NOHAD A. TOULAN SCHOOL OF URBAN STUDIES & PLANNING
Portland State University

Participatory Planning (USP 550)
Fall 2019
3 Credits

Class Time: Tuesday 10:00 AM – 12:40 PM
Class Location: Urban 270
Office hours: 2:30 – 4:30 Tuesdays & Rotating day

Dr. Marisa Zapata
Office: 370H Urban Center
Phone: 503.725.2179
Email: mazapata@pdx.edu.

Office Hours: Tuesdays - 2:30-4:30. You may schedule a time during office hours (no more than 30 minutes) using my Google calendar. There will be at least one additional student appointment available during the week when I am in town. If you cannot meet with during those times, please check first with the teaching assistant for the class to see if they can assist you. Ms. Carnaroli will let me know if she has been unable to help you and we can find a time to meet. Please note that I receive a high volume of email. My calendar will show the days I am in USP. If you have not been able to find time to meet with me, please try calling me. I will do my best to respond to emails within 2 business days.

Teaching Assistant: Sarah Carnaroli (sarjon2@pdx.edu)

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/open?id=1AqzJc8JstvewwW3mtH5Mxo3FJadMKJqga) 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 1-2 must be submitted on paper. Quizzes will be on D2L. We will determine the submission format for assignment 3 later.

Assignments and Grades

Your final grade will be based on 3 assignments, 5 quizzes, and course participation. All assignments should be submitted in a professional format including your name, information about the assignment, titles, headings, page numbers, proofread, etc. Some of the directions will be less exact than others as you are learning to identify how to communicate your messages most effectively. I will let you know who the audience is for a given assignment or part of an assignment.

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 need to take notes while you are there (and I discourage it). Rather, I want you to just go and experience being with people different than yourselves. Note: If you have experienced discrimination, persecution, or any other maltreatment directly or within your family or community, and are not in a position to attend a religious service, please let me know and we can make other recommendations to fulfill the assignment (you do not need to provide details about what happened).

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 group 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 either evaluate a completed participation effort, or develop a strategy working with a community group. The purpose of the assignment is to
think through how to structure an “effective” or “successful” engagement process, driven by the goals of the organization. In both instances, you will interview either future or former participants to understand what they did get or hope to get out of a participatory process. You will focus interviews on process conveners. You will wrestle with the roles that diversity, equity, inclusion play(ed), if at all, and address whether a process can be described as effective or successful if inclusion and equity are not achieved.

*Reading Quizzes:* (20%). Unfortunately, I have become acutely aware of 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 from 8 AM on Friday morning – 5 PM on Monday afternoon. 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. You must determine how long the assignment should be.

**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 to missing a full week of the class, you will need to submit a reaction piece to the required readings for the week. *Note: Should you miss more than 3 classes for the quarter that are not excusable, you will automatically fail the course. Please contact me as soon as possible if you have a medical or familial emergency that may result in multiple absences so that we can work out a plan.*

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. The latest research shows that taking notes by hand (if you are able) promotes the best engagement with materials. *Note: You may not record my class in any manner except only specific situations (e.g., disability accommodations). You may not post things I say during class on social media. Should I find out this is happening, my approach to teaching the course will change radically.*

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 extensions may be granted at the instructor’s discretion, 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.

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!!!!

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. As in practice, we will struggle with how to hold equity at the core of our work while working with disagreeing viewpoints. We will work through discussions together!

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

Class Schedule

10/1 Week 1: Introduction to public participation


Coates. The First White President: The foundation of Donald Trump’s presidency is the negation of Barack Obama’s legacy from The Atlantic.


Any one of the following:

10/8 Week 2 – Designing a public participation strategy

This week we will 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.


Quiz 10/11

10/15 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: [https://www.bart.gov/sites/default/files/docs/Revised_BART_PPP_Final_7-8-11.pdf](https://www.bart.gov/sites/default/files/docs/Revised_BART_PPP_Final_7-8-11.pdf)


**10/22 Week 4 – Evaluating Participatory Planning & Stakeholder Analysis**


**Review PIAC & CIC Frameworks**

**Assignment 1 Due Start of Class**

**Quiz 10/25**

**10/29 Week 5 Engaging Communities of Color**


11/5 Week 6 Listening and plausibility


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


_Quiz 11/8_

11/12 Week 7 – Futures scenarios


_Assignment 2 Due Start of Class in hard copy format only._

11/19 Week 8 – Art and Engagement

_Quiz 11/22_

11/26 Week 9 – Learning from Practice: Case example from engaging with community residents

Readings TBD

12/3 Week 10 – Engaging Youth


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

_Quiz 12/6_
**Week 11 (Finals Week) 12/10 During regular class time**
Group presentations of final projects
Final projects due Friday 12/13 by 5 PM (format electronic).