

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

Participatory Planning (USP 550) Fall 2023
3 Credits

Class Time: Wednesdays 4:40 AM – 7:10 PM

Class Location: Karl Miller Center | Room 390

Office hours: email or text to schedule in 30 minute increments

Brenda : 4:30 - 6:30 Tuesdays

Irene: 4:30 - 6:30 Thursdays

Irene Kim

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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 and will cover how participation intersects with diversity, equity, and inclusion. 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 including equitable and inclusive engagement
2. Identify the range of processes used in policy and plan making participation
3. Identify the range of tools being used in planning practice for engaging community members
4. Utilize one or more of these tools in a hypothetical planning process
5. Formulate and justify a plan for public involvement similar to those formulated by public sector actors and/or private planning consultants

Course Content

Week 1: Introduction to Public Participation

Meet your instructors and get to know each other. Discuss what public participation is and what it isn't. Understand the difference between public engagement and civic engagement. Review syllabus and assignments.

Assign: Engagement Critique (15%)

Week 2: Public Participation Strategy & Process

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.

Assign: Public Engagement Strategy: Outline, Plan, and Presentation (Total 45%)

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. We will also discuss the range of participation techniques including digital and in-person tools and approaches.

Guest speaker: Angie Martinez (City of Vancouver)

Assign: Equitable Engagement in Focus (15%)

Week 4: Equitable Engagement

Diversity, equity, and inclusion in engagement will be discussed throughout the course, but we will dive deeper into what applying an equity lens looks like in participatory planning, discuss the social inequities historically seen in decision making and the principles under which planners and engagement practitioners could apply an equity lens in planning including its implementation challenges and opportunities in practice.

Guest speaker: Joey Posada (Enviroissues)

Week 5: Facilitation Strategy and Mock up Part 1

Stakeholder meetings are a regular part of any planning process whether it be with members of the public, committees, or elected officials. Facilitating meetings and active listening is an essential skill as planners and engagement practitioners. We will work in breakout groups and build a meeting plan for a hypothetical project. We will figure out how to prepare and strategize a stakeholder meeting such as developing the right questions for meaningful dialogue, identifying red flags, and choosing the right method for facilitating stakeholder discussions.

Guest speaker: Allison Brown (BRIC Architecture)

Assign: Develop a Meeting Plan (20%)

Week 6: Visual Communications and Storytelling

Communications and storytelling is one of the most important aspects of participatory planning and working with diverse communities. Planning is complex and the ability to communicate in ways that resonate with your audience is integral in not only engaging community members, but government agencies and elected officials. We will cover best practices for communications. Why does it matter? What is the intersection between communications and diversity, equity, and inclusion?

Scenario Planning Game

Due: Equitable Engagement in Focus (Wednesday, November 1)

Week 7: Community Affairs for on-the-ground projects

Middle person between different stakeholders - how do you navigate to those different perspectives without confusing people and getting everyone to have the best outcome for their party.

Guest speaker: Shelli Romero (ODOT)

Due: Strategy Outline (Wednesday, November 8)

Week 8: Facilitation Strategy and Mock-up Part 2

We will have a guest speaker Allison Brown who is an expert facilitator at BRIC Architects (formerly JLA Public Involvement) to talk about best practices for facilitating meetings, how to deal with conflict and contentious issues, and how to find common ground amidst the loud voices and chaos.

Due: Meeting Plan (Wednesday, November 15)

Week 9: Strategy team check in and free class time

This week's class falls on Thanksgiving week and we are allowing students to come to class to have one-on-one meetings with us to review their Strategy Outline and Equitable Engagement in Focus assignment.

Due: Engagement Critique (Wednesday, November 22)

Week 10: Indigenous Engagement

Engagement with the Tribes and Indigenous populations is often underestimated or completely overlooked. In continuation of discussion about equitable engagement, we will discuss best practices and challenges when engaging with Tribal governments and Urban Indigenous communities, and what it means to approach engagement with cultural humility. We will have a guest speaker, Shilo George (owner and principal of Łush Kumtux Tumtum Consulting), to talk about her work with local public agencies and organizations on anti-oppression and trauma-informed engagement and decision making.

Guest speaker: Shilo George (Łush Kumtux Tumtum Consulting)

Week 11: Final Assignment Presentations

Group presentations of final projects.

Final projects due 12/6 by 5pm on Canvas.

Class Format and Readings

There may be adjustments to the syllabus throughout the course. We will do our best to let you know at least a week in advance if any shifts need to happen in the syllabus. This course will mostly be synchronous learning. In-person attendance is preferred but Zoom links are available on Canvas if you'd need to attend remotely.

There is no course textbook. All readings will be posted on this course Google Drive or web links will be provided to you via Canvas. If there are interesting articles or readings that you'd like to share with the class for discussion via Canvas Discussion Board or during class relevant to participatory planning, please let us know!

Assignments and Grades

Your final grade will be based on 4 assignments and class participation. All assignments should be submitted in a professional format including your name, information about the assignment, titles, headings, page numbers, proofread, etc. **We will provide more directions and requirements for each assignment during class and some additional context as needed.**

Engagement Critique: (15%)

There are many different types of engagement events and activities happening around our region all year round - some good, some bad. Attend an engagement or public event of your choosing (virtual or in-person). It must be a planning-related event. Take note of what you observe at the event - topic, meeting format, attendees, presentations, materials, activities and discussion, etc. - and write a critique. What surprised you? What went well and what didn't and why? What would you do differently if you were planning and facilitating the event? Bring something from the meeting (an agenda, photo, or meeting material). *Due 11/22 at 11:59pm*

Public Engagement Strategy: (Strategy Outline 10% / Final Strategy 25% / Final Presentation 10%). In teams, 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 a decision-making process. I can provide hypothetical scenarios for teams who choose to develop their own strategy. In both instances, I encourage you to interview someone involved in the participation effort or a participant although not required. 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. This will be your final project. Teams will present your evaluations or engagement strategy during Finals week. **Final assignment due 12/6 at 11:59pm and presentation Due 12/6 in class**

Strategy Outline (10%) - Due 11/8 at 11:59pm

The outline should include the basic framework of your engagement strategy and a clear idea of the purpose and goals of the engagement. You should start thinking about the decision making structure for the process and potential ideas for engagement events and activities.

Equitable Engagement in Focus: (25%) Every racial and ethnic group in a particular place has unique needs and concerns. In teams, choose a specific place and research how best to build a productive relationship with the community. How do you begin to build relationships with community members? How will you approach engaging different cultures and ethnicities? What organizations would you reach out to? What challenges do you think you would face and how would you address it? *Due 11/1 at 11:59pm*

Develop a Meeting Plan: (25%) Thoroughly planning and facilitating a meeting or event is a regular part of any decision making process. Whether it be a committee meeting, focus group, or general public meeting, you can work in teams or individually to build a detailed meeting plan that results in a constructive and meaningful outcome. What is the purpose of the meeting? Do participants have the context to make informed decisions or contribute meaningfully to the meeting? What activities will people participate in? What questions will you ask to lead the group in a productive discussion? *Due 11/15 at 11:59pm*

Class Participation (5%)

Ground Rules For Online Learning Environment

Building an inclusive learning environment requires us to work together to listen (reading carefully and reflecting in the online environment), and make room for all to have a say (asking questions and interacting in an encouraging way); to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

I hope that we can begin from a place of mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways. These are difficult times and we are all experiencing the Coronavirus pandemic and its impacts in different ways - please be gentle with one another and do not make assumptions about what anyone is going through. We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from those around us.

In an online learning environment, it is important to work to write clearly, thoughtfully, and respectfully (take your time and consider the impact of your words). Please learn and use the correct pronouns for your classmates, please do not make assumptions. I will work to support you in learning how to engage online in respectful and encouraging ways; begin from the knowledge that behind each comment and profile is a person who deserves to be treated with respect and care. The quality, thoughtfulness, and clarity of your posts will be considered in assessment.

Class Policies

Attendance: As graduate students, I will not be taking attendance, but I hope you will attend and participate in the entire course. These are especially challenging times so please don't hesitate to reach out to me if you need to be excused from a class or if you are not able to complete an assignment. We will figure out how you can make up the class or assignment.

Please try to keep your video on during class if you can. With classes being online and students learning from home, I understand some distractions may occur during class. Please mute yourself and turn off your video if something comes up.

Correspondence: You can email me at ikim@pdx.edu. I will do my best to respond to emails within 24 hours. I will send emails to the class at your pdx.edu accounts as needed.

Extensions: Extensions may be allowed with a compelling, unforeseen circumstance such as a family or health emergency.

Academic Dishonesty: Plagiarism and cheating are unacceptable and will not be tolerated. "Academic dishonesty," according to Section 570-031-0136 of the [PSU Student of 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." 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!

Access and Inclusion For Students With Disabilities

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

Providing Academic And Employment Support To Students

PSU is committed to providing students with an educational environment where students may thrive in their educational pursuits. Incidents of interpersonal violence or sexual harassment may create barriers to students completing their education. We at Portland State support students to help them overcome these barriers. PSU's Dean of Student Life, Title IX Coordinator, Interpersonal Violence (IPV) Advocates and CARE team are committed to assisting students who have experienced any form of sexual harassment or interpersonal violence.

Title IX of the Educational Act of 1972 requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. Academic and employment support includes, but is not limited to,

- Providing additional time to complete assignments or to take exams;
- Completing the course without attending the lectures;
- Providing academic support, such as tutoring;

- Arranging to have extra time to complete or re-take a course or withdraw from a course without an academic or financial penalty;
- Providing a No Contact Order (NCO) between the victim and the alleged perpetrator, where the victim and the alleged perpetrator may not contact each other;
- Changing the alleged perpetrator or the victim's course to prevent both students from being in the same course;
- Providing excused absence from employment with PSU for a reasonable time; and
- Changing hours of employment or department of employment at PSU.

PSU must provide these academic and/or employment supports whether or not the student decides to report the matter to the Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU's Title IX and 504/ADA Coordinator, Julie Caron, at jucaron@pdx.edu or 503.725.4410.

TITLE IX

If you have any questions about Title IX, please contact PSU's Title IX Coordinator, Julie Caron at titleixccordinator@pdx.edu or 503-725-4410. Julie's office is located at 1600 SW 4th Ave, In the Richard and Maureen Neuberger Center RMNC - Suite 830. Title IX pertains to any form of sex/gender discrimination, discriminatory harassment, sexual harassment or sexual violence.