCN, as well as the home pages for each of the main content areas of the SCN, contain 'hypertext' which 'links' the different pages of the Network as well as other pages linked to a page on the Internet so that the user can easily travel back and forth between the main areas of the SCN. In other words, users travel to different places on the SCN by reading and clicking on **highlighted text**.

### **5.3.3 Computer Software**

The third component of a CCN's technological architecture is the *computer software* used to operate the system. The SCN uses Freeport community networking software as well as an Apache Web server (<<http://www.scn.org/scnfaq.html>>). Freeport software is commonly used by CCNs. This software enables forums or discussions, access to static information in files, electronic mail, file download-upload capabilities, limited Telnet access and world wide web access through a Lynx text only browser for the Web. It does not facilitate the transfer of files via FTP, chat or real time conferencing, search capabilities, and remote log-in to other computers and database facilities.

### **5.3.4 Computer Hardware**

The fourth component of CCN's technological architecture is the *computer hardware* used to hold the system. The SCN computer hardware, like other CCNs, includes:

- a community network server<sup>42</sup>,
- community network modems,
- telephone lines,
- home user modems, and
- home user computers.

CCN users connect to the community computer network host computer via a home computer which dials into a remote host computer over telephone lines using modems. The modem is the device that converts digital codes used by computers into analogue information that can be carried over telephone lines.

### 5.3.5 Delivery Channel

The fifth component of a CCN's technological architecture is its *delivery channel*. Delivery channels are the mechanisms by which a person connects his/her computer to the CCN. According to Schuler, a CCN may be 'delivered' to the user through four possible delivery channels: [1] a dial-up connection through existing telephone lines via modem connected to the personal computer or terminal at home or work or another location; [2] the Internet; [3] residential broadband access (i.e. cable television channels); and [4] the Integrated Services Digital Network (ISDN). SCN users with suitable computer software and a modem can access the SCN via three delivery channels: a dial-up connection to the SCN's modem line through existing telephone lines via modem connected to a personal computer, dial-up Internet gateways provided by the Seattle Public

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<sup>42</sup> The Seattle Community Network uses a Sun SPARC 5, two SunSPARC 4s, and Sun SPARC SLC. The operating system is a Sun Solaris 1.1.1B. They indicate a need for large capacity SCSI disk drives (over 2 GB), RAM memory, Sun SPARC5 and SunSPARC4 workstations and modems (9600 bps or faster) (<<http://www.scn.org/scnfaq.html>>).

Library or a number of other libraries in western Washington, and the Internet. For those users without computers, access to the SCN may be achieved at public computers located at any Seattle Public Library branch and any library within the King County Library System. Additionally, other community-based organizations may provide access to the SCN to those in need. The SCN supports initiatives of organizations to provide computer network access to people in need. The SCN can be accessed by visitors through the Internet at the web-site located at <<http://www.scn.org>> using a web browser such as Netscape or Explorer.

#### **5.4 Social Architecture of the SCN**

The SCN, as a CCN, strives to be more than a network of machines. CCNs are about people and building social relationships between people, and as such, it is important to understand the social aspects of community computer networks. As Douglas Schuler states, “[t]he community network provides a “social space” for the community, a place where community members can interact with each other, a place to learn, discuss, persuade or just have fun” (Schuler 1996b, 253). Douglas Schuler’s New Community Networks: Wired for Change identifies six key components of a CCN’s *social* architecture that need to be considered to understand a CCN (Schuler 1996b, 253-285). These components “help determine the shape, direction and philosophy that an individual community computer network might take” (Schuler 1996b, 253) and are identified as: [1] the community network; [2] individual and organizational participants; [3] non-participants; [4] other community network service providers; [5] influencing

organizations; and [6] infrastructure providers and other commercial service providers.

#### 5.4.1 The Community Network

The first component in CCN's social architecture is the *community network* itself. The SCN is based in the City of Seattle, located in western Washington in the United States.

The purpose of the SCN is to provide "a free public-access computer network for exchanging and accessing information. Beyond that, however, *it is a service conceived for community empowerment*" (<<http://www.scn.org/ip/commnet.principles.html>>, italics my emphasis). Consistent with this, the SCN is guided by a set of broad, general principles (*see Figure 4*). These principles are "a series of commitments to help guide the ongoing development and management of the system for both the organizers and participating individuals and organizations" (<<http://www.scn.org/ip/commnet.principles.html>>).

## SEATTLE COMMUNITY NETWORK PRINCIPLES

### **Commitment to Access**

- Access to the SCN will be free to all.
- We will provide access to all groups of people particularly those without ready access to information technology.
- We will provide access to people with diverse needs. This may include special-purpose interfaces
- We will make the SCN accessible from public places.

### **Commitment to Service**

- The SCN will offer reliable and responsive service.
- We will provide information that is timely and useful to the community.
- We will provide access to databases and other services.

### **Commitment to Democracy**

- The SCN will promote participation in government and public dialogue.
- The community will be actively involved in the ongoing development of the SCN.
- We will place high value in freedom of speech and expression and in the exchange of ideas.
- We will make every effort to ensure privacy of the system users.
- We will support democratic use of electronic technology.

### **Commitment to World Community**

- In addition to serving the local community, we will become part of the regional, national, and international community.
- We will build a system that can serve as a model for other communities.

### **Commitment to the Future**

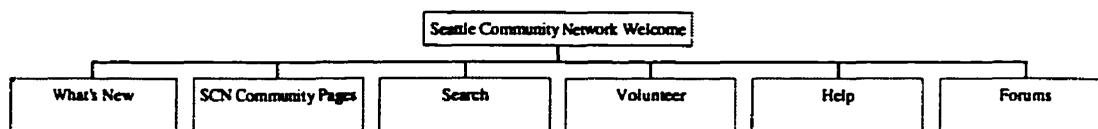
- We will continue to evolve and improve the SCN.
- We will explore the use of innovative applications such as electronic town halls for community governance, or electronic encyclopedias for enhanced access to information.
- We will work with information providers and with groups involved in similar projects using other media.
- We will solicit feedback on the technology as it is used, and make it as accessible and human as possible.

*Figure 4: Seattle Community Network Principles*  
(<http://www.scn.org/ip/commnet.principles.html>)



To implement the purpose of the SCN the Bylaws of the SCN, located on the Internet at the URL <<http://www.scn.org/scna/bylaws.txt>>, contain eleven key articles with respect to the conduct and operation of the SCN. These articles specify the purpose of the SCN, the character of the SCN, the location of the SCN main offices, the criteria and terms of membership in the SCN the establishment and conduct of the SCN's Board of Directors, the designation and conduct of SCN officers, the keeping of SCN money, the issuance of notices to SCN members and directors, the corporate seal of the SCN, the indemnification of SCN officers, directors, employees, and agents, the keeping of books and records pertaining to SCN activities, and the procedure for amending SCN bylaws.

The SCN contains a variety of information of particular interest to Seattle residents, as well as non-Seattle residents. Visitors to the site are greeted at the home page for the site which is located on the Internet at the uniform resource locator (URL) <<http://www.scn.org>>. This URL is essentially the 'welcome' page to the SCN. Information on the SCN is organized into six main categories or pages, as illustrated in Figure 5 below:



**Figure 5: Main Parts of the Seattle Community Network**

The 'What's New' section contains links with respect to new content on the SCN. This page contains a chronological list of additions to the SCN site, from the most recent to the oldest. For easy reference about each of the new sites a brief description of the site is also provided in the 'What's New' section.

The 'SCN Community Pages' section is the largest and main component of the SCN. It contains fifteen categories of information about potential items of interest to members of Seattle area communities. These categories are listed in Figure 6 below:

| <b>SEATTLE COMMUNITY NETWORK COMMUNITY PAGES</b>                                                                                                                                                      |                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• activism</li> <li>• arts</li> <li>• civic</li> <li>• earth</li> <li>• education</li> <li>• environmental</li> <li>• health</li> <li>• marketplace</li> </ul> | <ul style="list-style-type: none"> <li>• neighborhoods</li> <li>• news</li> <li>• people</li> <li>• recreation</li> <li>• science and technology</li> <li>• spiritual</li> <li>• today's Seattle weather</li> <li>• outside Internet links</li> </ul> |

*Figure 6: Seattle Community Network Community Pages – General Topics  
(<http://www.scn.org/community>)*

Each of the categories listed in Figure 6 leads to its own 'web page' with information links particular to that category. For example, under 'health', there are links to web pages containing information about health including disabilities, diseases, family, maintenance, support, women, and links to other health resources. Because the 'SCN Community Pages' site contains links to many other

sites of potential relevance to the empowerment of communities through community computer networks, the contents of the SCN Community Pages are delineated more completely in Appendix A (Seattle Community Network Community Pages).

The 'Volunteer' page leads to information links about volunteer positions with the SCN. Positions for volunteers to provide assistance at a help desk, teach people how to use electronic mail, assist with voice-mail service, write grants, and help with user registration are just some of the opportunities available.

The 'Forums' page includes links to local discussion (i.e. within the SCN community) areas (<http://www.scn.org/cgi-bin/imagemap/imap/scn-main.map?376,99>). Specifically, this page provides links to ten different categories of forums and mailing lists for SCN members. These categories are listed on Figure 7:

| <b>CATEGORIES OF SEATTLE COMMUNITY NETWORK FORUMS, MAILING LISTS AND USENET NEWSGROUPS</b>                                                                                                                                       |                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● General</li> <li>● Seattle Community Network Members</li> <li>● Seattle Community Network Administration</li> <li>● Seattle Community Network volunteers</li> <li>● Activism</li> </ul> | <ul style="list-style-type: none"> <li>● Arts</li> <li>● Earth</li> <li>● Neighborhoods</li> <li>● People</li> <li>● Science</li> <li>● Technology</li> <li>● Seattle Community Network Association</li> </ul> |

*Figure 7: Categories of Seattle Community Network Forums, Mailing Lists, and Usenet Newsgroups*

The 'Search' page provides assistance to users interested in researching the Internet for information on a topic. The Search page does this by providing direct links to Seattle and Northwest directories of information, as well as providing links to Internet search tools such as search engines, general directories, newsgroups, and people directories.

The 'Help' page of the SCN provides users with assistance finding information on the SCN.

The rules for use of the SCN are set out in the SCN's Policy Statement (<<http://www.scn.org/scnpolicy.html>>). The SCN Policy Statement provides direction in four broad categories: [1] guidelines; [2] user registration; [3] services; and [4] governance.

With respect to guidelines, it is the policy of the SCN to maintain free speech rights for all of its users, to provide free access to information to the community at large, to maintain the privacy of individuals, and to maintain the right to due process for individual users of the network (<<http://www.scn.org/scnpolicy.html>>).

With respect to users, it is the policy of the SCN to permit both registered and unregistered users. It is a policy of the SCN to permit registered users a wider range of activities on the Network. Whereas unregistered users are limited to browsing the contents of the Network, registered users can access the full range of services and materials. Registered users can post content on the Network,

contribute to online discussions, and send and receive electronic mail. In order to become a registered user a potential registrant must complete a registration form and sign an agreement to the SCN Code of Etiquette, Policy Statement, and disclaimer (<<http://www.scn.org/scnpolicy.html>>).

As a matter of policy, the SCN provides six types of services. First, the Network provides access to information. All information on the SCN is considered private property with the exception of information published in forums and other public information areas. Second, the SCN provides places to 'listen' and participate in interactive discussion of specific topics in places called forums. Policies concerning the use and operation of forums are fairly liberal – the only stated limitations include not supporting or permitting exclusionary forums and not permitting unregistered users to post to forums. Forums are intended to be places of open communication among community members, and may exist in moderated and un-moderated forms. Third, the SCN provides a place to publish information for all users to read. Fourth, the SCN provides space to post classified advertisements. Fifth, the SCN provides a means to communicate electronically by facilitating the sending and receiving of electronic mail. Sixth, the SCN provides an information filter to screen the unwanted postings and mail of registered users.

Governance is the fourth policy area of the SCN. The governance section of the policy document sets out the governing framework for the SCN. This includes the board/committee organizational structure discussed in a previous

section of this chapter. The governance section of the policy document also sets out methods in which violations of the Code of Etiquette will be addressed. The SCN provides specific parameters with respect to the behavior of users of the SCN in the form of a Code of Etiquette (*see Figure 8*) which registered users must agree to prior to becoming a registered member.

| <b>THE SEATTLE COMMUNITY NETWORK CODE OF ETIQUETTE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All registered users of the SCN must agree to the following Code of Etiquette while using the SCN:</p> <ol style="list-style-type: none"> <li>1. I will not knowingly engage in illegal distribution practices when posting information. Some examples of illegal distribution are: posting large portions of copyrighted material; posting libelous material; posting material that knowingly aids in a crime; posting credit card numbers; posting passwords.</li> <li>2. I will not attempt to gain unauthorized access to SCN nor use SCN to gain unauthorized access to other systems.</li> <li>3. I have read the SCN disclaimer.</li> <li>4. I have read and understand the SCN policy statement and agree to abide by it as the governing policy of the SCN.</li> <li>5. I will read the description of the forum to which I am posting and post only material relevant to its purpose and theme.</li> <li>6. I will not use the SCN to harass individuals or organizations.</li> <li>7. I understand that all public material on the SCN may be redistributed, subject to copyright laws.</li> <li>8. Private e-mail may not be redistributed without permission from the originator of the message.</li> </ol> |

*Figure 8: Seattle Community Network Code of Etiquette* (<<http://www.scn.org>>)

The Code of Etiquette appears to have been designed to establish the minimum level of standards for users of the Network. As a matter of policy, etiquette violations are responded to with warnings from the governing board and may lead

to revocation of registered status of SCN participants for an indefinite amount of time. The section includes provisions to appeal warnings and privilege revocations to the governing board. Nonetheless, users whose privileges have been revoked can still use the Network as unregistered users. The governing board will also consider challenges on any of the items of the Code of Etiquette.

#### **5.4.2 Participants**

*Participants* are the second key player of CCNs. Without participants, there would be no on-line community. “The people and organizations that contribute information, opinions, ideas and questions are the essence of a community computer network system” (Schuler 1996). Although the SCN indicates it has documentation for 13,000 registered users, it also indicates that 42% of these participants have either never logged on, or haven’t logged on in a year. The SCN site does not contain information about the demographic profile of its users. The researcher requested demographic information of SCN participants by sending electronic mail to the main SCN electronic mail address – ([help@scn.org](mailto:help@scn.org)) – in October 1997, and the researcher received no reply. The researcher also requested demographic information of SCN participants by sending electronic mail to Douglas Schuler’s electronic mail address – ([douglas@scn.org](mailto:douglas@scn.org)) in July 1998 and the researcher received no reply.

#### **5.4.3 Non-participants**

*Non-participants*, are the third key player in CCNs. They are important because CCNs are intended for all, therefore CCN developers need to identify

who they are and determine how to make the system accessible to them. Schuler states that non-participants are “one of the largest group of players in the social architecture that encompasses community networks” (Schuler 1996b, 273) despite the fact they don’t even use community networks. Unfortunately, because there is no readily available demographic profile of SCN users it is difficult, if not impossible, to know who is not using the SCN. However, it is likely that the non-users of the SCN include many of the groups of people listed in Schuler’s list of people that are not as likely to be community network participants (*see Figure 9*).

| <b>DOUGLAS SCHULER’S LIST OF PEOPLE NOT AS LIKELY<br/>TO BE COMMUNITY NETWORK PARTICIPANTS</b>                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Women</li> <li>• Children and Youth</li> <li>• People in the lower middle economic classes</li> <li>• Elderly and Retired People</li> <li>• Illiterate People</li> <li>• Unemployed People</li> <li>• Homeless People</li> <li>• Disabled people -vision or mobility impaired</li> <li>• Rural People</li> <li>• Gays/Lesbians</li> <li>• Mentally or physically ill people</li> <li>• Computer-illiterate/computer-phobic/computer-adverse people</li> </ul> | <ul style="list-style-type: none"> <li>• Institutionalized People - prisoners, hospital patients</li> <li>• People whose job or school doesn’t provide connections</li> <li>• People who are too busy (single moms) or tired (working two jobs)</li> <li>• Ethnic Minorities</li> <li>• People who don’t speak English or who use non-ASCII alphabets</li> <li>• Indigenous People</li> <li>• Immigrants (legal or otherwise)</li> <li>• People in the (second and) third world</li> <li>• Drug Users</li> <li>• Combinations of the above</li> </ul> |

**Figure 9: Douglas Schuler’s List of People Not as Likely to be Community Network Participants (Schuler 1996b, 274)**



The list of people that are not as likely to be CCN participants is formidable! Furthermore, it is also important to note that the people included in the list are the prime radical planning clientele for CCNs – and they are not even in the market!

#### **5.4.4 Other Community Computer Networks**

The fourth key component of a CCN's social architecture is *other community computer networks*. Typically, a CCN is not the only computer-based resource within a community. There may be a “combination of independent bulletin board, referral, special purpose, commercial, library, and government-based systems” in a given community in order to meet a community's diverse needs (Schuler 1996b, 273).

Although there does not appear to be any other CCNs within the Puget Sound area there is at least one other computer-based resource in Seattle that influences the SCN. The City of Seattle's Public Access Network (PAN) project is an influence on the SCN in that it has a complementary goal – to provide access to government information. PAN is also influential on the SCN in that it provides information relevant to the SCN's objectives. The PAN used to be accessible via dial-up; however, dial-up access was discontinued in 1997 and the PAN is simply maintained as part of the City of Seattle's web site (<<http://www.scn.org/help/scn-faq.html>>). The discontinuance of PAN accessibility via dial-up may have increased the number of users of the SCN.

The SCN may also be influenced by the practice of CCNs elsewhere. Although no specific CCNs are cited in SCN documents as being influential on the SCN, it is reasonable to assume that other CCNs may play a role in the SCN by demonstrating different and potentially better ways of facilitating the communication of information. Other CCNs may also be sources of technical information about how to better implement the technological architecture of the CCN. People involved in establishing and operating CCNs have often dialogued about the intricacies of CCNs on a newsgroup called COMMUNET<sup>43</sup>.

#### 5.4.5 Influencing Organizations

The fifth key component of a CCN is *influencing organizations*. Organizations including government agencies, non-profit organizations, the commercial sector, academia, and advocacy groups all play an influential role in the development and operation of CCNs. It is important for community network organizations to work with each of these different organizations for mutual benefit, as opposed to setting up a competitive atmosphere. Each of the influencing organizations has something to gain from affiliation with CCNs, and CCNs have something to gain from each of the influencing organizations.

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<sup>43</sup> I followed the newsgroup COMMUNET throughout the research and writing of this thesis. Over the period of three years, since 1995 I noticed a decline in the amount of dialogue occurring in the newsgroup. Initially the newsgroup generated approximately 30 posts per day and the posts focused on the operational and theoretical aspects of community computer networking. The newsgroup now generates approximately 1 post per day and the postings appear less directly related to the practical operational aspects of CCNs. In the researcher's opinion the postings appear to be of a more general philosophical nature and less directly related to CCNs.

The *Seattle Chapter of the Computer Professionals for Social Responsibility (SCCPSR)* was highly influential in the development of the SCN – in fact, the SCN was one of this group's demonstration projects of the social benefits of computer technology for communities. The Computer Professionals for Social Responsibility (CPSR) is a national non-profit public interest alliance of professionals interested in advocating the responsible use of computers. They focus on issues such as community computer networks, civil liberties, participatory design, privacy, access to the information infrastructure and the implications of advanced computing. The CPSR web site does not contain detailed membership information; however, the organization's members appear to be people with computer backgrounds and an interest in the social benefits of computer technology. Planners are not readily apparent among the membership of this organization.

The SCN is also influenced by its alliance with *Seattle Public Library*. The SCN and the Seattle Public Library work together in a cooperative arrangement that benefits both parties (Schuler 1996b, 348-351). The relationship between the SCN and the Seattle Public Library began as a result of the attendance of some Seattle Public Library members at the initial SCN meetings, and a relationship between the two organizations has developed and further solidified with time. Initially the Seattle Public Library and the SCN's relationship was formalized through a letter of agreement for one year. The Seattle Public Library agreed to house SCN hardware in the library computer room, provide a

small workspace for Network use, and provide several dial in lines to the Network. Perhaps most importantly, the Seattle Public Library installed the SCN menu on its public access system which could be reached by modem and from each of Seattle Public Library's twenty-three neighborhood libraries.

The *Association for Community Networking* may also be influential on the SCN. The Association for Community Networking is a national non-profit organization dedicated to improving the visibility, viability and vitality of community networking (Association for Community Networking, March 26, 1998). It strives to achieve this mandate by linking and serving more than 150 community networks, building public awareness, identifying best practices, encouraging research and developing products and services. The Association provides its members with an electronic mailing list where they can share experiences and learn from each other, a newsletter that discusses community computer networking issues, tips and insights, a world-wide web-site with community computer networking resources, and opportunities for face-to-face interaction at various organized seminars and meetings.

Also influential on the SCN are the SCN information providers. The utility of the SCN is largely a function of the type and quality of information provided by information providers. Information that users deem to be interesting and useful may potentially increase the usage of the Network, whereas irrelevant information may detract from usage.

#### **5.4.6 Infrastructure Providers and Other Commercial Service Providers**

The sixth key part of a CCN's social architecture are *infrastructure providers and other commercial service providers*. Infrastructure providers include organizations that provide access to the Internet, telephone companies, and cable television companies. These organizations influence CCNs directly through the establishment of rates and policies, and indirectly through their role in lobbying and public relations on a national scale. As with other CCNs, the SCN is probably influenced by other infrastructure and commercial providers in the Seattle area. Most notably, the functioning of the SCN depends upon the provision of telephone and hydro services. Additionally, a number of other commercial Internet service providers are available in the Seattle area. There are numerous commercial providers of Internet access in the Seattle area, as evident in Figure 10, a list of commercial Internet access providers in the Seattle area at the date of this thesis.

| <b>SEATTLE AREA INTERNET ACCESS PROVIDERS</b> |                               |
|-----------------------------------------------|-------------------------------|
| • A.D. 1440                                   | • Infoconex Internet Services |
| • AccessOne                                   | • InterNAP Network Services   |
| • Alexicom                                    | • Internet Intelligence       |
| • Alternate Access Inc                        | • Media Warehouse             |
| • Blarg! Online Services                      | • Net-Island Online           |
| • CompuMedia                                  | • Net America, Inc.           |
| • Compass Communications Inc.                 | • NewWay Internet Services    |
| • CyberLink Communications                    | • Seonet                      |
| • Digital.forest                              | • Seattle Area ISP Ratings    |
| • Eskimo North                                | • Seattle Community Network   |
| • Drizzle Internet Northwest                  | • Servnet                     |
| • Dycom Internet Communications               | • SiteConnect, Inc.           |
| • Galaxy-7.net                                | • TCM Online Communication    |

**Figure 10: Seattle Area Internet Access Providers**  
 ([http://www.yahoo.com/Regional/U\\_S\\_States/Washington/Cities/Seattle/Internet\\_Services/Access\\_Providers](http://www.yahoo.com/Regional/U_S_States/Washington/Cities/Seattle/Internet_Services/Access_Providers))

### 5.5 The Seattle Community Network in Practice

What happens when the technological and social architectural elements of the SCN are combined? Typically when these elements are joined together to form a CCN they are intended to respond to the real and perceived needs of communities for emancipation from some particular condition or feeling, such as powerlessness, lack of information, poverty, or isolation. As Douglas Schuler notes, CCNs have been established for many reasons:

Many reasons have been advanced: rebuilding civil society, securing access to information for disadvantaged and disabled people, community economic development, improving access to health care and health care information, providing forums for minority and alternative voices, improving communication among civic groups, and improving literacy were all mentioned by community network developers at the first “Ties that Bind” community networking conference in 1994 (Schuler 1995, np).

CCNs were established to “help revitalize, strengthen, and expand existing people-based community networks much in the same way that previous civic innovations have helped communities historically” (Schuler 1996b, 25). As Schuler further elaborates, “community networks.....are generally intended to advance social goals, such as building community awareness, encouraging involvement in local decision-making, or developing economic opportunities in disadvantaged communities” (Schuler 1996b, 25). Many people believe that computers and computer networking may have the potential to provide some relief to the increasing and alarming disparity between the economic ‘haves’ and ‘have nots’ in the United States and the rest of the world, (although, ironically, computerization has probably provided more tools to the ‘haves’ than the ‘have nots’). Can the SCN do all or any of these things? The next chapter of this thesis provides some insight to this question by describing the exploration of the SCN through the eyes of three fictional characters.

**CHAPTER SIX:**  
**THE SEATTLE COMMUNITY NETWORK THROUGH**  
**THE EYES OF THREE FICTIONAL CHARACTERS**

How, as a radical planning medium, does the Seattle Community Network (SCN) empower communities in the planning process? In order to better understand the answer to this question the researcher explored the SCN through the eyes of three fictional characters. This chapter describes the fictional character exploration methodology. It also describes the findings of the fictional character exploration - in terms of useful information found on the SCN and useful communications and collaborations that could potentially be engaged in by each character on the SCN - to better understand how the SCN could empower communities of geography, and of interest, in the planning process generally.

**6.1 Fictional Character Exploration and Analysis**

The fictional character exploration and analysis consisted of the creation of fictional characters, the researcher's assumption of each of the fictional character personas, and the exploration of the subject matter (in this case, the SCN) from the perspective of each fictional character. It should be noted that the fictional character exploration and analysis does *not* entail the researcher



becoming a registered member of the SCN in each of the personas<sup>44</sup>. Rather, the researcher accessed the SCN by connecting a personal computer to the Internet with a modem connection to a local (Nanaimo) commercial Internet access provider on three separate occasions and pretended to be a different fictional character each time.

### 6.1.1 Rationale

The fictional character exploration and analysis methodology is incorporated into the research strategy to enhance the understanding of how the SCN might empower people in the planning process. It is the researcher's opinion that, through the exploration of the SCN from the perspectives of three fictional characters, a *clear humanistic orientation*, and face, to the application of planning theory in empowerment of communities in the planning process could be achieved. Fictional characters were created for the purpose of more fully illustrating the application of the theory of community empowerment in planning in practical situations. Moreover, due to the privacy afforded individual users of the SCN and the time and geography<sup>45</sup> constraints impacting the researcher, there was a general inability to get to know any one or more persons, nor to understand from a very personal perspective how the SCN has played a role in empowering them in the planning process. Additionally, due to the relative infancy of CCNs in general, and the SCN specifically, it is unlikely that those who could most benefit

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<sup>44</sup> The researcher believes this to be unethical.

from connection with the CCN would have yet realized their benefits, or perhaps even be connected to the Network. As such, a more complete picture of the benefits of community computer networking was envisaged through the application of fictional character analysis to a specific case study CCN. While the researcher is not aware of any documentation of methodological precedent for fictional character exploration and analysis within the context of a planning thesis, the researcher is aware, from both an academic and professional practice perspective, of the need to be creative in the development and testing of new methodologies<sup>46</sup> to learn about planning problems and develop solutions for these problems. As such, it is the opinion of the researcher, that while the exploration of fictional characters may not be completely technically sound, the benefits of the strategy outweigh the potential downfalls.

### **6.1.2 The Fictional Characters**

Three fictional characters that represent a range of socio-economic conditions<sup>47</sup> were created in order to achieve a more comprehensive understanding of the possibilities for the SCN to empower different individuals, and hence, communities, in the planning process. Although the three fictional characters are varied, they share something in common - each one faces a situation

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<sup>45</sup> The researcher's base of operations was Nanaimo, British Columbia as opposed to Seattle, Washington.

<sup>46</sup> One new research methodology the researcher is aware of that is being used in planning theses, and in practical planning work, is the creation of 'future scenarios' to rationalize present actions.

<sup>47</sup> The socio-economic variables considered in the creation of the characters include gender, sexuality, income and education.

in which the forces of domination or hierarchy have effectively 'disempowered' them in some way, from their point of view.

The first fictional character is a homeless Seattle woman. She has recently left an abusive husband. She needs to find a place to live, and a means of supporting herself; however, she has never worked outside the home and has minimal educational qualifications. This fictional character would most likely access the SCN at a computer terminal located in one of the City of Seattle's public libraries, or perhaps on a computer at a non-profit agency that provides some of the social services she may need to obtain.

The second fictional character is a family<sup>48</sup> that lives in the Seattle neighborhood of Fremont. This family wishes to become more active and knowledgeable members of their neighborhood, in essence, true 'citizens'<sup>49</sup>. They would likely access the SCN at home with their home computer.

The third fictional character is an unemployed Seattle man. He is an educated professional man who thinks he has been fired from his job because he is gay. He accesses the SCN at either the Seattle public library or at home with his home computer.

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<sup>48</sup> Family for this purpose shall be a household unit consisting of two adults and two children.

<sup>49</sup> Citizens as referred to in this context means members of a community that are knowledgeable about their community and actively participate in making their community a rewarding place to live. Citizens in this context do not sit back and wait for others to improve their communities - they initiate and undertake activities to improve their communities themselves.

### **6.1.3 Logistics**

The character explorations were all conducted by the researcher as a visitor to the SCN. The SCN was accessed by connecting a personal computer to the Internet with a modem connection to a local (Nanaimo) commercial Internet service provider. The SCN was viewed using a Pentium computer and the commercial World Wide Web browser software Microsoft Explorer.

The SCN was explored from the perspectives of each fictional character individually and randomly, one character at a time, over the course of approximately four hours. The character explorations were conducted between September 1997 and February 1998. The character explorations were not intended to provide an exhaustive list of resources on the SCN of relevance to each. Rather, the exploration of the SCN from the perspectives of the three fictional characters was intended to generate a list of resources to give the researcher a flavor of the type of benefits each character might realize through connection with the SCN.

## **6.2 The Seattle Community Network as an Information Provider**

The exploration of the SCN from the perspective of the three fictional characters revealed that the SCN can be an excellent source of information that communities can use in the process of becoming empowered in the planning process. The SCN is a place where communities provide information for communities. Information that can assist all different types and scales of communities develop and expand their “power-from-within” is presented in a relatively easy to understand and accessible format.

### 6.2.1 Homeless Woman

The SCN was an excellent information resource for the homeless woman. The results of the exploration of the SCN from the eyes of the homeless woman are contained in Appendix B (*Figure 15*). Through the use of the SCN this woman would probably be able:

- to find a place to live (through the Seattle Housing and Resource Effort located at: <http://www.scn.org/civic/share> which contains a list of Seattle area shelters, the Women's Housing Equality and Enhancement League located at: <http://www.scn.org/civic/share/wheel.html>, the Homeless Womens' Network located at <http://www.speakeasy.org> and the Homeless Resources site located at: <http://www.scn.org/civic/crisis/homeless.html>);
- to find a place to eat (through listings of food banks located at <http://www.scn.org/civic/crisis/food.html> );
- to discover ways of resolving domestic issues (through the Crisis Resource Directory located at <http://www.scn.org/civic/crisis> and the linked inventory of resources about sexual assault and domestic violence located at <http://www.scn.org/civic/crisis/assault.html>);
- to obtain emergency financial assistance (through the Seattle Community Network site dedicated to emergency funds and referrals located at <http://www.scn.org/civic/crisis/funds.html>); and

- to obtain information to assist in the attainment of employment (through the Homeless Employment Project located at <http://www.scn.org/civic/share/homeproj.html>), the Searching for Training and Employment Program site located at <http://www.ci.seattle.wa.us/business/step/> and the Seattle Community Network's inventory of Education resources located at <http://www.scn.org/edu>).

### 6.2.2 Fremont Family

The SCN was an excellent information source for the Fremont family. The results of the exploration of the SCN from the eyes of the Fremont family are contained in Appendix B (*Figure 16*). Through the use of the SCN this family was able to become more active and informed citizens of their neighborhood by:

- learning about Fremont groups and organizations they could participate in to become more active citizens (through the Artists Republic of Fremont site located at <http://www.scn/fremont>), the Fremont Neighborhood Council site located at <http://www.scn.fremont/fnc/index.html>), the Fremont Public Association site located at <http://www.scn/fremont.public.org>); the Fremont Neighborhood Organizations site located at <http://www.scn.org/fremont/org.html> and the Fremont Urban Neighborhood Coalition site located at <http://www.scn.org/fremont/func>);

- learn about neighborhood planning initiatives (through the Fremont Urban Neighborhood Coalition site located at <http://www.scn.org/fremont/func> and the other sites linked to this one which contain information about a planning process currently underway, the history of planning in Fremont, the key planning issues, the vision for the planning process, etc.);
- learn about neighborhood businesses that they could support more actively (through the Fremont Chamber of Commerce site located at <http://www.scn.org/fremont/fcc>, the Fremont Neighborhood Commerce Site located at <http://www.scn.org/fremont/biz/index.html>, and the Fremont Commerce Site located at <http://www.fremont.com/>);
- learn about neighborhood initiatives to share resources (through the Fremont Time site located at <http://www.scn.org/fremont/time>);
- learn more about Fremont neighborhood culture (through an online Fremont neighborhood newspaper called the Fremont Butcher Papers located at <http://www.fremont.com/butcher/index.html>, a site dedicated to Fremont beer drinking and beer-making culture called the Fremont Center Beer Universe which is located at <http://www.celebrator.com/celebrator/9410/NbyNW.html>, a site dedicated to the history of a Fremont neighborhood icon, the Fremont Troll, located at <http://www.tidbits.com/photos/troll> and a site dedicated to the history of

Seattle neighborhoods, the History House, located at <http://www.scn.org/fremont/historyhouse/index.html>).

### 6.2.3 Unemployed Man

The SCN was an excellent information source for the unemployed gay man. The results of the exploration of the SCN from the eyes of the unemployed man are contained in Appendix B (*Figure 17*). Through the SCN the fictional character of the unemployed man would be able:

- to find information useful in finding a new job (through the Washington Online Reemployment Kiosk site located at <http://www.wa.gov/esd/employment.html>);
- to find a place of camaraderie among other people who have recently lost their jobs (through the Disavowed site located at <http://www.scn.org/people/disavowed>);
- to learn about discrimination based on sexual orientation in general (through the And Justice for All site located at <http://www.qrd.org/www/org/aja>) and specifically, about discrimination in the workplace based on sexual orientation (through the Gay Workplace Issues site located at <http://www.nyu.edu/pages/sls/gaywork> and associated linked sites);
- to obtain information about the legislation as it pertains to discrimination in the workplace based on sexual orientation (through the Gay Workplace Issues Non Discrimination Law site located at



<<http://www.nyu.edu/pages/sls/gaywork/muncip.html>>, the American Civil Liberties Union Freedom Network Workplace Rights site located at <<http://www.aclu.org/issues/worker/hmwr.html>> and the American Civil Liberties Union Freedom Network Civil Liberties on the Job site located at <<http://www.aclu.org/issues/worker/iswr.html>>);

- to obtain information about how to pursue workplace discrimination issues (through the site gayLaw Net located at <<http://www.geocities.com/WestHollywood/3181>>, the American Civil Liberties Union site located at <<http://www.aclu.org>>, and the And Justice for All site located at <<http://www.qrd.org/www.orgs/aja/>>).

### **6.3 The Seattle Community Network as Tool to Improve Communications**

As discussed in the previous chapter, one of the purposes of CCNs in general, and the SCN specifically, is to improve communications between people within a given geographic area. The main vehicle for communication in a CCN is through newsgroups. A secondary aspect of CCNs in terms of communications is providing information so people know *who to communicate with* about a given issue. As demonstrated in the following sections, communications (in terms of electronic places to interactively dialogue with people in your geographic community about specific issues) is one of the weaker aspects of CCNs in general, and the SCN specifically. However, as a provider of information the SCN does

provide information that is useful to people in terms of knowing who to communicate with about a given issue.

### 6.3.1 Homeless Woman

In terms of providing a place to communicate with other Seattle women facing similar issues the SCN would have been of minimal positive affect at the time of study. Although the SCN provides two newsgroups for the discussion of women's issues (<scn.women.issues> and <scn.women.discussion>), there was relatively little discussion activity taking place in these forums, and none of the discussion taking place in these forums was specifically relevant to the issues facing the subject character. For example, as of September 1997 the newsgroup <scn.women.issues> was considered one of the more active<sup>50</sup> SCN forums yet it accumulated only nine postings in an approximately four months period. The following table, which contains the headers and the dates of each of these postings demonstrates the general inapplicability of the then current dialogue taking place in the <scn.women.issues> newsgroup (*see Figure 11*).

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<sup>50</sup> The Seattle Community Network appears to consider a newsgroup comparatively active (in comparison to the numerous newsgroups that generate no postings) if it generates one posting in a four month period, as all of those newsgroups with one posting during the last four months are included in the 'active' list (<http://www.scn.org>).

| <b>SUBJECT HEADERS FOR POSTINGS ON THE SEATTLE COMMUNITY NETWORK NEWSGROUP &lt;SCN.WOMEN.ISSUES&gt; AS OF SEPTEMBER 14, 1997</b> |                                                   |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <u>DATE</u>                                                                                                                      | <u>SUBJECT HEADER</u>                             |
| June 18                                                                                                                          | Women face double standard -by Clinton - again    |
| June 26                                                                                                                          | Re: Time for use guys to take a break             |
| June 26                                                                                                                          | Re: Women face double standard -by Clinton -again |
| June 30                                                                                                                          | Re: Mothers Day in the Prisons                    |
| June 30                                                                                                                          | Re: Mothers Day in the Prisons                    |
| July 11                                                                                                                          | Abortion Rights                                   |
| Aug 1                                                                                                                            | Women in Mexico                                   |
| Aug 3                                                                                                                            | Fall Fat Women's Gathering                        |
| Sep 4                                                                                                                            | Women Gather in Cuba                              |

*Figure 11: Subject Headers for Postings on the Seattle Community Network Newsgroup <scn.women.issues> as of September 14, 1997 (<<http://www.scn.forums>>)*

However, this is not to say that these newsgroups would be of no use to the homeless woman character. It should be noted that the researcher only observed the contents of the newsgroups and did not instigate any dialogue within the newsgroups. It is therefore possible that if the homeless women were to post to the newsgroup a useful dialogue may be initiated.

### **6.3.2 Fremont Family**

In terms of providing a place for residents of the Fremont neighborhood to dialogue with each other about Fremont issues, and for residents of Seattle to dialogue with other Seattle residents about Seattle issues, the SCN provides a number of places for such dialogue to take place. For residents of the Fremont neighborhood the SCN provides one newsgroup dedicated to the discussion of

Fremont issues: <scn.fremont.talk>. During the research period, however, there was minimal dialogue of substance. For example, as of September 1997 the newsgroup <scn.fremont.talk> was considered one of the more active<sup>51</sup> SCN forums and it contained three postings. The following table, which contains the headers and the dates of each of these postings demonstrates the limited utility of the then current dialogue taking place in the <scn.fremont.talk> newsgroup (*see Figure 12*).

| <b>SUBJECT HEADERS FOR POSTINGS ON THE SEATTLE COMMUNITY NETWORK NEWSGROUP &lt;SCN.FREMONT.TALK&gt; AS OF SEPTEMBER 14, 1997</b> |                            |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <u>DATE</u>                                                                                                                      | <u>SUBJECT HEADER</u>      |
| June 27                                                                                                                          | Okazontajxo                |
| Jul 9                                                                                                                            | Salmon Bay Steel Mill Site |
| Aug 18                                                                                                                           | New Buildings              |

*Figure 12: Subject Headers for Postings on the Seattle Community Network Newsgroup <scn.fremont.talk> as of September 14, 1997 (<<http://www.scn.forums>>)*

The SCN also includes a number of other newsgroups of potential interest to Seattle residents. For example, there is the <scn.general> newsgroup and the <scn.politics> newsgroup. While there are substantially more postings to these newsgroups, 78 postings and 463 postings respectively, by and large the content of these postings appears to be off topic and irrelevant to the character's purpose for using the SCN. Sample headers from the <scn.general> newsgroup on September 14, 1997 include: "Jeff's Funnies", "Re: Barbara Walters Interviews an

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<sup>51</sup> See previous footnote.

Indian,” and “Gossip of the Gods,” “Death of Princess Diana” (<<http://www.scn.forums.scn.general>>). Sample headers from the <scn.politics> newsgroup as of September 17, 1997 include: “Re: A Quarter of a Million Kooks,” “Re: Socialism,” “Re: mass transportation,” and Re: Abortion” (<<http://www.scn.forums.scn.politics>>). As with the homeless women character, it should be noted that the researcher only observed the contents of the newsgroups and did not instigate any dialogue within the newsgroups. It is therefore possible that if the Fremont family were to post to the relevant newsgroup a useful dialogue *may* have ensued.

### 6.3.3 Unemployed Man

The SCN provides one newsgroup of particular relevance to the unemployed gay man: <scn.people.lgbt.people>. Unfortunately, this newsgroup did not appear to be that active during the study period. Moreover, what dialogue that did take place on this newsgroup did not appear to address substantive issues, and in many cases appeared to be a place where people posted about other off-topic issues. The following table, which contains the headers and the dates of each of these postings demonstrates the limited utility of the then current dialogue taking place in the <scn.people.lgbt.general> newsgroup (*see Figure 13*).

| <b>SUBJECT HEADERS FOR POSTINGS ON THE SEATTLE COMMUNITY NETWORK NEWSGROUP &lt;SCN.PEOPLE.LGBT.GENERAL &gt; AS OF OCTOBER 14, 1997</b> |                       |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <u>DATE</u>                                                                                                                            | <u>SUBJECT HEADER</u> |
| Sep 10                                                                                                                                 | seeking kool friends  |
| Sep 20                                                                                                                                 | Welcome Mel           |
| Oct 11                                                                                                                                 | seattle flakes..?     |

*Figure 13: Subject Headers for Postings on the Seattle Community Network Newsgroup <scn.people.lgbt.general > as of October 14, 1997 (<<http://www.scn.forums>>)*

Fortunately for the unemployed gay man the SCN provides links to other newsgroups outside of the SCN domain that are more focused on pertinent issues. One of the linked pages on the SCN, the Gay Workplace Issues page, provides a list of newsgroups about sexual discrimination in the workplace: <<http://www.nyu.edu/pages/sls/gaywork/newsgroups.html>>. The Gay Workplace Issues site also contains a page with links to electronic forums on gay workplace issues <<http://www.nyu.edu/pages/sls/gaywork/newserv.html>>. As with the previous two characters, the researcher only observed the contents of the newsgroups and did not instigate any dialogue within the newsgroups. It is therefore possible that the unemployed man may have been able to derive some benefit from communicating within a newsgroup.

This chapter has demonstrated, in practice, the application of the one particular CCN, the SCN, to three varied fictional characters. Specifically, it has demonstrated the strengths and weaknesses of one particular CCN in the

empowerment of various community members in the planning process. It has demonstrated that while the SCN, as a CCN, may provide much tangible information applicable to community members' issues, the SCN does not appear to have the level and quality of dialogue required for true community empowerment in the planning process to occur. The next chapter applies the theory of community empowerment in planning to the practical scenarios described in this chapter to achieve a greater understanding of the place of community empowerment in planning within the context of CCNs.

**CHAPTER SEVEN:**  
**COMMUNITY EMPOWERMENT**  
**IN PLANNING PRACTICE AND THEORY, IN THE CONTEXT**  
**OF THE SEATTLE COMMUNITY COMPUTER NETWORK**

What is the current and potential place of community computer networks (CCNs) in empowering the community in the planning process? This chapter presents an understanding of this matter by synthesizing the findings of the Seattle Community Network (SCN) case study and the exploration of the SCN through the eyes of three fictional characters with the literature on community empowerment, planning and CCNs. Specifically, this chapter describes the elements of community as they would likely be present in an idealized CCN and describes how these elements appear to be present, in varying degrees, in the SCN. Second, this chapter synthesizes the four stage community evolution process with the theory of CCNs and proposes how this process appears to be unfolding in the evolution of the SCN. Third, this chapter synthesizes the values characteristic of CCNs with the SCN. Finally, this chapter develops the similarities between radical planning practice theory and CCNs, as demonstrated in the SCN case study and fictional character exploration and analysis. This synthesis, which incrementally builds upon the key concepts discussed in the preceding chapters of this thesis, demonstrates that there is a place for community



empowerment in planning, and that this place is in radical planning practice and theory.

## 7.1 Presence of Elements of Community

CCNs in general, and the SCN specifically, exhibit to varying degrees, the nine psycho-social characteristics of true community as envisioned by M. Scott Peck in The Different Drum: Community Making and Peace (1987) and described in Chapter Two of this thesis. The nine characteristics of community cited in that chapter were: [1] honest, open and caring communication; [2] inclusivity, commitment and consensus; [3] realism; [4] contemplation and self-examination; [5] a safe place; [6] a laboratory for personal disarmament; [7] a group of all leaders; [8] a group that can fight gracefully; [9] and a spirit. Community, as it was discussed there, is not only a place and people; it also has a psychological-social dimension – it is about meaningful relationships among people.

### 7.1.1 CCNs

CCNs in their most idealized and desirable form would likely exhibit the nine psychosocial characteristics of true community proposed by M. Scott Peck. CCNs are intended to facilitate *honest, open and caring communication* by facilitating the electronic dialogue amongst people within a set place. *Honest, open and caring communication* is facilitated by CCNs in that they typically set out behavioral norms – minimum standards of behavior - for participants to adhere to. These behavioral norms appear to ‘legislate’ civil and respectful interaction amongst participants. CCN administrators may monitor the electronic behavior of

participants and invoke disciplinary measures such as participant CCN use prohibitions or suspensions. CCNs are based on the concepts of *inclusivity, commitment and consensus* in that CCNs encourage and welcome the participation of all members of society. Moreover, CCNs are based on the philosophy that everyone should be able to access information technology, especially if the purpose of this access is the betterment of the communities in which people live. Many CCNs strive to become more inclusive by eliminating potential barriers to CCN participation for those people typically underrepresented in electronic and face-to-face dialogue. For example, CCNs may:

- present their electronic material graphically to be easily understandable for those who cannot read or understand English;
- provide their textual material in multiple languages to access those who do not know English;
- provide their material in a form that is easier to access on older computers with less capacity and power (i.e. accessible via text based world wide web browsers such as Gopher);
- provide an alternative means to communicate to those who are unable to speak;
- undertake initiatives to place computers with access to the CCN in places accessible to those people who may not own computers or have few opportunities to be exposed to computers (i.e. efforts to place CCN accessible

computers in libraries, social service offices, churches, community centers, non-profit housing complexes, etcetera); and

- undertake initiatives to train people to use CCNs, to create world wide web pages, and to administrate the work of a CCN.

CCNs exhibit *realism* in that they respond to real problems of human life – issues such as finding a place to live, a means of support, resolving personal health problems, achieving personal satisfaction, etcetera. *Contemplation and self-examination* are evident in CCNs in that they provide a place for people to dialogue with each other. Through dialogue with others CCN participants, participants may gain a greater appreciation of themselves and be exposed to new ideas. CCNs provide a *safe place* for people in that CCN participants must comply with a set of norms (usually in the form of user policies or user guidelines) that are intended to ensure the CCN remains a welcoming place for all to participate. CCNs are also safe places in that most members can participate from the safety of their homes and member contact information other than electronic mail address (i.e. home phone number, civic address, place of employment) remain confidential unless the participant chooses to make this information known. CCNs are *laboratories for personal disarmament* because members can speak freely with each other, electronically, and not be constrained by personal characteristics that would be evident in face-to-face interaction. Physical characteristics and appearances - aspects such as sex, race, age, and physical disability - that may

constrain face-to-face interactions are not a factor in on-line communications as they may not be discernible unless a member elects to make any of these characteristics known. CCNs are intended to be *groups that can fight gracefully* because members are to work collaboratively to achieve CCN goals and objectives. All CCN participants may be considered to be *leaders* because members choose to participate in the SCN in a proactive manner for personal and community betterment. CCNs have a *spirit* in that a sense of peace is achieved when the CCN improves a physical community in some way, and that CCNs are created to work towards particular goals and objectives for the community. CCNs also have spirit in that each CCN has a unique identity.

#### 7.1.2 SCN

The case study and fictional character exploration and analysis indicate that at least some of the nine psychosocial characteristics of community appear to be present in the SCN, albeit in a very preliminary state in most instances. *Honest, open and caring communication* is facilitated in the SCN by requiring registered users to comply with the SCN Code of Etiquette and the SCN Policy Statement. The intent of these documents appears to 'legislate' community-supportive or, at a minimum, community-compatible behaviors. It is important to note that these documents only set out minimum standards of behavior. They provide a starting point for developing the psycho-social dimension of community by establishing, in general terms, acceptable and unacceptable behaviors. For true community to evolve participants would need to willingly engage in meaningful dialogue. This

aspect of community is not readily apparent on the SCN as there appears to be a limited amount of dialogue in general, and more specifically, an even more limited amount of substantive dialogue. *Inclusivity, commitment and consensus* are facilitated in the SCN by providing free access to the SCN to all residents of the Puget Sound area. The SCN also works towards greater inclusivity by providing training to SCN users and members, and by providing computer terminals to access the SCN to the Seattle Public Library and various other social service agencies. The SCN is also working towards greater inclusivity by providing SCN content in Spanish. The SCN appears to remain inaccessible to those who cannot read or cannot see. Commitment to the SCN is facilitated by requiring members to agree to use the SCN in the spirit of the SCN principles. The case study and fictional character explorations provided no indications of the incorporation of consensus-based approaches to SCN operation. The SCN exhibits the characteristic of *realism* in that real people discuss real issues in SCN newsgroups (albeit at an extremely low traffic volume) and all of the information provided on the SCN deals with real issues of human existence. The SCN provides a place for *contemplation and self-examination* by providing a variety of newsgroups to dialogue with other similarly interested people. Contemplation and self-examination are also facilitated by the SCN through its provision of information regarding personal and professional interests. The SCN is a relatively *safe place* as participants must agree to comply to a set of behavioral norms (i.e. Code of Etiquette, Principles), and most SCN participants are able to participate

while in the safety of their own homes. Safety is facilitated by keeping SCN member data (i.e. civic address, occupation, phone number) confidential, although members may divulge personal information about themselves as they see fit. The SCN is, theoretically, a *laboratory for personal disarmament* because it provides a place for people to dialogue freely about topics that interest them. However, in actual practice, the level and quality of dialogue may point to the fact that the SCN is not being used as a place of personal disarmament. The SCN appears to be the work of a group of people that have learned to *fight gracefully* – there are no indicators of political-infighting among participants: at this point; however, there is also minimal dialogue. The SCN is a *group of all leaders* because it recognizes that everyone can make a valuable contribution to the life of the SCN. The SCN appears to have a *spirit* in that it has persisted for almost five years. While true community may exist on some levels within the SCN (i.e. perhaps among the active working groups of volunteers, committee members and board members responsible for the initiation and day-to-day operation of the Network) relatively little tangible, quality evidence exists on the SCN that demonstrates, proactively, the presence of the necessary psycho-social characteristics for a true community. Demonstrative of this point are the quality and quantity of postings on SCN newsgroups. Most of these newsgroups generate no more than one or two postings a month, and most newsgroups contain a number of off-topic postings (if the newsgroup has generated postings at all). Very few threads (or conversations)

appear to develop among the newsgroup participants within the newsgroup<sup>52</sup>. As described, most psycho-social characteristics of true community are apparent in the SCN. However, it would appear that the quality or strength of these characteristics is likely not exemplary of true community at this point.

## **7.2 The Creation of Community**

The process of developing community within CCNs generally, and the SCN specifically, appears to evolve through the four-phase community-building process described in Chapter 2 of this thesis: pseudo-community, chaos, emptiness and community.

### **7.2.1 CCNs**

In the beginning of the development of a CCN, in the pseudo-community stage, there is a lot of enthusiasm and energy. The CCN project appears to grow rather chaotically from the work of just a few individuals to a large unorganized machine. The CCN evolves from one web page to ten web pages to hundreds of web pages in a seemingly short period of time. Likewise the CCN may start with one place of discussion (newsgroup) and rapidly expand to include ten or twenty places of discussion (newsgroups). Membership numbers expand exponentially. Then the chaos stage of community development becomes evident in CCNs. The organizational and decision-making structures of the original CCN initiative

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<sup>52</sup> It is possible that the dialogue occurring in the newsgroups is not representative of the actual status of community, and in particular, the psychosocial dimension of community, on the SCN. Individual members of the SCN could be dialoguing privately via electronic mail, face-to-face

become inadequate to accommodate the demands of the system. Information and communications potentially irrelevant or unintended of the CCN may occur. Next a stage of emptiness pervades the evolution of a CCN. During this stage members appear to begin to realize that the CCN may not be moving towards its goals. The people involved in the CCN reflect upon their mission – to create a community computer network and consider how the CCN could better work towards this mission. During this stage changes may be made to the CCN, in terms of content, organizational structure, etcetera. Once the appropriate alterations are discovered and implemented the CCN passes into the last stage of community development – community. During the last stage the CCN begins to achieve its goals.

### 7.2.2 SCN

Following the analogy of community being created through a process similar to the cutting and polishing of a stone until it becomes a gem, the SCN continues to evolve on a daily basis from a mere network of computers and modems to a place of dialogue and eventually, perhaps the SCN will be a place of more meaningful *community* dialogue.

From my observation the SCN would appear to be within the third phase of this cutting and polishing process towards becoming a community: the emptiness phase. It would appear to be in the emptiness phase because the characteristics of the second phase – chaos – appear to be in place: that is an

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interaction, telephone, etcetera, and the psycho-social dimension necessary for community on the SCN could be evolving through these mediums.



organization system and committees. The SCN 'organization machine' appears to have evolved since its initial creation from the work of just a few individuals to over ten different committees. Elaborate sets of rules and procedures have been developed. New boards are elected each year. Volunteer training appears to be readily available. Despite the fact that there appears to be a fairly high level of organization and committee participation there is still relatively little dialogue taking place within the SCN newsgroups, the growth of SCN content appears rather chaotic<sup>53</sup>, and researcher electronic mail contact to the organization remains unanswered<sup>54</sup>. It would therefore appear that the SCN is at the stage in community building where it needs to examine itself, and determine if it is doing the right things to achieve its goals and objectives.

### **7.3 Presence of Core Values Characteristic of CCNs in the SCN**

As outlined in Chapter One and described in greater detail in Chapter Four, CCNs appear to exhibit six core values: conviviality and culture, education, strong democracy, health and human services, economic equity, opportunity and sustainability, and information and communication. The SCN appears to support each of these core values, albeit in varying degrees. A brief examination of the content of the SCN Community Pages and SCN Forums, Mailing Lists and Usenet Newsgroups illustrates this point, as demonstrated in Figure 14:

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<sup>53</sup> It appears chaotic in that there is a tremendous amount of information about some topics and substantially less information about others. It would appear that SCN content is a function of information provider interest primarily, and not necessarily a factor of what information might best serve participants in the achievement of the SCN mission.

| CHARACTERISTIC CORE VALUES OF A CCN | EXAMPLE OF PRESENCE OF CORE VALUES IN SCN COMMUNITY PAGES, FORUMS, MAILING LISTS AND NEWSGROUPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conviviality & Culture              | <ul style="list-style-type: none"> <li>• provides places for SCN members to talk about the following matters: general, SCN administration, activism, arts, earth, neighborhoods, people, science and technology (albeit not much dialogue taking place)</li> <li>• provides linkages to information about different types of arts (artisans, art, dance, multimedia, music, writing, Seattle arts societies, visual art, poetry, photography)</li> <li>• provides information about different categories of people (gay, lesbian, seniors, social groups, teens, women)</li> <li>• provides linkages to recreation information (boating, bicycling, skating, music, dance, soccer, baseball, travel)</li> </ul> |
| Education                           | <ul style="list-style-type: none"> <li>• provides linkages to information about select public schools, private schools, adult education opportunities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Strong Democracy                    | <ul style="list-style-type: none"> <li>• provides linkages to an extensive collection of civic resources in the following topical areas (social service, politics, legal, non-profit, philanthropy, elections, media, Seattle area civic links, Washington State Government links, US government links, commentary, opinion and advocacy, international issues)</li> <li>• provides information linkages about Seattle area neighborhoods (Ballard, Capitol Hill, Fremont, Laurelhurst, Meadowbrook, Meridian, Newport Hills, Queen Anne, Wallingford, University District)</li> <li>• provides newsgroups specific to a few neighborhoods (i.e. Fremont)</li> </ul>                                            |
| Health & Human Services             | <ul style="list-style-type: none"> <li>• provides a wide variety of linkages to health information (disabilities, family, maintenance, support groups, local medical professionals, lifestyle, health resource collections, health specific search engines, various health conditions, on-line support groups)</li> <li>• provides linkages to spiritual resources (churches, metaphysical organizations)</li> </ul>                                                                                                                                                                                                                                                                                            |

<sup>54</sup> I sent two different requests for information to the SCN and neither request was acknowledged.

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Economic Equity, Opportunity & Sustainability | <ul style="list-style-type: none"> <li>• provides information linkages about science and technology (general science, computing and community computer networks, astronomy, biology, medicine, chemistry, physics, research, earth science, information technology)</li> <li>• provides information linkages about the marketplace (retail businesses, wholesale business and trade, computer products and service)</li> <li>• provides information linkages about the earth (wildlife, toxics, sustainability, food choices)</li> </ul> |
| Information & Communication                   | <ul style="list-style-type: none"> <li>• provides a wide variety of linkages to news sources (Seattle area daily and weekly newspapers, Washington State newspapers by geographic area, radio and television channels, and world news sources)</li> <li>• provides a variety of newsgroups to communicate with others and exchange information</li> </ul>                                                                                                                                                                                |

*Figure 14: The Six Core Values of CCNs and their Presence in the SCN*

As demonstrated in the above table, the SCN is fairly strong in the provision of content related to the six core values of CCNs, and much weaker in terms of facilitating dialogue on issues relevant to the six core values within the SCN. The SCN may provide ample places, in terms of newsgroups, in which to discuss issues relevant to the six core values, but it does not appear to play a proactive role in facilitating the type of discussion that should be taking place within the newsgroups in order to truly exemplify the six core values.

#### **7.4 Radical Planning Practice in Action**

CCNs appear to be a form of radical planning practice in action. As argued in the following sections, CCNs and radical planning practice appear to have a common purpose, exhibit common characteristics, and take place in similar arenas.

#### **7.4.1 Common Purpose**

The synthesis of the SCN and fictional character explorations with radical planning theory illustrates a common purpose of both the SCN and radical planning: to expand the abilities of individuals, and to expand the abilities of communities. John Friedmann calls this expansion of individual and communal abilities “the recovery of political community” (Friedmann 1991).

A political community, as defined by John Friedmann and discussed in Chapter Three, is an entity which has: a territorial base over which power extends; historical continuity; citizen members with rights and responsibilities; and which is comprised of an ensemble of communities among which there is a shared citizenship. The SCN is based in the Seattle and surrounding Puget Sound area which has a “territorial base over which power extends” in the form of the city limits, the boundaries of the Puget Sound. Users of the SCN share a common past and future in that they have an interest in the Puget Sound area. Almost all users of the SCN are citizens of the Puget Sound area and have rights and responsibilities associated with that citizenship. The SCN represents an ensemble of many of the different communities of place and interest in the Seattle area in that many people are involved in the creation and operation of the Network, these people come from many different backgrounds, they are involved in many different aspects of community life in the Seattle area, and they bring these affiliations with them to the Network.

The overall goal of the SCN may be interpreted as to expand the abilities of individuals and communities by protecting and enlarging the space for dialogue between individuals, and by providing a place where the conditions are conducive for dialogue.

The SCN protects and enlarges the space for dialogue by providing an alternative means of communication, that of computer-mediated communication. It should be noted that, although computer-mediated communication is not universally available to everyone, the working philosophy of the SCN, as with any community computer network, is to work towards reducing the number of barriers between people and computers. Indicative of this are SCN Principles under Commitment to Access. These principles state [1] that access to the SCN shall be free to everyone; [2] that access will be provided to all groups, particularly those groups without easy access to information technology; [3] that the SCN will provide access to people with diverse needs; and [4] that the SCN will be accessible from public places. Consistent with these principles, the SCN provides complimentary access to the Network to all interested parties, provides a wide range of information of interest to a wide range of people, provides assistance and training to people wanting to learn how to use the SCN and related computer technology, and has arranged to provide access to the SCN in various public places (most predominantly, public libraries). The SCN solicits the donation of computer hardware and software so that it can set up connections to the SCN in the offices of interested community agencies and organizations. The Seattle

Community Network Association also trains people to operate and maintain the Network

The SCN also protects and enlarges the space for dialogue by creating conditions supportive of dialogue. Indicative of this are the SCN principles under Commitment to Democracy. These principles state [1] that the SCN will promote participation in government and public dialogue; [2] that active community involvement in the Network will be encouraged; [3] that freedom of speech and expression are highly valued; and [4] that democratic use of the technology shall be supported. Consistent with these principles, everyone is welcome to use the SCN. Any Seattle area resident is welcome to use the SCN not only as a place to obtain information and exchange ideas, but also as a tool to get better connected with the surrounding community. The SCN is always advertising for volunteers to operate and maintain the Network, and regularly holds training sessions to give non-technical laypersons the capability of actively participating in creating the Network. As far as determining the content of the SCN anyone is free to provide content so long as the basic principles and etiquette of the Network are respected.

The SCN provides a place where the conditions are conducive to communication by clearly establishing rules that users must comply with in their communications with others through the Network. Anyone wishing to become a registered user of the SCN must complete a form agreeing to respect the SCN Code of Etiquette. As a signatory of this Code, users have, most notably, agreed to “not use the Seattle Community Network to harass individuals or organizations”

and have said that they “have read and understand the Seattle Community Network policy statement and agree to abide by it as the governing policy of the Seattle Community Network” (<<http://www.scn.>>). The policy statement, as discussed in Chapter 4, sets out that the SCN is committed to free speech, free access, rights to privacy and due process.

#### 7.4.2 Common Characteristics

The characteristics of radical planning theory are present in the practice of the SCN. To reiterate, the characteristics of the radical planning model, as defined by John Friedmann are: planning that is normative, planning that is innovative, planning that is political, planning that is transactive, and planning that is based on social learning principles.

First, the SCN demonstrates a *normative* planning process in action. The SCN, as seen through the eyes of the three fictional characters can be seen as a vehicle for individually defined goals. Each of the fictional characters is able to emancipate his or herself from a position of powerlessness and subjugation. In the case of the homeless women, the SCN provides a vehicle for the woman to proactively exercise power-from-within to find the information she needs for herself to find a home and find a means of independently supporting herself<sup>55</sup>. In

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<sup>55</sup> Industry Canada, the City of Toronto and the United Way recently initiated a project called Voice to Screen in the City of Toronto. Voice to Screen is an electronic mail program that will allow the homeless to log on to the Internet, learn how to use the Internet to find places to live and work, and send or receive electronic mail for a small fee. Unfortunately, the homeless remain unconvinced that Voice to Screen will make any difference in their day to day struggle to survive. When one homeless woman was asked her opinion about the initiative she said, “I’m interested all right, I’m interested in getting more money from the rich and making them pay for the poor.”

the case of the Fremont family, the SCN provides a vehicle for the family to become more informed and active citizens in their community, for the benefit of the community. In the case of the unemployed man, the SCN emancipates him from discrimination by providing him with a positive, proactive means of addressing the issue.

Second, the SCN is *innovative*. It is innovative in that it demonstrates that technology can be harnessed not only for the traditional profit-oriented motives, but to achieve social goals as a primary purpose. It provides a new way to solve problems and address social issues. Through the exploration of the SCN through the eyes of three fictional characters it is demonstrated that the SCN provides a new way to solve problems associated with homelessness, lack of community connection, unemployment and discrimination. It is an innovative model of radical planning in that it provides people with the tools to solve their problems in their own way.

Third, the SCN is *political*. It is political in that its primary purpose is to bring about positive change in peoples' lives. Through the fictional character exploration of the homeless women we saw a women trying to find a better life for herself, away from an abusive husband. The exploration of the SCN through the eyes of the Fremont family illustrates how a family could use the SCN to

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Critics say the initiative fails to address the main problem facing the homeless – the lack of affordable housing. However, it should be noted that “Voice to Screen targets only a handful of street people who are already physically and emotionally ready to connect with the rest of society” (Newsgroup posting to COMMUNET by John Walker on June 13, 1998).



become more active and knowledgeable citizens of their neighborhood. The exploration of the SCN through the eyes of the unemployed man demonstrates how the Network could be used to approach the problem of discrimination in the workplace and finding new employment.

Fourth, the SCN exhibits the *transactive* characteristic of a radical planning model. The Network is transactive in that it does not dictate one way of addressing any particular issue. Rather, it is up to the user to determine how to address the issue. Users have control over what information is accessed, how the information is accessed, when the information is accessed, and where the information is accessed. There is no expert saying, "Here's the information you need to address this particular issue." Moreover, the providers of information on the SCN have often had similar experiences. The various newsgroups located on the SCN are based on the principle that through the exchange of dialogue people can gain useful information.

Fifth, the SCN is *based on the principles of social learning*. The SCN, like any community computer network, is designed to be used by someone with little or no prior experience with community computer networks, and in some cases, computers. Use of the SCN, as with most community computer networks is based on user intuition. The more times a person uses the SCN the more and different types of information will be gained.

### 7.4.3 Common Arenas

The SCN may be considered to be an example of radical planning in practice in two of the arenas proposed for radical planning by Friedmann: the household and the regional nexus of workplace and home. The SCN does not appear to be an example of radical planning in the arenas of the peasant periphery or the global community as its primary focus is on the Puget Sound community and not the rest of the world, peasant periphery or otherwise.

The SCN appears to demonstrate the primary characteristics of radical practice in the *household arena*. These characteristics, discussed in Chapter Three, include: de-linking from systems that keep the household in servitude; the democratization of the household; and the self-empowerment of the household. In the SCN case study character explorations each of these characteristics is evident. The SCN is a tool that the homeless women can use to sever ties with an abusive husband. The homeless women's household is democratized in that the Network empowers the woman to create her own household where her value as a member is appreciated and relationships are not based on "power-over" but rather "power-from-within". The Fremont family household could become empowered through its use of the SCN, by becoming more active and knowledgeable citizens (in the ultimately desired sense of the word 'citizen'). The unemployed man could use the SCN to proactively respond to the issue of discrimination in the workplace rather than passively accept the situation. The SCN is a self-empowering tool for

households in that users can use the Network in the way they see fit to obtain the benefits that they desire.

Second, the SCN may be considered to be an example of radical planning in practice in the regional nexus of work place and home in that the elements of the communal tradition (as discussed in Chapter Three) may be seen to be present in the SCN, as proposed in Figure 15:

| <b>ELEMENTS OF THE COMMUNAL TRADITION PRESENT IN THE SCN</b>         |                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements of Communal Tradition:</i>                               | <i>Presence of Element in the SCN:</i>                                                                                                                                                                                                                                                                                              |
| 1. Political community                                               | <ul style="list-style-type: none"> <li>• people become members of the SCN because they concur with the philosophy of the SCN</li> <li>• members commit to this philosophy by agreeing to comply with the SCN Policy Statement and Principles</li> </ul>                                                                             |
| 2. Politically bounded social formation with governance institutions | <ul style="list-style-type: none"> <li>• the SCN has a governance system comprising a board and several topic based committees that report to it</li> <li>• the SCN has rules for behavior (Policy Statement, Principles, Code of Etiquette)</li> </ul>                                                                             |
| 3. History, common future                                            | <ul style="list-style-type: none"> <li>• the SCN has a history (the paths of events from its birth in 1994 to the present) and a future (the SCN is constantly considering how it should evolve in the future)</li> </ul>                                                                                                           |
| 4. Relatively small size                                             | <ul style="list-style-type: none"> <li>• the SCN serves the generally defined Puget Sound area of Washington, USA (although this may seem a large area, in the larger scheme of things it is not)</li> </ul>                                                                                                                        |
| 5. Accountable use of power                                          | <ul style="list-style-type: none"> <li>• those members exercising the privileges of SCN membership in contradiction of the previously agreed upon SCN Policy Statement and Principles may have their SCN membership revoked</li> </ul>                                                                                              |
| 6. Rights and responsibilities                                       | <ul style="list-style-type: none"> <li>• members have rights to use the SCN to advance the Principles of the SCN as well as the responsibility to abide by codes of conduct</li> </ul>                                                                                                                                              |
| 7. Linkages with other communes                                      | <ul style="list-style-type: none"> <li>• other CCNs are 'hot-linked' to the SCN, either directly or through links to directories of CCNs</li> <li>• other organizations with complementary missions (i.e. specific neighborhood organizations, social service providers, etc.) are linked to the SCN through 'hot-links'</li> </ul> |

**Figure 15: Elements of the Communal Tradition Present in the SCN**

The SCN may have a role in the recovery of political community within the arena of the regional nexus of work place and home in that the 'political space' of the SCN (the geographic area in which its users reside) may better coincide with the 'economic space' of everyday life. The 'political space' of the SCN is much larger than the boundaries of the City of Seattle and may provide more advantages for economic and social endeavors. The SCN may also have a role in the recovery of political community within the arena of the regional nexus of work place and home, in that the information and communication facilitated by the SCN may lead to greater knowledge among participants, and consequently, the ability of participants to be more self-reliant.

The SCN does not appear to be an example of radical planning in practice in the peasant periphery. The focus of radical planning in the peasant periphery, as described in Chapter Three, is on countries outside of the 'western' world selectively de-linking from global economic relations and facilitating more self-reliant development. As Seattle is in a 'western' country this arena does not apply.

The SCN does not appear to be an example of radical planning in practice in the global community. Whereas the focus of radical planning in the global community, as described in Chapter Three, appears to revolve around restructuring power relationships to create political orders more representative of democratic principles, the SCN, although it does provide a voice for people who wish to express political opinions and gain support for these opinions, does not appear to focus on this activity.

This chapter has demonstrated the similarities, and correspondingly the differences, between the theory of what community is and how it is formed with CCNs generally and the SCN specifically. This chapter has also demonstrated the parallels between the theory about the core values inherently embodied in CCNs and the presence of these core values in the SCN. Finally, this chapter has demonstrated a potential place for community empowerment in planning - in a radical planning practice - by drawing conclusions from the case study of the SCN ( as a form of radical planning in practice) and the exploration of the SCN through the eyes of three fictional characters.

## **CHAPTER EIGHT:**

### **CONCLUSION**

The focus of this thesis has been an exploration of community empowerment, in planning practice and theory, through the medium of community computer networks (CCNs). The concept of community empowerment was explored by gaining a more in-depth understanding of the concepts of 'community' and 'empowerment' and how they fit together. Next the theory that the place of community empowerment in planning is in a radical planning practice was developed by describing the traditions of planning, the different forms of planning, planning in conventional contexts, and planning in a radical context. Drawing on these descriptions it was proposed that the place of community empowerment in planning is in a radical planning practice. Following this it was proposed that CCNs constitute an example of community empowerment in a radical planning practice. The link between technology and planning was established, and CCNs as a form of technology with a potential impact on planning was described. The thesis then focused on one case study CCN, the SCN, and elaborated, through case study analysis and fictional character exploration, how the SCN, as a CCN, might empower its community through the radical planning process. The relationships between CCNs, in particular the SCN, and the theories of community empowerment and radical planning were proposed. This chapter concludes the thesis by drawing on the proposed relationships

between CCNs as a form of community empowerment in a radical planning process to incrementally develop conclusions about the SCN, CCNs, planning and information technology and finally, community empowerment in planning. Second, the limitations of the subject research are discussed and potential alternative and supplementary methods are suggested to overcome these limitations. Third, proposals are developed for the application of the research findings to contemporary planning practice. Finally, opportunities for further research on the topic of community empowerment in planning generally, and specifically, community empowerment in planning through CCNs are proposed. Opportunities for planning practice are also identified.

## **8.1 Lessons Learned**

Many important lessons for planning were learned as a result of this thesis research. Lessons were learned about the SCN, CCNs, the relationship between planning and information technology, and the place of community empowerment in planning.

### **8.1.1 Lessons About the SCN**

The lessons learned about the SCN focus on the status of the SCN, in terms of its goals and objectives as a CCN, and the ability of the SCN to empower its community in the planning process.

In terms of achieving its goals and objectives, the SCN, although a relatively successful and advanced CCN, appears to be a long way from achieving its overall goals and objectives. As noted in Chapter Five, the SCN has two



primary objectives. One of these objectives focuses on the development, maintenance and enhancement of the CCN for the purpose of “providing open access to on-line communication services” and “ providing support for community development and empowerment for Seattle and the surrounding area”. The other objective focuses on “encouraging participation of the broadest possible range of information providers, including voices historically under-represented by traditional mass media providers.” Through the researcher’s observation of the SCN it became apparent that a vast majority of the people who could most benefit from the work of the SCN were not participating in the SCN (i.e. the poor, the homeless, the illiterate, those who do not speak English or speak English as a second language, women, gay people, etcetera). This is evident in the lack of tangible dialogue about the problems of everyday living in the SCN newsgroups. Meaningful dialogue, as noted in Chapters Three and Four, is crucial to building community and connecting people with each other for the betterment of themselves and their communities. It is crucial to creating the communities desired in both conventional and radical planning practice.

In terms of the SCN empowering the community in the planning process, the SCN, although it appears to have a lot of potential, in actuality probably is a minimal success. The potential of the SCN to empower communities was demonstrated in the fictional character exploration and analysis. Through the fictional character exploration and analysis the SCN could be seen to have the potential to empower the community by providing a place for individuals to attain

power-from-within and further, to achieve power-with-others (remembering that the two combined constitute community empowerment). For example, the fictional characters were able to find a wealth of information relevant to the particular issues that 'disempowered' them, so to speak. Ample resources were available on the SCN for the homeless woman to find a place to live, a means to support herself and resources to acquire necessary education and skills and psychological support. Ample resources were available on the SCN for the Fremont family to become more knowledgeable about their neighborhood and how they could contribute to better their community. Ample resources were available for the homosexual man to address the unemployment and discrimination issues 'disempowering' him. As another example, the SCN provides numerous newsgroups within which the fictional characters could dialogue and gradually build 'power-with-others.' Two newsgroups of particular relevance to the homeless woman are provided by the SCN. One newsgroup of particular relevance to the Fremont family is provided by the SCN. One newsgroup of particular relevance to the unemployed homosexual man is provided by the SCN. The information pertaining to each character's circumstances combined with the provision of newsgroups relevant to each character's circumstances would lead one to believe that the SCN is an excellent example of community empowerment in a radical planning practice. However, this assumption would likely be wrong. Careful examination of the content of the newsgroups reveals little if any, dialogue of substance is occurring in the

newsgroups. Furthermore, although an abundance of pertinent information may be available on the SCN relevant to each fiction character's 'disempowering' circumstances, the reality is that two of the fictional characters fall into the group of people considered to be under-represented in CCN user groups. Another potential concern is that members of the SCN may simply use the SCN as an on-ramp to the outside virtual world and not focus upon information and communications for the betterment of their geophysical community within the Puget Sound.

Although the findings of the fictional character explorations leave reason to be concerned because it is apparent that there is minimal dialogue taking place within the SCN newsgroups that will contribute towards the strengthening of the geophysical community of Seattle and the Puget Sound area, there are other indicators that the SCN is contributing to the geophysical community. These indicators include the presence of substantial local information. Especially relevant are some of the neighborhood sites, such as those provided for Fremont, Ballard, Capitol Hill and the University District. The space devoted to these neighborhoods on the SCN provides a wealth of information on neighborhood issues, assets, services, and amenities. Community planning issues are even found on some of these neighborhood areas of the SCN. These are the sorts of community-enhancing aspects expected of CCNs.

### **8.1.2 Lessons About CCNs**

The lessons about CCNs focus on the challenges and opportunities of CCNs, particularly as they relate to planning.

In terms of the challenges facing CCNs, these relate to ensuring CCNs reach their intended audiences. It is distinctly possible that CCNs may only continue to connect those already connected by other means – the people that already actively participate in the affairs of their communities, in local civic issues, education and the economy. People may not want what CCNs are supposed to give them. If this is the case, then significant effort is being wasted. The premise of CCNs is that people want local information and want to discuss issues with fellow citizens.

It is possible that CCNs, much like similar previous technological counterparts that were envisioned to enhance discussion and community building at the local level, such as cable television<sup>56</sup>, public access television channels, and radio will not realize their ultimate goals. Perhaps the dreams of the cable television visionaries, which apparently have been quashed by the takeover of television by large corporate interests will also happen in community computer networking. Perhaps today's private sector Internet access providers will become so widely available and common place - much like cable television is today - and CCNs will be really relegated to the back seat, drawing a small but dedicated

audience, much like public cable television channels like PBS. As Doheny-Farina alludes, perhaps CCNs will be “today’s next big something” (Doheny-Farina 1996). The content of CCNs may be threatened much like cable television was – its constituents may be drawn by the competition of commercial providers as the cost of access declines and the commercial content appears more alluring. Doheny-Farina states that the impact of public access television on community has been inconclusive while commercial television has transformed our lives. “Likewise, the future impact of community nets on community life may also be small, while global nets will certainly transform our lives again” (Doheny-Farina 1996, 175).

On the positive side, CCNs are indeed making it possible for some individuals to connect other people in their geophysical communities. There is at least a small reason for hope as CCNs are only in their infancy.

However, in order to empower communities in the planning process CCNs must provide community-based information, members must use this information, members must take place in discussions on the CCN. Members must not just use the CCN as a means to escape their local community into the world wide community of the Internet. They must use the CCN in way that strengthens their bonds with their geophysical community.

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<sup>54</sup>In 1972 a book by the name of Cable Television: A Guide for Citizen Action was published indicating that cable television was once envisioned to be the community builder that CCNs are today envisioned to be.

### **8.1.3 Lessons About Planning and Information Technology**

The lessons about planning and information technology focus on the weaknesses and opportunities of information technology in the planning profession.

The weaknesses of information technology in the planning profession focus on the challenges faced by the constituents of planning to become technologically literate and able to access information technology. Access to information technology is still not as wide spread as hoped and desirable. Information technology still appears to predominantly be the domain of the rich – the ‘haves’ – and not the poor – the ‘have nots’.

Information technology provides tremendous opportunity to the planning profession. Information technology provides a new arena in which planners can dialogue with their constituents. Planners need to seize these opportunities. Technology will continue to evolve and further impact the field of planning. The challenge to the planning profession is to be proactive in the realm of technology. Rather than wait for technology to impact planning practice (as it appears to have done in the past), planning needs to realize technological advances will continue to evolve and to respond to this reality by steering technology to better integrate and strengthen the communities they serve. Technological advances are inevitable – planners should become more informed about technology and its potential positive and negative impacts on communities.

There needs to be a balance between technology enthusiasts – those who see a positive future in information technology and being digital – and technology skeptics – those who question the positive transformative power of information technology. As Doheny-Farina states in The Wired Neighbourhood we need to “walk the middle way between denial and obsession, between antitechnological hopelessness and electronic ecstasy” (Doheny-Farina 1996, 182).

Information technology is in the process of transforming the world in which we live. It is foreseeable that the future created by information technology advances will change the way we work, the way we engage in social relations, the way we consume goods and services, the manner in which we are entertained, how we manage resources and maintain our health. In light of this eventuality it behooves us, as planners – creators of desirable places to live – to not only be a part of the dialogue about information technology, but also to be leaders in the debate and creation process. Planners need to not only be at the table with respect to these issues, but they are perfectly placed, professionally, to get the right people to the table to influence policy choices we make as individuals, institutions and governments.

Information technology and its implements will undoubtedly have an impact on future community planning practice and theory. It is impossible to propose what forms information technology may take at this point. However, some forms of information technology to consider that are beginning to evolve today include expert systems, virtual reality, artificial intelligence, global

positioning systems, and geographic information systems. Expert systems – methods of compiling a large amount of data about a particular problem and making that data available to answer questions of a complex nature – may make it possible for planners to easily diagnose and resolve urban problems (for example, housing affordability). Virtual reality – a method of three dimensional modeling in which the participant can virtually move about or inside a model space and experience that space without actually being in it – may make it possible for planners to create virtual community future options for their constituents to experience and choose from for their real future communities. Artificial intelligence – attempts to stimulate the thought process of humans and create artificial intelligence on a par with human intelligence – may make it possible for fewer planning staff to perform the same function. Global positioning systems – accurate, sophisticated computer tracking systems in which signals are transmitted from locations and picked up by a series of satellites through a method of triangulation – may result in the ability to efficiently track the evolution and construction of development projects or perhaps monitor zoning violations. Geographic information systems – multiple layers of information – are making possible comprehensive sets of information pertinent to plan making and implementation.

Planning professionals that wish to incorporate information technology into their planning practices, perhaps through leadership roles in the community computer networking movement, need to explore the ramifications of the



distribution of information technology to their constituents. Although the provision of information technology may not cause the gap between the 'haves' and the 'have-nots', it seems as if the revolution of information technology may exacerbate the gap. In many cases it is not enough to provide information technology to constituents. Constituents need to know how to use the information technology for their benefit, not just the benefit of the provider.

However great the benefits of information technology may seem, technology will likely never provide the complete solutions to the problems facing planning. Technology; however, may be a part of the solution, especially if planners are up to playing the necessary mediating role. It will always be important to remember that, even in face of rapid information technology developments, face-to-face, human-to-human interaction will always be a vital part of achieving the types of communities people want to live in.

#### **8.1.4 Lessons About Community Empowerment and Planning**

The lessons about community empowerment and planning focus on the compatibility between radical planning practice and theory and community empowerment, as demonstrated in the SCN case study and fictional character exploration. It was demonstrated that CCNs generally, and the SCN specifically, constitute examples of community empowerment in planning, in a radical planning practice context. CCNs (as examples of community empowerment in planning scenarios) and radical planning share the following aspects: they have a common purpose (i.e. to expand the abilities of individuals and to expand the

abilities of communities), they have similar characteristics (i.e. normative planning processes in action, innovative, political, transactive, and based on the principles of social learning), and they take place in common arenas (i.e. the household arena and the regional nexus of workplace and home).

## **8.2 Research Limitations**

As with any research project, this thesis research has limitations. As outlined in Chapter One, and described in more detail in the body of this thesis, the research strategy for this thesis involved the synthesis and analysis of three key components of research: a literature review, a case study of the SCN, and the exploration of the SCN through the eyes of three fictional characters. The researcher experienced limitations, to varying degrees, in each component of this research.

### **8.2.1 Literature Review Limitations**

The first component of the research strategy entailed a detailed review of the literature on planning, community empowerment, CCNs and the SCN. This component of the research strategy was limited by the availability of accurate, current information. Specifically, CCNs and the SCN evolve daily and consequently, the literature on these topics has the potential to become more inaccurate, daily. The potential inaccuracy of literature on CCNs and the SCN is most evident in the literature composed of atoms – books. Due to the extended time involved in the publication of books, the information contained in books may be severely outdated by the time books reach their intended audience. Fortunately,

in many cases, current literature on CCNs and the SCN is available on-line – in the form of computer bytes. However, it is important to note on-line literature, too, is not always as current or up-to-date as one might expect it to be. Often old and or inaccurate information remains on-line as it must be removed or altered by people, and people do not always maintain accurate and up-to-date Internet sites. The literature review on CCNs is also constrained by the fact that the many different people involved in the movement often have different definitions of what the community computer networking movement is all about. As a result, different researchers may identify different characteristics of CCNs, cite different statistics for CCNs, and write of vastly different CCN experiences.

### **8.2.2 Case Study Limitations**

The second component of the research strategy involved a case study of the SCN. The SCN case study entailed collecting information from a variety of different sources about the SCN. For example, the researcher endeavored to collect information about the SCN from written literature (composed of atoms), the COMMUNET newsgroup, SCN newsgroups, SCN web sites, electronic mail contact with the SCN, and electronic mail contact with the SCN founder, Douglas Schuler. Because of the confidentiality provided to SCN users the researcher was not able to conduct a survey questionnaire of SCN users and the SCN Principles and Code of Etiquette (which appear to forbid using members' electronic mail addresses for the purpose of information solicitation). Perhaps future research on

the topic could ask participants of SCN newsgroups<sup>57</sup> how they use the SCN and how they feel it 'empowers' them. More comprehensive future research on the topic may entail a detailed questionnaire of all SCN members (or a representative sample thereof) if permission for such a survey could be obtained from the SCN. Perhaps even more indicative of the role of the SCN in the Puget Sound community might be a random sample of Puget Sound residents to gain an understanding about their knowledge of the SCN and their perspectives about the contribution of the SCN to their community. These techniques could be further supplemented by surveying and interviewing Puget Sound area planners to gain an understanding of their knowledge of the SCN and their perspectives about how the SCN could supplement their planning practice to empower their communities in the planning process.

### **8.2.3 Fictional Character Exploration and Analysis Limitations**

The third component of the research strategy involved the exploration of the SCN through the eyes of three fictional characters and the analysis of the exploration findings. The fictional characters included a homeless woman, a Fremont neighborhood family and an unemployed homosexual man – a set of characters representing diverse socioeconomic conditions. The first limitation of the fictional character exploration and analysis is that it is uncertain whether the

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<sup>57</sup>It is possible to send electronic mail questionnaires to SCN newsgroup participants because their electronic mail addresses could be determined from their newsgroup postings. Nonetheless the researcher would need to obtain permission to undertake such a survey from the SCN administration.

fictional characters would actually access the SCN. The second limitation is that it is uncertain whether, if similar characters were to actually use the SCN, they would access the same, or even similar, information as the researcher did. The third limitation is that it is difficult to know if the people who would most benefit from access the SCN are doing so. Fourth, it is uncertain what affect the level of technology used by the SCN would have on the accessibility of the SCN to various people. For example, how accessible is the SCN for people who can't read?, Or don't know English? Or only have access to older, less powerful computers? Or don't have access to a computer? Or have a visual impairment? Despite the limitations, the fictional character explorations do give a picture of what real people *might* use the SCN for – should they have the access, knowledge and capability to do so. Perhaps future research could incorporate character explorations – but in the context of a researcher observing *real* characters in their access and use of the SCN. Additionally, perhaps future research could incorporate the researcher actually participating in the SCN and assessing, from a personal perspective, their feelings about how the SCN might empower them in the planning process.

### **8.3 Application to Contemporary Planning Practice**

Judith Innes' comments on the "Anchor Points for Planning's Identification" are particularly relevant to this thesis, a thesis about the place of community empowerment in planning, through the medium of CCNs. In this article Innes states that "[t]echnological change and globalization of economies

require professionals who can both see the big picture and creatively respond to a rapidly changing context” (Innes 1997, 227). She further comments that “the planning of today – “post-modern” planning - involves making connections among ideas and among people; setting in motion joint learning; coordinating among interests and players; building social, intellectual and political capital; and finding new ways to work on the most challenging tasks. This kind of planning, when it is done well, builds its own support and changes the world. Post-modern planning confronts the challenges of continuous change, not by creating blueprints or rigid regulatory regimes, but by trying to influence its direction and preparing to meet uncertainty” (Innes 1997, 227). She further states that “[p]lanners, who are typically between the public and the bureaucracy, need capabilities of boundary spanning, mediating, learning, and inventing” (Innes, 1997, 227). This thesis demonstrates that planners, as these people-in-between, are well placed to facilitate and capitalize upon the use of CCNs within planning practice. CCNs could be the very tool that enable planners to better span boundaries and reach the new audiences and new constituencies that Innes speaks of. CCNs are definitely a potential tool for the building of social, intellectual, and political capital. CCNs have the potential to be the next tool that planning can use to boldly step into the post-modern planning project. This thesis demonstrates the need to be at least innovative, if not outright radical, in planning practice, and the benefits that may be realized through such planning practice. This thesis demonstrates that planning can benefit from the application of information technology to planning practice.

Technology, admittedly, is certainly not the panacea to the “wicked problems<sup>58</sup>” facing the planning profession; however, it is certainly a tool that planning can benefit from if harnessed appropriately. As demonstrated in this thesis, planning could use technology to better dialogue with the reference community, and to provide useful information to the community.

This thesis serves as a reminder to contemporary planning practitioners that the communities they plan for, and with (in some cases), are not universally empowered with respect to the planning process.

By participating in the creation and evolution of community computer networks, planners can work with communities towards restoring political community in their jurisdictions.

#### **8.4 Opportunities for Planning**

This thesis demonstrates opportunities for planning in terms of further research and new planning practices to consider.

##### **8.4.1 Further Research**

As outlined in Chapter One, the academic discourse on the subject of community empowerment in planning is relatively limited, as is the literature combining the topics of CCNs and the profession of planning. The literature considering these topics at this point is generally theoretical in nature. However, as these topics become more relevant in mainstream planning practice there will

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<sup>58</sup>These “wicked problems” include pollution, rapid urbanization at the expense of necessary agriculture land, housing the poor, traffic congestion, social malaise, accomodating population

be an increased amount of interest and hence research on the topic. New research might consider the impacts of CCNs on communities from an empirical research perspective, including an assessment of *how* people actually use CCNs, *who* is using CCNs, and *why* these people use CCNs. Future research might focus specifically on how CCNs can be incorporated into contemporary planning practice for the benefit of both planners and the communities they serve.

#### 8.4.2 Planning Practice

This thesis reaffirms the relative infancy of the community computer networking movement in general, and the application of community computer networking to planning specifically. Consequently there is an opportunity for planning – planners have an opportunity to demonstrate their leadership and community-building skills in the domain of community computer networking. Phil Agre states that the Internet has produced two generations of ‘hero figures’ and that it is now time for a new type of hero figure: the ‘public hacker’. Whereas the two previous Internet hero figures – the ‘good hacker’ and the ‘rebel hacker’ – changed the world by changing technology, a ‘public hacker’ is now needed to “build bridges between the esoteric world of technical work and the bigger, messier world in which values are argued and chosen” (<<http://communications.ucsd.edu/pagre/>>). Planners are well-suited to be these public hackers. Agre states that “the public hacker is bilingual, translating between technical issues and legal issues, between the dynamics of systems and the

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growth in sustainable forms of development etc.).



dynamics of communities, between technological visions and social visions” (<http://communications.ucsd.edu/pagre/>). Planning, as discussed in this thesis, is an activity primarily concerned with the bridging of knowledge and action to create desirable places to live, and inherently involves the type of bilingualism Agre deems necessary for a public hacker. It is time for planning to seize these opportunities and play a proactive role, not only in facilitating the empowerment of communities in the planning process, but also in shaping the use of information technology towards the achievement of planning objectives.

**APPENDIX A:**  
**THE SEATTLE COMMUNITY NETWORK:**  
**COMMUNITY PAGES**

The heart of the Seattle Community Network (SCN) is the Community Pages. These pages contain the “meat” of the Network. The following table (Figure 16) provides a summary of the contents of the Community Pages:

| <b>THE SEATTLE COMMUNITY NETWORK COMMUNITY PAGES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVISM</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>National &amp; International Organizations</b></p> <ul style="list-style-type: none"> <li>● Webactive: Compendium of Activist Resources and Organizations</li> </ul> <p><b>SCN Member Organizations</b></p> <ul style="list-style-type: none"> <li>● Calendar of Events - Seattle Area Peace and Justice</li> <li>● Censorship Issues</li> <li>● Community Networking Movement</li> <li>● East Timor Action Network</li> <li>● Northwest Corporate Accountability Project</li> <li>● Peace Action of Washington</li> <li>● Sustainable Seattle</li> <li>● USTA WI (Promoting self-sufficiency in Africa)</li> <li>● Washington Coalition to Abolish the Death Penalty</li> </ul> <p><b>Other Seattle Organizations</b></p> <p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>● ATR - The Northwest's Premier Progressive Funding Network</li> <li>● CLEAN: Compendium of Washington State Activist Groups</li> <li>● Mothers Against Drunk Driving - King/Pierce County</li> <li>● Mothers Against Violence in America</li> <li>● Municipal League of King County</li> <li>● Progressive Animal Welfare Society(PAWS)</li> </ul> |

- Seattle Volunteer

#### **Environmental**

- Audubon Society - Seattle Chapter
- Chelalis River Council
- Friends of Earth - Northwest Chapter
- Greenpeace - Seattle Chapter
- Northwest EcoBuilding Guild
- Northwest Ecosystem Alliance
- Northwest Environment Watch
- ONE Northwest (Online Networking for the Environment)
- People for the Puget Sound
- Redmond Coalition for Public Trust
- Seatac Runway - Regional Commission on Airport Affairs
- Sierra Club - Cascade Chapter
- South Seattle Environmental Coalition
- Sustainable Fisheries Foundation
- Tilth Association - Seattle
- Washington Environmental Council

#### **Hunger and Homelessness**

- Homeless Women's Network
- Northwest Harvest

#### **Women**

- American Women's Roundtable
- National Organization for Women (NOW) - WA State Chapter
- SeaFATle - fat feminists and their allies

### **ARTS**

#### **Artisans**

- Washington State Alternative Artisans Guild

#### **Art**

- Frye Art Museum

#### **Dance**

- NW Zydeco Music and Dance Association
- Enzian Schuhplattler Bavarian Folk Dancers
- University Folk Dancers
- Spectrum Dance Theater
- Anelia's Rhythmic Academy

#### **Multimedia**

- Fast Forward Media Lab

#### **Music**

- Orchestra Seattle /Seattle Chamber Singers
- Tudor Choir
- Washington Bluegrass Association
- Seattle Lesbian and Gay Chorus
- Federal Way Philharmonic Orchestra

#### **Writing**

- Seattle Writers Collective
- Fine Madness (poetry 'zine)

#### **Links to Other Arts Resources**

#### **Seattle**

#### **Music**

- Seattle Folklore Society
- Toucans Steel Drum Band
- Music at St. James Cathedral
- Cathedral Associates: Music at St. Marks

#### **Visual Art**

- 911 Media Arts Center
- Brian James
- Seattle Web Gallery
- Seattle On-Line Artists

#### **Writing and Poetry**

- Poetry Circus
- Salon Productions
- Subtext
- Switched-on Gutenberg
- Doom Patrols

#### **General**

#### **Visual Art**

- Art on the Net
- African Art
- Asian Arts

#### **Writing and Poetry**

- Green Cart Magazine
- Prism Magazine
- NWHQ
- Circuit Traces
- Morpo Review
- The Silence
- Visions: A 'Zine

#### **Photography**

- Peter Marshall

- Chris Gulker
- Keith's Second Light
- Underwater Photos by Jeffrey A. Karp
- Smithsonian Photographs Online
- Chuck Gathard

## **CIVIC**

### **Social Services**

- Crisis Resource Directory
- Food Lifeline
- Seattle Housing and Resource Effort (SHARE)
- The Sharehouse for the Homeless
- Lutheran Social Services
- University District Food Bank
- Fremont Time
- Seattle Habitat for Humanity
- King County Social Services Discussion Group

### **Politics**

- King County Democrats
- King County Republican Central Committee
- League of Women Voters, Seattle
- Computer Professionals for Social Responsibility
- Community Development Society
- Socially Responsible Investing
- Seattle Neighbourhood Coalition
- Civic Capital Project

### **Legal**

- American Civil Liberties Union (ACLU)
- Seattle Draft and Military Counseling Center
- Privacy

### **Non-Profit**

- Evergreen Safety Council
- Service Corps of Retired Executives (SCORE) Online
- Marine Corps League
- Sand Point Veterans Coalition
- Toys for Tots
- Seattle-Gydnia Sister City Association
- Seattle Esperanto Association
- Lakewood REACT

### **Philanthropy**

- [Planned Giving Today](#)

- [scn.giving.forum](#)

#### **Public Agencies**

- [King County Library's Netmaster Volunteer Training Program](#)

#### **November 4 General Election**

- [King Co. Records & Elections: Sept. 16 Election Results](#)
- [Non-Partisan Organizations](#)
- [DNet:Candidate Info](#)
- [Municipal League Candidate Ratings](#)
- [Emerald City Voting Booth](#)
- [King County Voters Pamphlet](#)
- [Seattle Primary Election Voters Pamphlet](#)

#### **Media**

- [Eat the State: The Candidates](#)
- [Washington Free Press: Primary Endorsements](#)
- [Seattle PI: Voter's Guide](#)
- [Seattle Times: Politics](#)
- [Tacoma News Tribune: Pierce County Elections](#)

#### **Some Seattle Area Candidates on the Web**

##### **Seattle Mayor**

- [Charlie Chong for Mayor](#)
- [Greg Nickels for Mayor](#)
- [Paul Schell for Mayor](#)

##### **Seattle City Council**

- [Richard Conlin for City Council Pos.2](#)
- [Thomas Goldstein for City Council Pos. 3](#)
- [Jan Drago for City Council Pos. 4](#)
- [Nick Licata for City Council Pos. 6](#)
- [Aaron Ostrom for City Council Pos. 6](#)
- [Richard McIver for City Council Pos. 8](#)

##### **Seattle School Board**

- [Janice van Cleve for Seattle School Board Dist. 5](#)

##### **King County Executive**

- [Suzette Cooke for King County Executive](#)
- [Rons Sims for King County Executive](#)

##### **King County Council**

- [Maggi Fimia for King County Council Dist. 1](#)
- [Jean Bouffard for King County Council Dist. 9](#)

##### **Links to Other Civic Resources**

##### **Seattle Area Government Sites**

- [Seattle Public Library](#)

- City of Seattle Public Access Network (PAN)
- Seattle Transportation (SEATRAN), City of Seattle
- King County Government (includes Metro)
- Metro Transit

#### **Seattle Area Civic Links**

- Childcare Resources
- Human Services Database (Crisis Clinic of Seattle/King County)
- Seattle, the Emerald City - Government Center
- Emerald Web - Seattle Government and Politics
- Puget Sound Roundtable
- Seattle Times Newspaper
- Seattle Crime Statistics (map format)
- Mothers Against Violence in America
- Northwest Women's Law Center

#### **Washington State Government**

- WA State Government Information Guide
- Washington Online Reemployment Kiosk (WORK)
- Workforce Training Program
- WA State Public Disclosure Commission
- Land Use Study Commission

#### **Washington Civic Links**

- Washington Bee - Resources for the Political Activist
- CLEAN Home Page
- Washington Citizens Action
- Online Guide for Democratic Activists
- Citizen's 911 Guide to Democracy (Seattle author)
- Citizens for Puget Sound
- North Bend Home Page
- Maple Valley Community Centre
- North Kitsap County Habitat for Humanity
- Bellingham/Whatcom County Civic Access Web
- Yakima Net

#### **U.S. Government**

- Thomas: U.S. Congress Legislative Information
- U.S. House Legislative Process Info
- U.S. House Democrats - This Week in Congress
- Federal Consumer Information Center
- Bureau of Labor Statistics
- Job Corps

#### **U.S. Civic Links**

- E-mail Federal House & Senate Representatives!
- Contacting the Congress
- Congress Today
- State of Nature
- Contact Directory to Non-Profits on the Internet
- United We Stand America
- Reform Party
- Libertarian Party
- Japanese American Citizens League
- Fairness and Accuracy in Reporting
- AFL-CIO
- Communist Party, Young Communist League, People's Weekly World (all USA)

• Copyright FAQ

**Commentary/Opinion/Advocacy**

- National Rifle Association
- Newt Watch
- The Right Side of the Web
- National Review
- The Perot Periodical
- The Unofficial Rush Page
- The Brookings Institution
- ACLU Freedom Network
- Drudge Report
- Turn Left
- Web Active
- Hawaii - Independent & Sovereign

**International Links**

- Citizens for a United Canada
- Free Tibet
- Sinn Fein

**EARTH**

**Wildlife**

- MPSFEG - Salmon Enhancement
- Save Lake Sammamish

**Toxics**

- Washington Toxics Coalition

**Sustainability**

- Sustainable Seattle



- Living Lightly on the Earth
- Zero Population Growth

#### **Food Choices**

- EarthSave Seattle

### **EDUCATION**

#### **Public School**

- Bellevue Schools Foundation
- Engineering & Science Resource Bureau
- B.F. Day Elementary School
- Washington Middle School PTSA
- The Options Program at Seward

#### **Private School**

- Puget Sound Community School

#### **Adult Education**

- Creative Retirement Institute at Edmonds CC
- King County Literacy Council
- Discover U
- Exploring the Technology & Social Implications of the Internet
- Chinese Cultural Learning Centre
- Netmaster training program - kcls

#### **Other Links and Resources**

### **HEALTH**

#### **SCN Health Information**

##### **Disabilities**

- Deaf, Hard of Hearing and Related Resources
- People with Disabilities
- Washington Coalition of Citizens with Disabilities

##### **Diseases**

- Cancer Lifeline
- Hepatitis Education Project

##### **Family**

- Family Services
- Program for Early Parent Support (PEPS)
- The King-SocServ participants' web site
- Crisis Resource Directory

##### **Maintenance**

- The Yoga Barn

- Acupuncture World

#### **Support**

- Narcotics Anonymous
- HBS International, Inc.
- Seattle Institute for Sex Therapy, Education and Research
- Overeaters Anonymous Recovery Net
- Feminist Women's Health Centre
- Positive Women's Network

#### **Links to Other Health Resources**

##### **Local Medical Professionals**

- Health City
- UW Health Sciences - Your Health
- Washington Physicians for Social Responsibility
- Community Resources Online
- Seattle Aids Resources Directory
- Northwest AIDS Foundation

##### **Lifestyle**

- Predicting Life Expectancy
- The Heart
- Nutrition on the Internet
- Centers for Disease Control and Prevention Home Page
- fitness, stretching, yoga

##### **Collections of Health Resources**

- Clearinghouse: Health
- Dr. Bill Bebout's Medical Page
- MedAccess
- HealthWeb
- Hardin MD: Hardin Meta Directory of Internet Health Sources
- Medical Matrix
- Alternative Medicine
- The Online World: Health
- Infomedical Dictionary
- Pharmaceutical Info
- Internet Drug Index
- The Merck Manual of Diagnosis and Therapy
- Berit's Best Sites for Children: Health and Safety
- Wellness Web
- Martindale's Health Science Guide

##### **Health Specific Search Engines**

- Medical World Search

- HealthSeek
- Access Medline database through: Health World Online or Healthworks or Healthgate or Medscape or Dr. Felix's Free MEDLINE Page

#### **Various Health Conditions**

- Rogers Disabilities Information
- Dental Resources on the World Wide Web
- The Deaf Magazine and Hearing, Speech & Deafness Center
- A Basic Guide to ASL and Animated ASL Dictionary
- Deaf World Web and DeafWeb Washington
- repetitive strain injury
- Radiation and Health Physics Homepage - SPH
- OBGYN.net
- Chronic Pain and Fibromyalgia
- Sleep
- Psych Central
- Mood Disorders
- Support - Guide (U of Michigan) Groups
- Deathnet, Choices in Dying, Inc.
- The Cancer FAQ, Cansearch (How to use Oncolink and CancerNet) CenterWatch Clinical Trials Listing Service, The Medical Information Archives, CancerGuide (using medline.etc.) PDQ, CancerHelp, Cancer Resources on the Internet, and Cancercare
- psoriasis
- Ehlers-Danlos Syndrome Support
- Alzheimers
- HIV/AIDS Pandemic
- Support Resource
- Partnerships in Assistive Technology and North Carolina Assistive Technology Project
- Behavioral Therapies
- Nachat Ruach recovery program
- Jewish Alcoholics, Chemically Dependent People & Significant Others (JACS)
- OSAT 12 step recovery program

#### **Online Support**

- WEBCHAT: free account
- Make Health Announcements and Read Health Announcements

#### **MARKETPLACE**

#### **Retail Businesses**

- Small Business Listings, Neighbourhood Business Districts, Consumer Information
- Wholesale Business and Trade**
- Wholesale and Professional Services, Business and Trade Organizations
- Computer Products and Services**
- Computer Dealers, Related Products and Services
- Government Services and Information**
- Business-Related Government Services
- How-to Information About SCN Marketplace**
- How to list your small business here on the SCN, registration forms, help
  - Add Your Url to the listing

## **NEIGHBORHOODS**

### **Ballard**

- Ballard/Crown Hill Neighborhood Planning Association

### **Capitol Hill**

- Capital Hill Community Council

### **Fremont**

- The Artists' Republic of Fremont

### **Kenmore**

- Citizens for Incorporation of Kenmore

### **Laurelhurst**

- Laurelhurst Community Club

### **Meadowbrook**

- Meadowbrook Community Information Exchange

### **Meridian**

- Meridian Neighborhood

### **Newport Hills**

- Newport Hills

### **Queen Anne**

- Queen Ann Historical Society

### **Wallingford**

- Welcome to Wallingford

### **University District**

- University Community Urban Center

### **General**

- Vegetarian Restaurants
- Community Technology Institute - Community Voice Mail
- Mayor and City Council Phone Numbers and E-mail

### **Outside Internet Links of Interest to Neighborhoods**

## NEWS

- Eat the Slate
- American Newspeak
- Port Angeles Journal Online
- Washington Free Press

### **Links to Other News Sources**

#### **Seattle Area Daily Newspapers**

- Seattle Daily Journal of Commerce
- Seattle Times
- Tacoma News Tribune
- Eastside Journal
- South County Journal
- Bremerton Sun
- UW Daily
- Bainbridge Island Times
- Everett Herald

#### **Seattle Area Weekly Newspapers**

- Puget Sound Business Journal
- Issaquah Press
- Northlake News
- West Seattle Herald
- Snoqualmie Valley View
- Snoqualmie Valley Record
- Stanwood and Camano Islands News
- Monroe Weekly
- Peninsula Gateway
- Seattle Gay News
- The Stranger's MISC. Column
- Real Change Homeless Newspaper
- Seattle Chinese Post
- CLEAN Report

#### **Northwest Washington**

- Skagit Valley Herald
- Journal of San Juan Islands
- Lynden Tribune
- Citizen's News, Sequim

#### **Southwest Washington**

- Longview Daily News
- Centralia Chronicle

- Vancouver Columbian

#### **Eastern Washington**

- Spokane Spokesman-Review
- Moscow-Pullman Daily News
- Tri-City Herald
- Wenatchee World
- Methow Valley News

#### **Washington Papers with Online Job Classifieds**

- Newspaper Help Wanted Web Pages
- Seamedia's Classified Ads Online
- Little Nickel

#### **Radio**

- KUOW Public Radio 94.9
- KCMU Public Radio 90.3
- KPLU Public Radio 88.5
- KZAZ Public Radio 91.7
- KSER Community Radio 90.7
- Unofficial KVI Radio Home Page
- KIRO 710

#### **Television**

- Citizen Vagrom
- Earth on the Air Independent Media
- UWTV
- WA Higher Education Telecommunication System
- TVW Washington State's Public Affairs Network
- KCTS Public TV Channel 9 Seattle
- KSPS Public TV Channel 7 Spokane
- KSTW Channel 11 News
- KOMO 4 Latest News

#### **World News on the Internet**

- Small Hours News List
- Ecola's Newsstand
- Editor and Publisher: Online Newspapers
- AJR Newslink

### **PEOPLE**

#### **Gays/Lesbians**

- Lesbian/Gay/Bisexual/Transgender Information and Discussion Groups
- Gay and Lesbian University Employees
- Lesbian Issues .....scn.soc.lesbian

**International News**

- BaseCamp Seattle ...scn.women.intl

**Seniors**

- Senior Center
- Creative Retirement Institute at Edmonds Cc

**Social Groups**

- Puget Sound Welsh Association
- MENSA
- University of Missouri Alumni Association

**Teens**

- Teen Area ...scn.youth.teens
- Central Youth Motivation Program Rites of Passage Experience  
...scn.youth.ropester

**Women**

- Women's Networking Area ...Women's Issues
- Positive Women's Network
- National Organization for Women (NOW) - Seattle Chapter
- Participating Women's Organizations
- Women-Owned Businesses
- Women's Buildings
- NW/Fact

**Links to Other Resources**

**Social Groups**

- El Centro de la Raza

**Seniors**

- Elderhostel Insider

**Women**

- Women's Center at Seattle Central Community College

**RECREATION**

**Boating**

- Lake Washington Rowing Club
- Green Lake Crew and Small Craft Center
- George Pocock Rowing Foundation

**Bicycling and Skating**

- Washington In-Line Skaters Assoc.

**Music and Dance**

- Northwest Zydeco Music and Dance Association

**Soccer, Baseball and Team Sports**

- Washington Soccer State Referee Committee

- LVR (Youth) Soccer Club

#### **Travel**

- Welcome to Hostelling in Washington

#### **Other Internet Links of Interest to Recreational Resources**

### **SCI-TECH**

#### **General Science / Technology**

- Ask Mr. Science!
- Engineering and Science Resource Bureau

#### **Computing and Community Networks**

- Conference "Community Space and Cyberspace: What's the Connection?"
- Community Technology Institute - Community Voice Mail
- Community Network Movement
- Computer Professionals for Social Responsibility
- Association of Women in Computing
- Pacific Northwest Telecommuting Advisory Council

#### **Technology for the Disabled**

- Assistive Technology for the Disabled

#### **Science and Technology History**

- Vintage Telephone Equipment Museum

#### **Amateur Radio**

- Northwest QRP Club

#### **Astronomy**

- Seattle Astronomy Society

#### **Sci/Tech Forums and Lists**

- SCN Sci/Tech Forums
- SCN Sci/Tech Email Lists

#### **Links to Other Science & Technology Resources**

#### **General Science/Technology News**

- Pacific Science Center
- Scientific American
- Enews; Discover Magazines
- Enews: Science Magazines
- Yahoo: Science Magazines
- New Scientist: Planet Science
- ION Science and Nature News
- Science Facts Behind the News
- Scientific Quotations Dictionary
- The Tech Museum of Information
- Science Newsgroups



- Technology Newsgroups
- IOL (Italian) Newserver –sci Newsgroups

#### **Science for Kids**

- Project Monarch Butterfly
- Hands on Children's Museum
- Science Friday Kids Connection
- Bill Nye TSG
- Interlinks Sci-Fi Page

#### **Astronomy**

- Boley's Astronomy and Space List
- Battle Point Astronomical Association
- Celestial Events Calendar

#### **Biology/Medicine**

- Drug Database
- The Ultimate Bio-Sciences Index
- Plant Genome Database Web pages
- Electronic Zoo
- American Miniature Horse Assoc.
- Llama Web
- Ferret Central
- National Pygmy Goat Association

#### **Chemistry/Physics**

- Interactive Chemistry Demos
- Biochemistry Tutorials
- Formula Weight Calculator
- Physics Web Database Link List
- Chemicals Database

#### **Research Resources**

- Steve Bronack's Research Tools and Resources

#### **Communications Technology**

- Radio for Peace International
- Live Shortwave Radio on the Web

#### **Computing and Community Networks**

- Free Nets and Community Networks
- Eugene Free Net
- Acronym Lookup

#### **Earth Science**

- Berkeley Museum of Paleontology
- NOAA Climate Maps
- Volcano World
- PSC Meteorology Program Cloud Boutique

- Archival Satellite Photos

### **History of Science**

- Early Scientific Instruments
- Scientific and Medical Antiquities
- The Kooks Museum
- A Walk Through Time: Evolution of Time Measurement

### **Information Technology**

- Information Technology Laboratory

### **More Science Links**

- Bill Beatty's List of Science Links
- NPR's Science Friday Hotspots

## **SPIRITUAL**

### **Churches**

- University Christian Church
- Sound Witness
- Riverton Park United Methodist Church
- Unitarian Universalism

### **Metaphysical Organizations**

- ANON Faction

### **Links to Other Spiritual Resources**

#### **Christianity**

##### **Seattle Churches**

- Saint Mark's Episcopal Cathedral
- First United Methodist Church of Seattle
- Ravenna United Methodist Church
- Blessed Sacrament Parish
- Chinese Baptist Church
- Lake City Christian Church
- The Northwest Regional Christian Church

##### **Other Churches**

- The Vatican
- World Council on Churches
- Council on Christian Unity
- African Methodist Episcopal Church
- National Disciples Page
- Evangelical Lutheran Church in America
- National Council of Churches
- Presbyterian Church (USA)
- Reformed Church in America

- United Methodist Church
- Ecunet
- Other Religious Sites

*Figure 16: The Seattle Community Network Community Pages*

**APPENDIX B:**  
**AN EXPLORATION OF THE SEATTLE COMMUNITY NETWORK**  
**THROUGH THE EYES OF THREE FICTIONAL CHARACTERS**

The research strategy employed in this thesis involves a case study exploration of the Seattle Community Network (SCN) through the eyes of three fictional characters. The three fictional characters are varied, yet share much in common. Although their personal situations are all different, each one faces a situation in which the forces of domination or hierarchy have effectively 'disempowered' them in some way. *Character One* is a poor immigrant woman who has just left her abusive husband. She needs to find a place to live, and a means of supporting herself; however, she has never worked outside the home and has minimal educational qualifications. *Character Two* is a middle class family that wishes to become more active in and knowledgeable about their current Seattle residential neighbourhood of Fremont. Moreover, they are looking to free themselves from dependence upon the private automobile for their daily transportation needs. *Character Three* is a highly educated professional man who has recently been fired from his job due to what he suspects is his 'alternative' gay lifestyle. The researcher assumed the persona of each of these characters and attempted to "discover" how the SCN might assist in empowering each of these characters in the planning process. The following three tables comprise the findings with respect to the information and places to dialogue on the SCN

relevant to the empowerment of each particular character in the planning process (see Figures 17-19).

| <b>CHARACTER ONE<br/>EXPLORATION OF THE SEATTLE COMMUNITY NETWORK</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <u>SITE NAME</u>                                                      | <u>SITE CONTENT DESCRIPTION</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>SITE ADDRESS</u>                                                                                   |
| Seattle Community Network Civic                                       | <ul style="list-style-type: none"> <li>• The Seattle Community Network's Civic resources directory.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | <a href="http://www.scn.org/civic">http://www.scn.org/civic</a>                                       |
| Seattle Housing & Resource Effort                                     | <ul style="list-style-type: none"> <li>• One of the social services resources linked to the SCN's Civic resources directory. The home page for the Seattle Housing and Resource Effort.</li> </ul>                                                                                                                                                                                                                                                                                   | <a href="http://www.scn.org/civic/share">http://www.scn.org/civic/share</a>                           |
| SHARE                                                                 | <ul style="list-style-type: none"> <li>• Describes the focus of the Seattle Housing and Resource Effort: the operation of 8 shelters.</li> </ul>                                                                                                                                                                                                                                                                                                                                     | <a href="http://www.scn.org/civic/share/share.html">http://www.scn.org/civic/share/share.html</a>     |
| SHARE Bylaws                                                          | <ul style="list-style-type: none"> <li>• The bylaws of the Seattle Housing and Resource Effort organization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | <a href="http://www.scn.org/civic/share/bylaws.html">http://www.scn.org/civic/share/bylaws.html</a>   |
| WHEEL                                                                 | <ul style="list-style-type: none"> <li>• Describes the focus of the Women's Housing Equality and Enhancement League: issues of homeless women.</li> </ul>                                                                                                                                                                                                                                                                                                                            | <a href="http://www.scn.org/civic/share/wheel.html">http://www.scn.org/civic/share/wheel.html</a>     |
| Task Forces                                                           | <ul style="list-style-type: none"> <li>• Describes the task forces and committees of the Women's Housing Equality and Enhancement League: the Safety Task Force (including committees on safety on the streets, safety in shelters, and advocacy for domestic violence and sexual assault) , the Housing Task Force (including committees on permanent housing, temporary housing, and resource dissemination), the Health and Treatment Task Force, and the Support Task</li> </ul> | <a href="http://www.scn.org/civic/share/whltask.html">http://www.scn.org/civic/share/whltask.html</a> |

|                                                 |                                                                                                                                                                                                                          |                                                                                                                 |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| SHARE Storage                                   | <p>Force/Destigmatizing Homelessness.</p> <ul style="list-style-type: none"> <li>• Describes the Seattle Housing and Resource Effort's initiative to provide storage space for homeless people.</li> </ul>               | <a href="http://www.scn.org/civic/share/storage.html">http://www.scn.org/civic/share/storage.html</a>           |
| SHARE II                                        | <ul style="list-style-type: none"> <li>• Describes the Seattle Housing and Resource Effort's initiative to provide transitional housing.</li> </ul>                                                                      | <a href="http://www.scn.org/civic/share/share2.html">http://www.scn.org/civic/share/share2.html</a>             |
| Other Service Providers                         | <ul style="list-style-type: none"> <li>• A list of providers of services to homeless people. The list is sponsored by the Seattle Housing and Resource Effort.</li> </ul>                                                | <a href="http://www.scn.org/civic/share/otherservice.html">http://www.scn.org/civic/share/otherservice.html</a> |
| Bread of Life                                   | <ul style="list-style-type: none"> <li>• Information about one of the shelters listed on the above noted Other Service Providers site.</li> </ul>                                                                        | <a href="http://www.scn.org/civic/share/bread.html">http://www.scn.org/civic/share/bread.html</a>               |
| Broadview Emergency Shelter                     | <ul style="list-style-type: none"> <li>• Information about one of the shelters listed on the above noted Other Service Providers site.</li> </ul>                                                                        | <a href="http://www.scn.org/civic/share/broadv.html">http://www.scn.org/civic/share/broadv.html</a>             |
| Catholic Community Services Legal Action Centre | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site</li> </ul>                                                                | <a href="http://www.scn.org/civic/share/ccleg.html">http://www.scn.org/civic/share/ccleg.html</a>               |
| Downtown Emergency Service Shelter              | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site</li> </ul>                                                                | <a href="http://www.scn.org/civic/share/desc.html">http://www.scn.org/civic/share/desc.html</a>                 |
| Family Kitchen                                  | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (free meals to women, families, the elderly).</li> </ul>                  | <a href="http://www.scn.org/civic/share/kitchen.html">http://www.scn.org/civic/share/kitchen.html</a>           |
| First Place                                     | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (transitional education, counseling, social service programs).</li> </ul> | <a href="http://www.scn.org/civic/share/1stplace.html">http://www.scn.org/civic/share/1stplace.html</a>         |
| Homeless Employment Project                     | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (job</li> </ul>                                                           | <a href="http://www.scn.org/civic/share/homeproj.html">http://www.scn.org/civic/share/homeproj.html</a>         |

|                                   |                                                                                                                                                                                                                                                                                                                |                                                                                                           |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Millionaire Club                  | <p>center, job search training, adult basic education, basic skills education).</p> <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (job placement, eyeglasses, ESL program, vouchers for shelters).</li> </ul> | <a href="http://www.scn.org/civic/share/mill.html">http://www.scn.org/civic/share/mill.html</a>           |
| Our Place Day Center              | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (child care).</li> </ul>                                                                                                                                        | <a href="http://www.scn.org/civic/share/ourplace.html">http://www.scn.org/civic/share/ourplace.html</a>   |
| Sacred Heart Shelter              | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (emergency shelter for families and single women).</li> </ul>                                                                                                   | <a href="http://www.scn.org/civic/share/sacrdhrt.html">http://www.scn.org/civic/share/sacrdhrt.html</a>   |
| Our Lady of Mount Carmel          | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (drop in center).</li> </ul>                                                                                                                                    | <a href="http://www.scn.org/civic/share/mtcarm.html">http://www.scn.org/civic/share/mtcarm.html</a>       |
| St. Martin de Porres              | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (services for 50 years or older men).</li> </ul>                                                                                                                | <a href="http://www.scn.org/civic/share/stmart.html">http://www.scn.org/civic/share/stmart.html</a>       |
| Strand Helpers                    | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (meals, legal advice).</li> </ul>                                                                                                                               | <a href="http://www.scn.org/civic/share/strandhlp.html">http://www.scn.org/civic/share/strandhlp.html</a> |
| Street Outreach Services          | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (AA &amp; NA meetings, support groups, HIV and STD screening)</li> </ul>                                                                                        | <a href="http://www.scn.org/civic/share/sos.html">http://www.scn.org/civic/share/sos.html</a>             |
| Seattle Emergency Housing Service | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (temporary family shelter).</li> </ul>                                                                                                                          | <a href="http://www.scn.org/civic/share/emergous.html">http://www.scn.org/civic/share/emergous.html</a>   |

|                                                                                             |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Union Gospel Mission                                                                        | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (free pet clinic for homeless people).</li> </ul>                                                                                                                  | <a href="http://www.scn.org/civic/share/ugm.html">http://www.scn.org/civic/share/ugm.html</a>                                                                                                            |
| Union Gospel Mission Shelter                                                                | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (shelter for women and families).</li> </ul>                                                                                                                       | <a href="http://www.scn.org/civic/share/ugmefs.html">http://www.scn.org/civic/share/ugmefs.html</a>                                                                                                      |
| YWCA Shelter Program                                                                        | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (emergency housing for women and children).</li> </ul>                                                                                                             | <a href="http://www.scn.org/civic/share/ywcaesp.html">http://www.scn.org/civic/share/ywcaesp.html</a>                                                                                                    |
| YWCA Homeless Initiatives                                                                   | <ul style="list-style-type: none"> <li>• Information about one of the service providers listed on the above noted Other Service Providers site (employment and training program).</li> </ul>                                                                                                                      | <a href="http://www.scn.org/civic/share/ywcahi.html">http://www.scn.org/civic/share/ywcahi.html</a>                                                                                                      |
| Sharehouse for the Homeless                                                                 | <ul style="list-style-type: none"> <li>• Information about a “furniture bank” of basic necessities (how to get help, how to help, history, current events, current supply inventory).</li> </ul>                                                                                                                  | <a href="http://www.scn.org/civic/share/sharehouse.html">http://www.scn.org/civic/share/sharehouse.html</a>                                                                                              |
| Crisis Resource Directory                                                                   | <ul style="list-style-type: none"> <li>• The Seattle Community Network’s directory of crisis resources. A directory containing information about government health and social services agencies, human services, where to get material necessities, education, employment, and legal information, etc.</li> </ul> | <a href="http://www.scn.org/civic/crisis/">http://www.scn.org/civic/crisis/</a>                                                                                                                          |
| Peace Heathens’ Seattle Crisis Resource Directory<br>Department of Social & Health Services | <ul style="list-style-type: none"> <li>• The Peace Heathens’ Seattle Crisis Directory.</li> <li>• A description of the Department of Social &amp; Health Services linked to the Peace Heathens’ Seattle Crisis Directory. Describes what the agency does for homeless people and people in need of</li> </ul>     | <a href="http://www.scn.org/civic/crisis/about.html">http://www.scn.org/civic/crisis/about.html</a><br><a href="http://www.scn.org/civic/crisis/dshs.html">http://www.scn.org/civic/crisis/dshs.html</a> |



|                                           |                                                                                                                                                                                                                                                                          |                                                                                                                       |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Emergency Funds & Referrals               | <ul style="list-style-type: none"> <li>financial assistance.</li> <li>A list of places to obtain financial assistance in emergency situations. Linked to the Seattle Crisis Directory.</li> </ul>                                                                        | <a href="http://www.scn.org/civic/crisis/funds.html">http://www.scn.org/civic/crisis/funds.html</a>                   |
| Ethnic Minority Resources                 | <ul style="list-style-type: none"> <li>A list of different organization providing ethnic minority resources (i.e. social services, human right organizations, translation, youth and family services, cultural and community outreach, day care, employment).</li> </ul> | <a href="http://www.scn.org/civic/crisis/ethnic.html">http://www.scn.org/civic/crisis/ethnic.html</a>                 |
| Homeless Resources                        | <ul style="list-style-type: none"> <li>A list of organizations providing resources to homeless people.</li> </ul>                                                                                                                                                        | <a href="http://www.scn.org/civic/crisis/homeless.html">http://www.scn.org/civic/crisis/homeless.html</a>             |
| Foodbanks                                 | <ul style="list-style-type: none"> <li>A list of food banks.</li> </ul>                                                                                                                                                                                                  | <a href="http://www.scn.org/civic/crisis/food.html">http://www.scn.org/civic/crisis/food.html</a>                     |
| Meals                                     | <ul style="list-style-type: none"> <li>A list of times and places to get meals.</li> </ul>                                                                                                                                                                               | <a href="http://www.scn.org/civic/crisis/meals.html">http://www.scn.org/civic/crisis/meals.html</a>                   |
| Clothing                                  | <ul style="list-style-type: none"> <li>A list of times and places to get clothing.</li> </ul>                                                                                                                                                                            | <a href="http://www.scn.org/civic/crisis/clothing.html">http://www.scn.org/civic/crisis/clothing.html</a>             |
| Shelters                                  | <ul style="list-style-type: none"> <li>A list of shelters.</li> </ul>                                                                                                                                                                                                    | <a href="http://www.scn.org/civic/crisis/shelters.html">http://www.scn.org/civic/crisis/shelters.html</a>             |
| Housing                                   | <ul style="list-style-type: none"> <li>Information about housing (landlord/tenant laws, advocacy for tenants, housing sources).</li> </ul>                                                                                                                               | <a href="http://www.scn.org/civic/crisis/housing.html">http://www.scn.org/civic/crisis/housing.html</a>               |
| Transportation                            | <ul style="list-style-type: none"> <li>Information about types of transportation and transportation schedules.</li> </ul>                                                                                                                                                | <a href="http://www.scn.org/civic/crisis/transportation.html">http://www.scn.org/civic/crisis/transportation.html</a> |
| Communications Resources                  | <ul style="list-style-type: none"> <li>Information about how homeless people can communicate inexpensively.</li> </ul>                                                                                                                                                   | <a href="http://www.scn.org/civic/crisis/communications.html">http://www.scn.org/civic/crisis/communications.html</a> |
| Sexual Assault/Domestic Violence          | <ul style="list-style-type: none"> <li>Information about resources available to people about sexual assault and domestic violence.</li> </ul>                                                                                                                            | <a href="http://www.scn.org/civic/crisis/assault.html">http://www.scn.org/civic/crisis/assault.html</a>               |
| Homeless Womens Network                   | <ul style="list-style-type: none"> <li>Homepage for the Homeless Women's Network.</li> </ul>                                                                                                                                                                             | <a href="http://www.speakeasy.org/hwn/">http://www.speakeasy.org/hwn/</a>                                             |
| Homeless Womens Network Mission Statement | <ul style="list-style-type: none"> <li>The mission statement of the Homeless Women's Network: "empowering women and youth to overcome the limitations of homelessness and</li> </ul>                                                                                     | <a href="http://www.speakeasy.org/hwn/hwn_mission.html">http://www.speakeasy.org/hwn/hwn_mission.html</a>             |

|                                                    |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                             |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Resources for Women                                | <p>poverty.”</p> <ul style="list-style-type: none"> <li>• A one stop place to find resources in the Seattle area of relevance to homeless women.</li> </ul>                                                                                                                                                                        | <a href="http://www.pan.ci.seattle.wa.us/hwn/">http://www.pan.ci.seattle.wa.us/hwn/</a>                                                     |
| STEP: Searching for Training & Employment Programs | <ul style="list-style-type: none"> <li>• The homepage for STEP (Searching for Training and Employment Programs). Organized into 4 categories of information: resources, calendar, links, and special features.</li> </ul>                                                                                                          | <a href="http://www.ci.seattle.wa.us/business/step/">http://www.ci.seattle.wa.us/business/step/</a>                                         |
| Seattle Jobs Initiative & the Community Network    | <ul style="list-style-type: none"> <li>• Information about the Seattle Jobs Initiative and the Community Network.</li> </ul>                                                                                                                                                                                                       | <a href="http://www.ci.seattle.wa.us/business/step/special_feature.html">http://www.ci.seattle.wa.us/business/step/special_feature.html</a> |
| Links                                              | <ul style="list-style-type: none"> <li>• A database of links to employment and training resources. Organized into categories: Job Listings in Washington State, Job Listings Nationwide, Career Planning, places to post resumes, resume assistance, and job training information.</li> </ul>                                      | <a href="http://www.ci.seattle.wa.us/business/step/links.htm">http://www.ci.seattle.wa.us/business/step/links.htm</a>                       |
| Calendar                                           | <ul style="list-style-type: none"> <li>• A calendar of workshops, classes and events of interest to those trying to find employment.</li> </ul>                                                                                                                                                                                    | <a href="http://www.ci.seattle.wa.us/business/step/calndr.html">http://www.ci.seattle.wa.us/business/step/calndr.html</a>                   |
| Seattle Crisis Resource Directory                  | <ul style="list-style-type: none"> <li>• The Seattle Community Network's Crisis Directory. Provides resources organized by several categories: Health (Physical and Mental), Human Services, Material Necessities (Food and Housing), Response to Violence, Education, Employment, Legal, Organizing and Miscellaneous.</li> </ul> | <a href="http://www.scn.org/civic/crisis">http://www.scn.org/civic/crisis</a>                                                               |
| Education                                          | <ul style="list-style-type: none"> <li>• The Seattle Community Network's Education page (see Appendix A for contents).</li> </ul>                                                                                                                                                                                                  | <a href="http://www.scn.org/edu">http://www.scn.org/edu</a>                                                                                 |
| King County Literary Coalition                     | <ul style="list-style-type: none"> <li>• Information about the King County Literacy Coalition.</li> </ul>                                                                                                                                                                                                                          | <a href="http://www.scn.org/ip/kclc/kclc.html">http://www.scn.org/ip/kclc/kclc.html</a>                                                     |

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| The Women's Building   | <ul style="list-style-type: none"> <li>• Information about the Women's Building organization.</li> </ul>                                 | <a href="http://www.scn.org/people/womensbldg/">http://www.scn.org/people/womensbldg/</a>     |
| Women Owned Businesses | <ul style="list-style-type: none"> <li>• An alphabetical list of businesses in the Seattle area that are owned by women.</li> </ul>      | <a href="http://www.scn.org/people/services.html">http://www.scn.org/people/services.html</a> |
| Women's Programs       | <ul style="list-style-type: none"> <li>• Information about women's programs offered by the Seattle Central Community College.</li> </ul> | <a href="http://www.sccd.ctc.edu/~msuth/">http://www.sccd.ctc.edu/~msuth/</a>                 |

*Figure 17: Character One Exploration of the Seattle Community Network*

| <b>CHARACTER TWO</b><br><b>EXPLORATION OF THE SEATTLE COMMUNITY NETWORK</b> |                                                                                                                                                                                                                                                                                                                             |                                                                                                                   |
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| <u>SITE NAME</u>                                                            | <u>SITE CONTENT DESCRIPTION</u>                                                                                                                                                                                                                                                                                             | <u>SITE ADDRESS</u>                                                                                               |
| Seattle Community Network Neighborhoods                                     | <ul style="list-style-type: none"> <li>• Homepage for the Seattle Community Network</li> <li>• The Seattle Community Network's Neighborhoods page, contains links to many Seattle area neighbourhoods.</li> </ul>                                                                                                           |                                                                                                                   |
| The Artists Republic of Fremont                                             | <ul style="list-style-type: none"> <li>• The homepage for the Fremont neighborhood. Contains links to 3 categories of information: neighborhood organizations, neighborhood commerce, miscellaneous fremont. Also links to information about FCC Sponsored meetings and news about Fred Meyer coming to Fremont.</li> </ul> | <a href="http://www.scn.org/fremont">http://www.scn.org/fremont</a>                                               |
| FCC Sponsored Meetings                                                      | <ul style="list-style-type: none"> <li>• Information about upcoming meetings of community/neighborhood interest.</li> </ul>                                                                                                                                                                                                 | <a href="http://www.scn.org/fremont/fcc/meetings(feb).html">http://www.scn.org/fremont/fcc/meetings(feb).html</a> |

News About Fred Meyer coming to Fremont

- A copy of a story from the Seattle Times about plans to build a Fred Meyer store in the Fremont neighborhood.

[http://www.seattletimes.com/news/business/html/98/alfred\\_022098.html](http://www.seattletimes.com/news/business/html/98/alfred_022098.html)

Neighbourhood Organizations

- Links to Fremont neighborhood organizations including: B.F. Day School, Fremont Arts Council, Fremont Baptist Church, Fremont Chamber of Commerce, Fremont Fair, Fremont Neighborhood Council, Fremont Public Association, Fremont Urban Neighborhood Coalition, History House, Lake Washington Rowing Club, Pacific Crest School, Seattle Engine Company Number 9, Fremont Time and the Center for Sustainable Community's study of Fremont Time and Fremont Power.

<http://www.scn.org/fremont/org.html>

Fremont Neighbourhood Council

- Information about meeting times and contacts of the Fremont Neighborhood Council.

<http://www.scn.org/fremont/fnc/index.html>

Fremont Public Association

- Information about the Fremont Public Association, an association that "works to achieve a just and caring community free from poverty, prejudice and neglect by developing creative and effective responses to the needs of disadvantaged people; providing human services in a manner that promotes human dignity; and advocating for policies and infrastructure that increase opportunities and resources for all people in need."

<http://www.fremont.public.org/>

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| Fremont Urban Neighbourhood Coalition | <ul style="list-style-type: none"> <li>• Information about the Fremont Urban Neighborhood Coalition, the City's Neighborhood Planning Program.</li> </ul>                                                                                                                                           | <a href="http://www.scn.org/fremont/func">http://www.scn.org/fremont/func</a>                                           |
| What is FUNC?                         | <ul style="list-style-type: none"> <li>• A table of contents to Fremont Urban Neighborhood Coalition information including: What is FUNC?; FUNC Vision Statement; Phase II Scope of Work; Phase I Summary; FUNC Archive; the Current Board of Directors; and contact information.</li> </ul>        | <a href="http://www.scn.org/fremont/func/funcis.html">http://www.scn.org/fremont/func/funcis.html</a>                   |
| FUNC Mission Statement                | <ul style="list-style-type: none"> <li>• The mission statement for the planning process.</li> </ul>                                                                                                                                                                                                 | <a href="http://www.scn.org/fremont/func/whatisfunc.html">http://www.scn.org/fremont/func/whatisfunc.html</a>           |
| Phase II Scope of Work                | <ul style="list-style-type: none"> <li>• A Table of Contents for Phase II work of the FUNC planning process.</li> </ul>                                                                                                                                                                             | <a href="http://www.scn.org/fremont/func/phase_2.html">http://www.scn.org/fremont/func/phase_2.html</a>                 |
| FUNC Summary of Phase I               | <ul style="list-style-type: none"> <li>• A Table of Contents for Phase I of the FUNC planning process document.</li> </ul>                                                                                                                                                                          | <a href="http://www.scn.org/fremont/func/phase1a/phase1a.html">http://www.scn.org/fremont/func/phase1a/phase1a.html</a> |
| Introduction                          | <ul style="list-style-type: none"> <li>• Introduces the neighborhood planning process for Fremont and describes its background (the City of Seattle Comprehensive Plan).</li> </ul>                                                                                                                 | <a href="http://www.scn.org/fremont/func/phase1a/intro.html">http://www.scn.org/fremont/func/phase1a/intro.html</a>     |
| Fremont Planning History              | <ul style="list-style-type: none"> <li>• Provides a brief history of planning projects in Fremont.</li> </ul>                                                                                                                                                                                       | <a href="http://www.scn.org/fremont/func/phase1a/history.html">http://www.scn.org/fremont/func/phase1a/history.html</a> |
| "Visualize Fremont"                   | <ul style="list-style-type: none"> <li>• Information about the 1995 community planning event sponsored by the Fremont Neighborhood Council called "Visualize Fremont." Findings from this public process event.</li> </ul>                                                                          | <a href="http://www.scn.org/fremont/func/archive/vis.html">http://www.scn.org/fremont/func/archive/vis.html</a>         |
| Key Issues                            | <ul style="list-style-type: none"> <li>• A summary of community likes and dislikes about the Fremont neighborhood. Information was obtained through a public consultation process that included a survey, information groups, event, and personal interviews. Key likes: arts, community</li> </ul> | <a href="http://www.scn.org/fremont/func/phase1a/issues.html">http://www.scn.org/fremont/func/phase1a/issues.html</a>   |

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| <p><b>FUNC Stakeholders and Activities</b></p> | <p>oriented businesses, sense of community. Key issues: traffic, open space/green space, housing, crime prevention.</p> <ul style="list-style-type: none"> <li>• A more in depth description of the above noted public consultation process, delineating key issues by public process component.</li> </ul>                                                                                                                 | <p><a href="http://www.scn.org/fremont/func/phase1a/stake.html">http://www.scn.org/fremont/func/phase1a/stake.html</a></p>           |
| <p><b>Planning Boundaries</b></p>              | <ul style="list-style-type: none"> <li>• Written description of the Fremont Neighborhood planning area.</li> </ul>                                                                                                                                                                                                                                                                                                          | <p><a href="http://www.scn.org/fremont/func/phase1a/boundaries.html">http://www.scn.org/fremont/func/phase1a/boundaries.html</a></p> |
| <p><b>Vision Statement</b></p>                 | <ul style="list-style-type: none"> <li>• Vision statement for the Fremont Neighborhood. Developed using community input from public consultation process.</li> </ul>                                                                                                                                                                                                                                                        | <p><a href="http://www.scn.org/fremont/func/phase1a/vision.html">http://www.scn.org/fremont/func/phase1a/vision.html</a></p>         |
| <p><b>Next Steps</b></p>                       | <ul style="list-style-type: none"> <li>• An announcement about the last community wide event for Phase 1 of the Fremont neighborhood planning process.</li> </ul>                                                                                                                                                                                                                                                           | <p><a href="http://www.scn.org/fremont/func/phase1a/next.html">http://www.scn.org/fremont/func/phase1a/next.html</a></p>             |
| <p><b>Community Survey</b></p>                 | <ul style="list-style-type: none"> <li>• A copy of the survey sent to all Fremont residents as a part of the public consultation process for Phase I of the neighborhood planning process.</li> </ul>                                                                                                                                                                                                                       | <p><a href="http://www.scn.org/fremont/func/phase1a/1st_survey.html">http://www.scn.org/fremont/func/phase1a/1st_survey.html</a></p> |
| <p><b>Current Board of Directors</b></p>       | <ul style="list-style-type: none"> <li>• List of Fremont Urban Neighborhood Coalition Board of Directors.</li> </ul>                                                                                                                                                                                                                                                                                                        | <p><a href="http://www.scn.org/fremont/func/board.html">http://www.scn.org/fremont/func/board.html</a></p>                           |
| <p><b>Fremont Public Association</b></p>       | <ul style="list-style-type: none"> <li>• Information about the Fremont Public Association, an association that “works to achieve a just and caring community free from poverty, prejudice and neglect by developing creative and effective responses to the needs of disadvantaged people; providing human services in a manner that promotes human dignity; and advocating for policies and infrastructure that</li> </ul> | <p><a href="http://www.fremontpublic.org/">http://www.fremontpublic.org/</a></p>                                                     |

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| Advocacy                    | <p>increase opportunities and resources for all people in need.”</p> <ul style="list-style-type: none"> <li>• Information about the Fremont Public Association’s Advocacy Programs. Programs include: Washington Welfare Reform Coalition; Fair Budget, Family Assistance; King County Long-Term Ombudsman Program.</li> </ul> | <a href="http://www.fremontpublic.org/advocacy.html">http://www.fremontpublic.org/advocacy.html</a>                 |
| Fremont Chamber of Commerce | <ul style="list-style-type: none"> <li>• Homepage for the Fremont Chamber of Commerce. Site ncludes a membership form, resources, useful phone numbers and meeting announcements.</li> </ul>                                                                                                                                   | <a href="http://www.scn.org/fremont/fcc/">http://www.scn.org/fremont/fcc/</a>                                       |
| Resources                   | <ul style="list-style-type: none"> <li>• A list of business resources sponsored by the Fremont Chamber of Commerce.</li> </ul>                                                                                                                                                                                                 | <a href="http://www.scn.org/fremont/fcc/sbresources.html">http://www.scn.org/fremont/fcc/sbresources.html</a>       |
| Fremont Fair                | <ul style="list-style-type: none"> <li>• Information about the Fremont 25<sup>th</sup> anniversary fair.</li> </ul>                                                                                                                                                                                                            | <a href="http://www.halcyon.com/freefair/">http://www.halcyon.com/freefair/</a>                                     |
| History House               | <ul style="list-style-type: none"> <li>• Information about a project to celebrate the history of Seattle area neighborhoods.</li> </ul>                                                                                                                                                                                        | <a href="http://www.scn.org/fremont/historyhouse/index.html">http://www.scn.org/fremont/historyhouse/index.html</a> |
| Fremont Time                | <ul style="list-style-type: none"> <li>• Homepage for Fremont Time, a “people to people resource network that supports and coordinates the exchange of services among residents in Fremont and surrounding neighborhoods.”</li> </ul>                                                                                          | <a href="http://www.scn.org/fremont/time">http://www.scn.org/fremont/time</a>                                       |
| Mission                     | <ul style="list-style-type: none"> <li>• The mission of the Fremont Time initiative: to build relationships, celebrate diversity, share the gifts of residents, increase access to services and resources for all in the community.”</li> </ul>                                                                                | <a href="http://www.scn.org/fremont/time/mission.html">http://www.scn.org/fremont/time/mission.html</a>             |
| History                     | <ul style="list-style-type: none"> <li>• History of the Fremont Time initiative.</li> </ul>                                                                                                                                                                                                                                    | <a href="http://www.scn.org/fremont/time/history.html">http://www.scn.org/fremont/time/history.html</a>             |
| Membership                  | <ul style="list-style-type: none"> <li>• Information about how to become a member of the Fremont Time initiative.</li> </ul>                                                                                                                                                                                                   | <a href="http://www.scn.org/fremont/time/member.html">http://www.scn.org/fremont/time/member.html</a>               |

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| Operation                     | <ul style="list-style-type: none"> <li>Information about how the Fremont Time initiative operates: personnel, membership, mentor relationships, the exchange process, internal communications, promotions and public relations, the board of directors, and future plans.</li> </ul> | <a href="http://www.scn.org/fremont/time/operations.html">http://www.scn.org/fremont/time/operations.html</a>     |
| Neighbourhood Commerce        | <ul style="list-style-type: none"> <li>The homepage for Fremont Commerce. Contains links to a variety of area businesses.</li> </ul>                                                                                                                                                 | <a href="http://www.scn.org/fremont/biz/index.html">http://www.scn.org/fremont/biz/index.html</a>                 |
| Miscellaneous Fremont         | <ul style="list-style-type: none"> <li>The homepage for Fremont Miscellaneous Links.</li> </ul>                                                                                                                                                                                      | <a href="http://www.scn.org/fremont/frendl.html">http://www.scn.org/fremont/frendl.html</a>                       |
| Bus Route Information         | <ul style="list-style-type: none"> <li>One of the links from the Fremont Miscellaneous homepage, provides bus information for Fremont area routes.</li> </ul>                                                                                                                        | <a href="http://www.scn.org/remont/misc/bus.html">http://www.scn.org/remont/misc/bus.html</a>                     |
| Fremont Commerce              | <ul style="list-style-type: none"> <li>One of the links from the Fremont Miscellaneous homepage, provides a series of links to Fremont area businesses.</li> </ul>                                                                                                                   | <a href="http://www.fremont.com/">http://www.fremont.com/</a>                                                     |
| Dining                        | <ul style="list-style-type: none"> <li>Link from the Fremont Commerce homepage about restaurants in Fremont.</li> </ul>                                                                                                                                                              | <a href="http://www.fremont.com/">http://www.fremont.com/</a>                                                     |
| Coffee                        | <ul style="list-style-type: none"> <li>Link from the Fremont Commerce homepage about coffee houses in Fremont</li> </ul>                                                                                                                                                             | <a href="http://www.fremont.com/">http://www.fremont.com/</a>                                                     |
| Services                      | <ul style="list-style-type: none"> <li>Link from the Fremont Commerce homepage about services in Fremont</li> </ul>                                                                                                                                                                  | <a href="http://www.fremont.com/">http://www.fremont.com/</a>                                                     |
| Shopping                      | <ul style="list-style-type: none"> <li>Link from the Fremont Commerce homepage about places to shop in Fremont</li> </ul>                                                                                                                                                            | <a href="http://www.fremont.com/">http://www.fremont.com/</a>                                                     |
| Arts                          | <ul style="list-style-type: none"> <li>Link from the Fremont Commerce homepage about the arts in Fremont</li> </ul>                                                                                                                                                                  | <a href="http://www.fremont.com/">http://www.fremont.com/</a>                                                     |
| Fremont Butcher Papers        | <ul style="list-style-type: none"> <li>Link from the Fremont Miscellaneous homepage to an internet based newspaper about Fremont.</li> </ul>                                                                                                                                         | <a href="http://www.fremont.com/butcher/index.html">http://www.fremont.com/butcher/index.html</a>                 |
| Secret Corps Fremont Homepage | <ul style="list-style-type: none"> <li>Fremont site linked to the Seattle Emerald City site.</li> </ul>                                                                                                                                                                              | <a href="http://www.seattle.net/General/hoods/fremont.html">http://www.seattle.net/General/hoods/fremont.html</a> |



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| Fremont Community Groups     | <ul style="list-style-type: none"> <li>• A list of community groups in Fremont. Linked to the Fremont Planning Coalition site.</li> </ul>                                                                                 | <a href="http://www.scn.org/fremont/fpc/what.html">http://www.scn.org/fremont/fpc/what.html</a>                           |
| Fremont Centre Beer Universe | <ul style="list-style-type: none"> <li>• A news story about the beer drinking and making culture of Fremont.</li> </ul>                                                                                                   | <a href="http://www.celebrator.com/celebrator/9410/NbyNW.html">http://www.celebrator.com/celebrator/9410/NbyNW.html</a>   |
| Seattle Squares Fremont Page | <ul style="list-style-type: none"> <li>• A link from the Seattle Square site about Fremont. Includes a virtual streetscape of Fremont to walk through and experience the area.</li> </ul>                                 | <a href="http://www.seattlesquare.com/fremont1.htm">http://www.seattlesquare.com/fremont1.htm</a>                         |
| Fremont Troll                | <ul style="list-style-type: none"> <li>• A site about one of the Fremont neighborhood's icons, the Fremont Troll.</li> </ul>                                                                                              | <a href="http://www.tidbits.com/photos/troll">http://www.tidbits.com/photos/troll</a>                                     |
| Another Fremont Web Site     | <ul style="list-style-type: none"> <li>• A Fremont web site linked to the Seattle Web Homepage. Contains an electronic walking tour of Fremont, a gallery of Fremont art, and a list of Fremont social events.</li> </ul> | <a href="http://www.seattleweb.com/cities/fremont/fremont.html">http://www.seattleweb.com/cities/fremont/fremont.html</a> |
| Walking Tour                 | <ul style="list-style-type: none"> <li>• An electronic walking tour of Fremont.</li> </ul>                                                                                                                                | <a href="http://www.seattleweb.com/cities/fremont/walking.html">http://www.seattleweb.com/cities/fremont/walking.html</a> |

*Figure 18: Character Two Exploration of the Seattle Community Network*

| <b>CHARACTER THREE</b>                              |                                                                                                                                                              |                                                                                                                                           |
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| <b>EXPLORATION OF THE SEATTLE COMMUNITY NETWORK</b> |                                                                                                                                                              |                                                                                                                                           |
| <u>SITE NAME</u>                                    | <u>SITE CONTENT DESCRIPTION</u>                                                                                                                              | <u>SITE ADDRESS</u>                                                                                                                       |
| SCN Activism                                        | <ul style="list-style-type: none"> <li>• List of activism related resources on the SCN (see Appendix A for a detailed listing of these resources)</li> </ul> | <a href="http://www.scn.org/activism">http://www.scn.org/activism</a>                                                                     |
| The Web Active Directory Topic Index                | <ul style="list-style-type: none"> <li>• A database of activism resources sponsored by Web Active.</li> </ul>                                                | <a href="http://www.webactive.com/webactive/directory/topic-index.html">http://www.webactive.com/webactive/directory/topic-index.html</a> |

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| The Web Active Directory Topic Index: Bisexual, Gay, Lesbian | <ul style="list-style-type: none"> <li>• Web Active's list of resources on the topic of Bisexual, Gay and Lesbian people. Contains miscellaneous resources such as references to magazines, organizations, autobiographies. A comprehensive site (12 pages), but not organized in any particular order, other than alphabetical order.</li> </ul> | <a href="http://www.webactive.com/webactive/cgi-bin/wn/adirsearch?Bisexual+Gay+Lesbian">http://www.webactive.com/webactive/cgi-bin/wn/adirsearch?Bisexual+Gay+Lesbian</a> |
| And Justice for All                                          | <ul style="list-style-type: none"> <li>• Home page for the organization called And Justice For All.</li> </ul>                                                                                                                                                                                                                                    | <a href="http://www.qrd.org/www/orgs/aja/">http://www.qrd.org/www/orgs/aja/</a>                                                                                           |
| And Justice for All Mission Statement                        | <ul style="list-style-type: none"> <li>• This page states the mission statement for the organization: "achieving equality without regard to sexual orientation," "raising the visibility of heterosexuals in the gay, lesbian, bisexual and transgender rights movement."</li> </ul>                                                              | <a href="http://www.qrd.org/www/orgs/aja/mission.html">http://www.qrd.org/www/orgs/aja/mission.html</a>                                                                   |
| And Justice for All: Plan of Action                          | <ul style="list-style-type: none"> <li>• Action plan for how organization goes about working towards its mission on 3 fronts: university campuses, the Internet, public festivals/celebrations</li> </ul>                                                                                                                                         | <a href="http://www.qrd.org/www/orgs/aja/plan.html">http://www.qrd.org/www/orgs/aja/plan.html</a>                                                                         |
| And Justice for All:                                         | <ul style="list-style-type: none"> <li>• Organization contact</li> </ul>                                                                                                                                                                                                                                                                          | <a href="http://www.qrd.org/">http://www.qrd.org/</a>                                                                                                                     |

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|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| How to Contact Us                        | information.                                                                                                                                                                                                                                                                                                                                             | <a href="http://www/orgs/aja/contact.html">www/orgs/aja/contact.html</a>                                |
| And Justice for All: Membership Form     | <ul style="list-style-type: none"> <li>• Membership form for organization.</li> </ul>                                                                                                                                                                                                                                                                    | <a href="http://www.qrd.org/www/orgs/aja/member.html">http://www.qrd.org/www/orgs/aja/member.html</a>   |
| And Justice for All: Press Releases      | <ul style="list-style-type: none"> <li>• Press releases about the organization's activities.</li> </ul>                                                                                                                                                                                                                                                  | <a href="http://www.qrd.org/www/orgs/aja/">http://www.qrd.org/www/orgs/aja/</a>                         |
| And Justice for All: L/G/B/Ts on the WWW | <ul style="list-style-type: none"> <li>• List of other sites potentially of interest to lesbian, gay, bisexual, or transgendered people organized into topics: national, regional, media, legal &amp; political, AIDS/HIV, international, college organizations, online services, campaigns &amp; events, transgender, &amp; other resources.</li> </ul> | <a href="http://www.qrd.org/www/orgs/aja/">http://www.qrd.org/www/orgs/aja/</a>                         |
| Regional Organizations and Resources     | <ul style="list-style-type: none"> <li>• Lists of organizations and resources available to people who are lesbian, gay, bisexual, or transgendered by geographic region.</li> </ul>                                                                                                                                                                      | <a href="http://www.qrd.org/www/orgs/aja/regional.htm">http://www.qrd.org/www/orgs/aja/regional.htm</a> |
| Legal and Political Resources            | <ul style="list-style-type: none"> <li>• List of legal and political organizations and resources of interest to people who are lesbian, gay, bisexual, or transgendered.</li> </ul>                                                                                                                                                                      | <a href="http://www.qrd.org/www/orgs/aja/legal.htm">http://www.qrd.org/www/orgs/aja/legal.htm</a>       |
| Gay Workplace Issues                     | <ul style="list-style-type: none"> <li>• One of the sites linked to the above noted Legal and Political Resources site. Contains links to groups available to gay professionals for career networking and assistance, organizations that may be able to help with work place activism,</li> </ul>                                                        | <a href="http://www.nyu.edu/pages/sls/gaywork/">http://www.nyu.edu/pages/sls/gaywork/</a>               |

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| Non-Discrimination Law: Private Sector                                              | <p>company policies on gay workplace issues, government policies and gay workplace issues, university policies on gay workplace issues, &amp; other related links such as relevant publications &amp; newsgroups on gay workplace issues.</p> <ul style="list-style-type: none"> <li>• One of the sites linked to the above noted Gay Workplace Issues. Provides an inventory of cities that have laws against discrimination against gay people in the private sector (Seattle is not one of them)</li> </ul> | <a href="http://www.nyu.edu/pages/sls/gaywork/municip.html">http://www.nyu.edu/pages/sls/gaywork/municip.html</a>       |
| Publications on Gay Workplace Issues                                                | <ul style="list-style-type: none"> <li>• One of the sites linked to the above noted Gay Workplace Issues. Provides links to publications on gay workplace issues organized by general interest books, autobiographies, book excerpts and articles, theses, and magazines and journals.</li> </ul>                                                                                                                                                                                                              | <a href="http://www.nyu.edu/pages/sls/gaywork/publicat.html">http://www.nyu.edu/pages/sls/gaywork/publicat.html</a>     |
| Publications on Gay Workplace Issues: Theses                                        | <ul style="list-style-type: none"> <li>• One of the sites linked to the above noted site Publications on Gay Workplace Issues. An alphabetical list of 20 theses on the topic.</li> </ul>                                                                                                                                                                                                                                                                                                                      | <a href="http://www.nyu.edu/pages/sls/gaywork/theses.html">http://www.nyu.edu/pages/sls/gaywork/theses.html</a>         |
| Publications on Gay Workplace Issues: Book Excerpts, Newspaper and Journal Articles | <ul style="list-style-type: none"> <li>• One of the sites linked to the above noted Publications on Gay Workplace Issues site. An alphabetical list of books and articles on the topic.</li> </ul>                                                                                                                                                                                                                                                                                                             | <a href="http://www.nyu.edu/pages/sls/gaywork/articles.html">http://www.nyu.edu/pages/sls/gaywork/articles.html</a>     |
| Gay Workplace Issues: E-mail Lists & Usenet Groups on Gay Workplace Issues          | <ul style="list-style-type: none"> <li>• One of the sites linked to the Gay Workplace Issues site. Contains links to lists of newsgroups on the list as well as direct links to a few newsgroups.</li> </ul>                                                                                                                                                                                                                                                                                                   | <a href="http://www.nyu.edu/pages/sls/gaywork/newsgroups.html">http://www.nyu.edu/pages/sls/gaywork/newsgroups.html</a> |

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| Gay Workplace Issues:<br>Sources of News About<br>Gay Workplace Issues     | <ul style="list-style-type: none"> <li>• One of the sites linked to the Gay Workplace Issues site. Contains information about other sources of news on gay workplace issues.</li> </ul>                                                                                                                                                              | <a href="http://www.nyu.edu/pages/sls/gaywork/newserv.html">http://www.nyu.edu/pages/sls/gaywork/newserv.html</a>               |
| Gay Workplace Issues:<br>Forums                                            | <ul style="list-style-type: none"> <li>• One of the sites linked to the Gay Workplace Issues site. Contains information about other "workplace boards" on America Online, CompuServe, Delphi, &amp; Prodigy (all commercial Internet access providers).</li> </ul>                                                                                   | <a href="http://www.nyu.edu/pages/sls/gaywork/gayserv.html">http://www.nyu.edu/pages/sls/gaywork/gayserv.html</a>               |
| Gay Workplace Issues:<br>Straight Jobs Gay Lives                           | <ul style="list-style-type: none"> <li>• One of the sites linked to the Gay Workplace Issues site. Information about a new book titled <u>Straight Jobs Gay Lives: Gay and Lesbian Professionals, the Harvard Business School, and the American Workplace</u>, about the careers and personal lives of gay and lesbian Harvard graduates.</li> </ul> | <a href="http://www.nyu.edu/pages/sls/sjgl/sjgl.html">http://www.nyu.edu/pages/sls/sjgl/sjgl.html</a>                           |
| Gay Workplace Issues:<br>Gay Businesses &<br>Professional<br>Organizations | <ul style="list-style-type: none"> <li>• Linked to the Gay Workplace Issues site. Provides information about gay friendly businesses and professional organizations. National organizations as well as organizations organized by state listed (there is a Seattle area association).</li> </ul>                                                     | <a href="http://www.nyu.edu/pages/sls/gaywork/gpo/html">http://www.nyu.edu/pages/sls/gaywork/gpo/html</a>                       |
| Legal & Political<br>Resources: GayLaw Net                                 | <ul style="list-style-type: none"> <li>• Linked to the Gay Workplace Issues site. Provides a place to ask questions about the law as it pertains to various issues of relevance to gay people. Organized into about 20 different topics.</li> </ul>                                                                                                  | <a href="http://www.geocities.com/WestHollywood/3181">http://www.geocities.com/WestHollywood/3181</a>                           |
| GayLaw Net:<br>Discrimination                                              | <ul style="list-style-type: none"> <li>• Linked to the GayLaw Net site. Provides legal information about</li> </ul>                                                                                                                                                                                                                                  | <a href="http://www.geocities.com/WestHollywood/3181/discrim.html">http://www.geocities.com/WestHollywood/3181/discrim.html</a> |

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| <p>Legal &amp; Political Resources: ACLU Freedom Network</p>                                                                                          | <p>discrimination as it relates to gay people in employment, accomodation, education, goods and services, the disposal of land, clubs, sport, sexual harassment.</p> <ul style="list-style-type: none"> <li>• Linked to the Gay Workplace Issues site. The site of the American Civil Liberties Union Freedom Network. Provides information about rights.</li> </ul> | <p><a href="http://www.aclu.org">http://www.aclu.org</a></p>                                                                                                                                                                |
| <p>ACLU Freedom Network: Lesbian &amp; Gay Rights<br/>Lesbian &amp; Gay Rights: ENDA/DOMA Collection</p>                                              | <ul style="list-style-type: none"> <li>• ACLU Freedom Network information about lesbian and gay rights.</li> <li>• ACLU Freedom Network information about its work on proposed legislation, the Employment Non-Discrimination Act (ENDA) and the Defense of Marriage Act (DOMA).</li> </ul>                                                                          | <p><a href="http://www.aclu.org/issues/gay/hmg1.html">http://www.aclu.org/issues/gay/hmg1.html</a></p> <p><a href="http://www.aclu.org/issues/gay/endamap.html">http://www.aclu.org/issues/gay/endamap.html</a></p>         |
| <p>ENDA/DOMA Collection: It Can Happen to You</p>                                                                                                     | <ul style="list-style-type: none"> <li>• Biographies of gay and lesbian people discriminated against in employment because of their sexuality.</li> </ul>                                                                                                                                                                                                            | <p><a href="http://www.aclu.org/issues/gay/gaystor.html">http://www.aclu.org/issues/gay/gaystor.html</a></p>                                                                                                                |
| <p>ENDA/DOMA Collection: ACLU Fact Sheet: ENDA<br/>ENDA/DOMA Collection: State Laws Protecting Lesbians and Gays against Workplace Discrimination</p> | <ul style="list-style-type: none"> <li>• Information about the proposed Employment Non Discrimination Act.</li> <li>• List of states and cities/counties with laws protecting lesbian and gay people from workplace discrimination (There is no state law in Washington, but Seattle does provide city legislation to this effect).</li> </ul>                       | <p><a href="http://www.aclu.org/issues/gay/endafact.html">http://www.aclu.org/issues/gay/endafact.html</a></p> <p><a href="http://www.aclu.org/issues/gay/gaylaws.html">http://www.aclu.org/issues/gay/gaylaws.html</a></p> |
| <p>ENDA/DOMA Collection: ACLU Testimony on ENDA<br/>ACLU Freedom Network: Workplace Rights</p>                                                        | <ul style="list-style-type: none"> <li>• The ACLU's testimony on the ENDA legislation proposal.</li> <li>• The ACLU's site on Workplace Rights. Contains an index of ACLU workplace rights materials, links to other</li> </ul>                                                                                                                                      | <p><a href="http://www.aclu.org/issues/gay/endatest.html">http://www.aclu.org/issues/gay/endatest.html</a></p> <p><a href="http://www.aclu.org/issues/worker/hmwr.html">http://www.aclu.org/issues/worker/hmwr.html</a></p> |

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| Workplace Rights: Civil Liberties on the Job             | <p>workplace rights resources, civil liberties on the job, and recent ACLU news on the rights of employees.</p> <ul style="list-style-type: none"> <li>• Information on the applicability of the American Constitution to the workplace (it applies to the public sector but not the private sector).</li> </ul>                                                                                                                   | <a href="http://www.aclu.org/issues/worker/iswr.html">http://www.aclu.org/issues/worker/iswr.html</a> |
| Workplace Rights: Index of ACLU                          | <ul style="list-style-type: none"> <li>• Contains links to ACLU briefing papers on the rights of employees, drug testing and the workplace, lie detector testing, recent court cases, etc.</li> </ul>                                                                                                                                                                                                                              | <a href="http://www.aclu.org/issues/worker/arwr.html">http://www.aclu.org/issues/worker/arwr.html</a> |
| Index of ACLU: Lifestyle Discrimination in the Workplace | <ul style="list-style-type: none"> <li>• Linked to the Index of ACLU Workplace Rights. Site contains questions and answers pertaining to the right to privacy in the workplace.</li> </ul>                                                                                                                                                                                                                                         | <a href="http://www.aclu.org/library/pbrl.html">http://www.aclu.org/library/pbrl.html</a>             |
| Democracy Works                                          | <ul style="list-style-type: none"> <li>• The site of Democracy Works, an organization devoted to promoting greater understanding and tolerance in America as well as a heightened awareness of threats to freedom of expression and civil liberties. The site has 7 major categories: culture, right watch, women and reproductive rights, environment, gay, lesbian and bisexual issues, education, and cyber-freedom.</li> </ul> | <a href="http://www.democracyworks.org">http://www.democracyworks.org</a>                             |
| Democracy Works: Gay, Lesbian, & Bisexual Issues         | <ul style="list-style-type: none"> <li>• Democracy Work's Gay, Lesbian, and Bisexual Issues site. Contains magazine style articles and a list of other pertinent resources and readings.</li> </ul>                                                                                                                                                                                                                                | <a href="http://www.democracyworks.org/gay.html">http://www.democracyworks.org/gay.html</a>           |
| Gay, Lesbian & Bisexual Issues:                          | <ul style="list-style-type: none"> <li>• A randomly organized compilation of readings and resources on various</li> </ul>                                                                                                                                                                                                                                                                                                          | <a href="http://www.democracyworks.org/gay.read.html">http://www.democracyworks.org/gay.read.html</a> |

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| <p>Readings and Resources</p> <p>Community Pages: People</p>        | <p>gay, lesbian, and bisexual issues.</p> <ul style="list-style-type: none"> <li>• The Seattle Community Network's People page. Contains links to resources organized by different categories including gay &amp; lesbian, seniors, social groups, teens, women.</li> </ul>                                                                        | <p><a href="http://www.scn.org/people">http://www.scn.org/people</a></p>                                                                       |
| <p>Lesbian, Gay Organizations: Seattle, regional &amp; national</p> | <ul style="list-style-type: none"> <li>• The Seattle Community Networks's site with information about Lesbian, Gay, and Transgender lifestyles</li> </ul>                                                                                                                                                                                          | <p><a href="http://www.scn.org/people/gay/seatlGay.html">http://www.scn.org/people/gay/seatlGay.html</a></p>                                   |
| <p>Seattle Region: Gay Friendly Businesses</p>                      | <ul style="list-style-type: none"> <li>• Links to lists of gay friendly businesses in the Seattle area organized by computer bulletin boards, lodging, services, bookstores, restaurants, bars and baths.</li> </ul>                                                                                                                               | <p><a href="http://www.scn.org/scripts/menus/l/gbts/bizz/businesses.menu">http://www.scn.org/scripts/menus/l/gbts/bizz/businesses.menu</a></p> |
| <p>Lesbian/Gay/Transgendered: Discussion Groups</p>                 | <ul style="list-style-type: none"> <li>• Links to newsgroups on lesbian, gay, and transgendered person issues by topic and geographic area.</li> </ul>                                                                                                                                                                                             | <p><a href="http://www.scn.org/people/gay/newsggrp.htm">http://www.scn.org/people/gay/newsggrp.htm</a></p>                                     |
| <p>Discussion Groups:scn.people.lgbt.gen</p>                        | <ul style="list-style-type: none"> <li>• Newsgroups for Seattle area lesbian, gay, bisexual, and transgendered people to communicate with each other (contains very few postings).</li> </ul>                                                                                                                                                      | <p><a href="http://www.scn.org/scripts/readnews?scn.people.lgbt.general">http://www.scn.org/scripts/readnews?scn.people.lgbt.general</a></p>   |
| <p>Civic: Washington Online Reemployment Kiosk</p>                  | <ul style="list-style-type: none"> <li>• Link from the Seattle Community Network's Civic page to the Washington State On-line Reemployment Kiosk. Contains labor market information, information about unemployment insurance, employers, job agency information and links to other news and publications of relevance to finding work.</li> </ul> | <p><a href="http://www.wa.gov/esd/employment.html">http://www.wa.gov/esd/employment.html</a></p>                                               |
| <p>People: The Disavowed</p>                                        | <ul style="list-style-type: none"> <li>• Link from the Seattle Community Network's People page to a site of</li> </ul>                                                                                                                                                                                                                             | <p><a href="http://www.scn.org/people/disavowed">http://www.scn.org/people/disavowed</a></p>                                                   |



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| <p>The Disavowed:<br/>Washington State<br/>Department of Labor &amp;<br/>Industries</p> | <p>interest to those people who are out of work. The site is the project of several Seattle area people who are out of work. It contains links to the Washington State Department of Labor and Industries, work related legal information and humor.</p> <ul style="list-style-type: none"><li>• The Washington State Department of Labor and Industries site.</li></ul> | <p><a href="http://www.wa.gov/Ini/">http://www.wa.gov/Ini/</a></p> |
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***Figure 19: Character Three Exploration of the Seattle Community Network***

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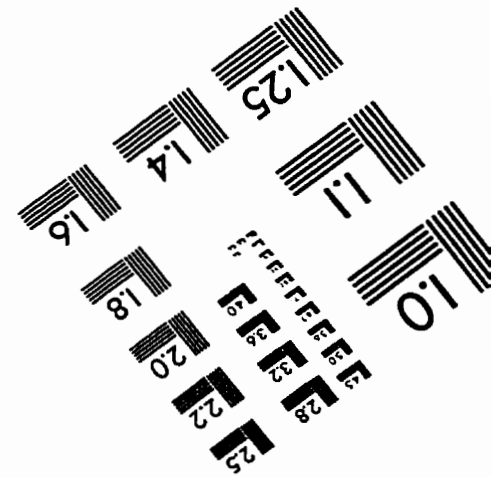
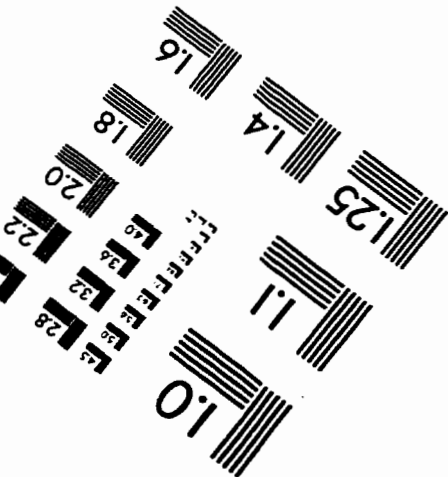
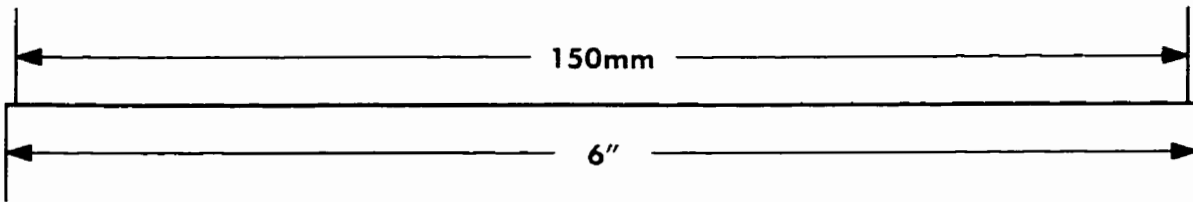
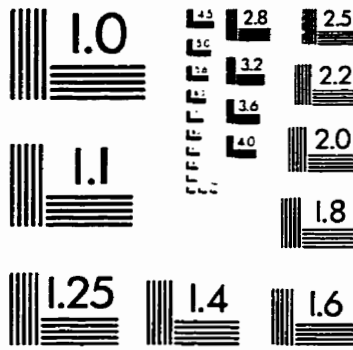
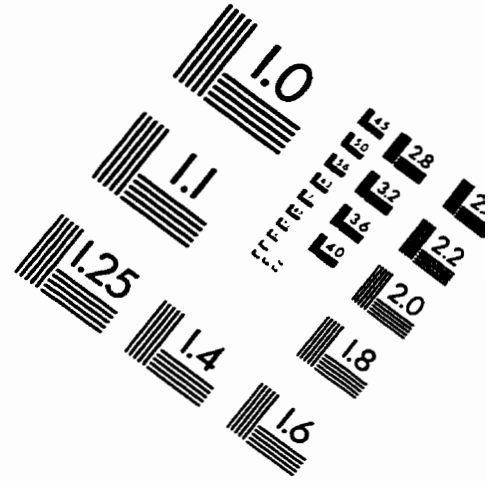
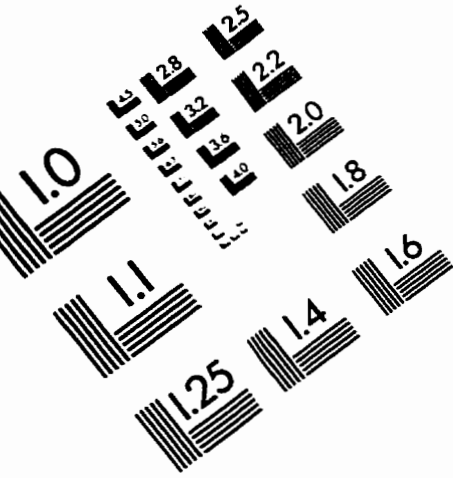
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**Note:**

I have tried to provide accurate electronic addresses for Internet sources. However, it is possible given the nature of the Internet that some of these addresses may have changed, or may no longer exist.



# IMAGE EVALUATION TEST TARGET (QA-3)



APPLIED IMAGE, Inc  
1653 East Main Street  
Rochester, NY 14609 USA  
Phone: 716/482-0300  
Fax: 716/288-5989

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