Dr. Marisa Zapata
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Class Time: Thursday 10:00 AM – 12:40 PM
Class Location: Urban 270
Office Hours: By appointment. To schedule an appointment with me, please visit my pdx google calendar, identify a free time, and send me a calendar invite. I will most likely say yes. If not, I will email you back and we can find a time.

Course Overview
This course examines principles, methods, and programs for giving explicit attention to the perspectives of communities in the development and implementation of public plans, policies, and programs. The class considers participation from the perspective of both the community member and the government. It examines the variety of processes and techniques for achieving participation goals and objectives.

Course Objectives
By the end of the course you should:

1) Understand the basic rationale for public participation and the implementation challenges involved
2) Identify the range of processes used in policy and plan making participation
3) Identify the range of tools being used in the public sector for engaging community members
4) Utilize one or more of these tools
5) Formulate and justify a plan for public involvement similar to those formulated by public sector actors and/or private planning consultants

Class Time
Consistent with a course about engagement, our meeting time will be participatory and dynamic. We will use class time to discuss readings, develop and practice skills, hear guest speakers, work on projects, and meet with clients. You must come to class prepared to work to get the most out of the class.
Texts and Readings

There is not a course textbook. All readings are posted on the course google drive (https://drive.google.com/drive/folders/0B-J5DZToI9u_VEYzSGprQ3I4UjA?usp=sharing) or web links provided below. Some lectures will draw heavily from unassigned readings and I will provide you with the citation in case you would like to learn more. As with any course, there are many more readings about any given topic in the class – just ask me and I will be delighted to share!

Assignments and Grades

Your final grade will be based on 3 assignments and course participation.

*Visiting a Religious Institution and Service:* (10%). The purpose of this assignment is to visit a religious institution that is unfamiliar to you. The goal of the assignment is to expose you to a religious practice where it occurs, not simply hearing about a religious practice through a university lecture about that religion. You should attend a worship service if permitted by the group. For the assignment, all you need to do is attend the service or session and write 250-500 about the experience, what you say, learned, or reflected about. You do not (and I discourage) need to take notes while you are there. Rather, I want you to just go and experience being with people different than yourselves.

*Racial and Ethnic Groups in Focus:* (20%). Planners face many barriers when working with communities of color, often of their own making. Many are so overwhelmed that they do not even know where to start. Every racial and ethnic in a particular place has unique needs and concerns. For this assignment you will pick a specific ethnic or racial group from a specific place and research how to best develop a productive relationship. What organizations would you reach out to? How are you going to determine?

*Participation Strategy Assessment:* (40%). In teams, you will evaluate a completed participation effort. The purpose of the assignment is to identify and describe the process used and learn from what worked and did not work from the perspective of the planning staff and participants. You will need to interview the planning staff member(s) involved in the project as well as people who participated in the project.

*Reading Quizzes:* (20%). Unfortunately, I have become acutely aware how little students are reading in graduate courses, both through my own observations and confirmation with alums. As a result, I am conducting 5 reading quizzes at the end of every other week starting in week 2 on Fridays. The quizzes will be open book and open note. They will be open for 24 hours starting at 8 AM on Friday morning. You will have one hour to complete them from the time that you begin. The five quizzes will vary in length and difficulty.

*Makeup assignments:* Even if you miss class for an excused reason, you will need to submit a reflection/reaction piece to the assigned readings. Should there not be readings assigned for the week, please let me know and we will discuss how you can make up the class.

Class Policies
Attendance: You are all adults and so you are free to choose whether (or not) to get the most out of your courses. I hope that you will feel compelled to attend and participate because you find the class interesting and engaging. I encourage you to actively participate in every class – meaning do not just attend class – in case you must miss a class. Please see the section on extensions regarding missing class due to an emergency; however, because missing any class equates missing a full week of the class, you will need to submit a reaction piece to the required readings for the week. Due to changes in federal regulations, I will need to take attendance all year.

Electronics: Students may use computers or tablets during class to take notes or look up additional information. However, should your computer use become disruptive to the class or it becomes apparent that you are not using the device for course related activities, I will ask you no longer bring the device to class.

Correspondence: I will make every effort to respond to emails sent to me during the week within 48 hours. Please do not email me via D2L; email me directly instead at mazapata@pdx.edu. Also, from time to time I will send emails to the class at your pdx.edu account; I expect that you will check that email account on a regular basis.

Extensions: Without penalty may be granted at the instructor’s discretion, under the following conditions: (a) a written (email) notification must be sent at least 24 hours prior to the due date; and (b) only with a compelling, unforeseen circumstance such as a family or health emergency.

Disability Accommodations: Students with documented and approved disabilities may be eligible for accommodations, which are collaborative arrangements between students, faculty, and the university’s Disability Resource Center [http://www.drc.pdx.edu/]. Students with accommodations approved through the DRC are responsible for contacting me prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately.

Inclusive Learning Environment: We will touch on tough topics throughout this course. Everyone enters the course with a wide range of identities, experiences, and ideas about how to work with people different than themselves. We also bring cultural norms about effective communication, emotional expression, and how learning should take place. We will always work to create an environment where people feel safe to share opinions and ask questions. We will also hold one another accountable for self-teaching where applicable. Please let me know if the tenor of discussions prevents you from sharing your viewpoints – we will work through it together!

Academic Dishonesty: Plagiarism and cheating are unacceptable and will not be tolerated. “Academic dishonesty,” according to Section 577-031-0136 of the PSU Student Code of Conduct, refers to as “the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts.” [http://www.pdx.edu/dos/codeofconduct] This encompasses both egregious acts of cheating like copying the answer to someone else’s exam, but also more mundane acts like lifting reference material from websites without attribution. Violations of the Student Code of Conduct such
as plagiarism will result in a zero grade for the assignment and could result in stronger, university-level sanctions. Don’t do it!!!!

I reserve the right to update the syllabus throughout the course.

Class Schedule

9/26 Week 1: Introduction to public participation


Any one of the following:

- http://www.alternet.org/civil-liberties/open-letter-my-white-male-facebook-friends?paging=off&current_page=1#bookmark
- http://soaw.org/index.php?option=com_content&view=article&id=482 (What is white supremacy)

Guest Speaker: Sara Wright, Bureau of Planning and Sustainability.

10/3 Week 2 – Designing a public participation strategy

This week will we talk about how to design a public participation strategy. What information do you need to create this strategy? What are the goals of the project for which you are planning the strategy? What data do you need? What are the potential challenges of the given project? We will start off more
conceptually this week and dive down into more details next week. The readings cover this week and
next, but should all be read before the start of this class meeting. Focus on areas of overlap.

Kelshaw and Gastil. When Citizens and Officeholders Meet. Part 1. Variations in the Key Elements of
Public Meetings.

Kelshaw and Gastil. When Citizens and Officeholders Meet: Part 2: A Typology of Face-to-Face Public
Meetings.

& Practice*. 5(4) pp. 419–436.

Participation, and Democracy: Can the People Govern*.


*Guest Speaker:* Danielle Brooks, Office of Equity and Human Rights, City of Portland
Ashely Horne, Office of Neighborhood Involvement, City of Portland (invited)

**Quiz 10/6**

10/10 Week 3- Participatory designs and techniques

We will continue our discussion about designing a participation strategy. After thinking about all of the
information we need to start designing the strategy, we shift to looking at the range of process options.
As we consider process options, new information needs arise, emphasizing the interplay in process
design. Lastly we will discuss the range of participation techniques.

Review the following example participation strategies:

Bay Area Rapid Transit. Public Participation Plan (plan only). Weblink only:

San Diego Association of Governments. Public Participation Plan (plan only): Weblink only:

10/17 Week 4 – Engaging Communities of Color

Alacron de Morris and Leistner. From Neighborhood Association System to Participatory Democracy:
Broadening and Deepening Public Involvement in Portland Oregon. *National Civic Review*. Volume 98,
Issue 2.


Everyday Democracy. 2008. *Focusing on Racial Equity as We Work*. Weblink only: [http://www.everydaydemocracy.org/resources/focusing-racial-equity-we-work#.VCzCA_ldWSO](http://www.everydaydemocracy.org/resources/focusing-racial-equity-we-work#.VCzCA_ldWSO)

**Assignment 1 Due Start of Class**

**Quiz 10/20**

10/24 Week 5 Facilitation and Focus Groups


University of Wisconsin. *Facilitator Tool Kit: A Guide for Helping Groups Get Results*. [http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf](http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf) **This reading focuses on facilitation as a tool for consensus. We will be discussing this component later in the quarter.**


**Guest Speaker: Kirstin Greene, EnviroIssues**

10/31 Week 6 Collaborative Planning


*Guest Panel: Multiple participants from A Home for Everyone collaborative governance process*

**Quiz 11/3**

**11/7 Week 7 – Stakeholder Assessment**


**11/14 Week 8 – Listening and plausibility**


Kahane, A. *Solving Tough Problems: A New Way of Listening*. Selected chapters.


**Assignment 2 Due Start of Class**

**Quiz 11/17**

11/21 Week 9 – Art and Engagement

Readings TBA

*Guest Stars*: Sharita Towne, Artist & Lisa K. Bates, PSU

**1/28 Week 10 – Engaging Youth**


Review the Multnomah Youth Commission website: [https://multco.us/multnomah-youth-commission](https://multco.us/multnomah-youth-commission).

*Guest speaker,* Andrea Marquez, City of Portland, Office of Neighborhood Involvement (Invited)

**Quiz 12/1**

**12/5 Week 11 (Finals Week)**

Group presentations of final projects

Final projects due Friday of finals week (12/8). Electronic Submission.