

Theory and Practice of Public Participation
Fall 2018 – Regional Planning 630
Tuesday/Thursday 2:30 – 3:50
3 credits

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COURSE DESCRIPTION

Planners are increasingly challenged to design robust and inclusive processes for the participation of diverse communities in the decision-making process. This course will introduce students to the theory, techniques and challenges related to community engagement within the planning practice. Lectures and class discussions will review current theory and case studies, and critically evaluate public participation processes and methods. Students will acquire the foundations to develop an effective and inclusive participation strategy by understanding context and stakeholders, designing and implementing the procedure, analyzing and disseminating results, and evaluating outcomes.

This class was first organized by Prof. Flavia Montenegro-Menezes, and credit for the intellectual content of the syllabus goes to her. Inaccuracies no doubt are mine.

LEARNING OBJECTIVES

1. To develop a critical understanding of public participation with regard to policy contexts, practical questions and issues of exclusion;
2. To gain familiarity with a broad range of participatory methods and understanding of suitable applications;
3. To develop knowledge and skills to design, organize and implement a robust and inclusive participation processes;
4. To understand qualitative data analysis in order to make valid conclusions about community preferences from a community engagement process.
5. To clarify objectives for increasing and deepening cultural and social diversity in its many dimensions within community engagement efforts.

CLASS FORMAT

This class will run as seminar. Initiative and active participation in class discussion and projects are essential. There will also be exercises in community engagement evaluation and implementation that occur outside standard class times.

READINGS

There are no textbooks to purchase. This course will utilize a number of published scholarly articles and technical documents. These will be available in Moodle. All readings must be done before the class to enable discussion. Always be prepared to discuss readings in class; you may be asked to lead the discussion.

GENERAL COURSE POLICIES

Learning Environment:

We are all responsible for maintaining a classroom environment that is conducive to learning and discussion. In order to assure that we all have the opportunity to gain from time spent in class, you must be on time for class, actively engage in class activities, and respect each other's points of view.

Accommodation:

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

Academic Honesty:

It is expected that all graduate students will abide by the Graduate Student Honor Code and the Academic Honesty Policy (available at the Graduate Dean's Office, the Academic Honesty Office (Ombud's Office) or online at http://www.umass.edu/gradschool/handbook/univ_policies_regulations_a.htm). Sanctions for acts of dishonesty range from receiving a grade of F on the paper/exam/assignment or in the course, loss of funding, being placed on probation or suspension for a period of time, or being dismissed from the University. All students have the right of appeal through the Academic Honesty Board.

ASSIGNMENTS AND GRADING

Reading, class discussion, peer review & course participation	20%
Analysis of Public Meeting Process	10%
Project Part 1: Working Plan	5%
Project Part 2: Methodological Design	5%
Project Part 3: Implementation	15%
Project Part 4: Presentation of Results	5%
Group Final Report	20%
Individual Reflections Paper	20%

Overviews of the assignments are given below, and detailed instructions for assignments will available on the course Moodle website. All formal assignments are graded on a 100-point numerical scale. Five points for the first day late and one point per following days will be deducted for late assignments, unless prior arrangement is made. Grade ranges are as below.

A \geq 9.6	9.2 \leq A - $<$ 9.6
8.8 \leq B + $<$ 9.2	8.4 \leq B $<$ 8.8
8.0 \leq B - $<$ 8.4	7.6 \leq C+ $<$ 8.0
7.2 \leq C $<$ 7.6	6.8 \leq C- $<$ 7.2

D < 6.8	
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CLASS SCHEDULE: Please also see Moodle.

Sept 4: Introduction to the Course

Discussion topics: Course format, goals, requirements, and expectations.

Sept 6: Public Participation and Local Government

Readings: Head (2007); UN (2013); Brown & Kristiansen (2008); Bryson & Carroll (2002)

In-class activity: Definitions

Sept 11: Alternative Participatory Institutions: Porto Alegre's Participatory Budgeting

Readings: Menegat (2002); Aragonès & Sánchez-Pagés (2005); Baiocchi (2005); Baiocchi & Lerner (2007); Bräutigam (2004); Ganuza & Baiocchi (2012); Ganuza, Nez & Morales (2014); Garvin (2014); Koonings (2004); Lerner & Secondo (2012); Melgar (2014); Participatory Budgeting Project (2016); Su (2012), Wampler (2004)

Sept 13: Typologies of Participation

Readings: Cornwall (2008); Arnstein (1969); White (1996); Pretty et al. (1995); Rowe & Frewer (2005); Alsop & Heinsohn (2005)

Questions for discussion: Who are these authors? What are the author's main sources of information? What philosophical presuppositions underlie these authors' work? To what extent are the authors in agreement? How might you conceptualize the degrees of public participation from what you read?

In-class activity: Continuum of public involvement

Sept 18: Spaces of participation in the U.S.

Readings: Innes & Booher (2004); Portney & Berry (2010)

Sept 20: Public Meetings

Readings: NOAA 2010

Assignment due: Analysis of a public meeting process and suggested ways to improve it

Sept 25: Evaluating the Public Participation Process

Readings: Webler et al. (2001); King et al (1998); IAIA (2006) Evaluating the Engagement Process, Enserink et al. (2009); Laurian & Shaw (2008); Carr & Halvorsen (2001)

Sept 27: Designing a Community Engagement Strategy

Readings: Schmeer (1999); The Nature Conservancy (2000); Brugha & Zsuzsa (2000)

Assignment: Research case-studies in Community Engagement and bring one example to class for discussion.

Oct 2: Planning Tools

Readings: Cilliers & Timmermans (2014); Condon & Teed (2007); Einarsson & Ab (2009); Burns et al. (2012); Al- Kodmany (2001); Al-Kodmany (2002)

Oct 4: Survey Design and Interview Methods

Readings: Boyer & Stron (2012); Cape (2010); Fanning (2005); Leech (2002); Locander (2013); Presser et al. (2004)

Oct 9: No class (Monday schedule)

Oct 11 Community Engagement Strategy Design and Workshop Preparation

In-class Activity: Group work

Oct 16: No class (Studio presentations) Your attendance at the RP studio presentation is expected!

Oct 18: Stakeholder Analysis

Readings: Reed (2009); TNC (2000); Araujo and Bramwell (2009)

Readings: Boyer & Stron (2012); Cape (2010); Fanning (2005); Leech (2002); Locander (2013); Presser et al. (2004)

Assignment due October 19 on Moodle: Group Project Part 1: Scenario Description

Oct 23: Qualitative Data Analysis

Reading: Basit (2010); Grogan et al. (1995); Reed (2009); NC (2000)

Oct 25: Community Engagement Strategy Design and Workshop Preparation

In-class Activity: Group work

Assignment due October 26 on Moodle: Group Project Part 2: Methodological Design

Oct 30: Discuss Community Engagement Methods (1)

Student-run Workshop

Nov 1: Qualitative Data Analysis – NVivo Lab

Readings: See Moodle

Assignment: NVivo software loaded onto your computer or tested in computer lab

Nov 6: Community Engagement Methods (1)

Student-run Workshop

Nov 8: Community Engagement Methods (2)

Student-run Workshop

Assignment: Strategy Design

Nov 13: Community Engagement Methods (3)

Nov 15: Data Analysis

Nov 20 & 22: Thanksgiving

Nov 27: Reporting Results

Assignment: Community Engagement initiative reports; read ahead for next week

Nov 29: The Role of Planners

Readings: Albrechts (2003); Shipley & Utz (2012); Innes & Gruber (2005); Laurian & Shaw (2008); American Institute of Certified Planners (2005); Day (1997); Sandercock (2005); Susskind et al. (2010)

Dec 4: Student Presentations

In-class Activity: Engagement process findings and evaluation

Assignment due on Moodle: Final Presentation

Dec 6: Student Presentations

In-class Activity: Engagement process findings and evaluation

Dec 11: Conclusions

Assignment due on Moodle: Individual Paper and Group Reports due date: Dec 19

Public Meeting Process

The Massachusetts Open Meeting Law requires that all meetings to decide a public matter (at the state, county, and local levels) to be open to the public, and that notice of such meetings be publicly posted.

Search websites of towns in the area for their calendar and announcements about upcoming public meetings, and choose one meeting to attend and analyse. **Post on Moodle information about the meeting and town of your choice.**

In order to ensure that we have a good overview of public meetings in the region, the number of students will be limited to 3 per meeting.

Attend the meeting, and then prepare a 4 page paper identifying the issues at hand, who spoke and the meeting, what was argued by the different sides (if there were different sides), what was decided, how the public process was treated in general, what surprised you about it.

Community Engagement Project

STEP	DUE DATE	EXPECTATIONS
Working Plan	Oct 4	Draft Community Engagement Strategy Design Scenario and issue identification Draft Methodology - all the steps needed to conduct a suitable engagement process.
Methodological Design	Oct 18	Final Community Engagement Strategy Design Case-study description Overall Methodological Design Detailed Community Engagement Workshop
Implementation	Oct 25 - Nov 13	Community Engagement Workshop Implementation Apply the community engagement method selected Hand out all materials used to recruit and/or inform participants
Presentation of results	Dec 4	“Public” Presentation of findings Data analysis and interpretation Techniques for visualization and dissemination of results
Group Report	Dec 17	Culminating Assignment Part 1: In Groups The final group report must contain all the components above.
Individual Paper	Dec 17	Culminating Assignment Part 2: Individual Evaluation of the group process and critical analysis of participatory planning drawing from class discussions, readings, and personal experiences.

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