



USP 350U Inclusive Engagement

Winter 2025

Toulan School of Urban Studies & Planning

Instructor: Dr. Zapata

Office: Zoom

Availability: Office hours Tues/Thur 1:00 – 2:00 Urban 370H, or By appointment – Contact Tania Hoode hoode@pdx.edu to schedule. Tell her that you are a student in my class. Note my calendar books up quickly.

Phone: (503) 725-5179

Email: mazapata@pdx.edu

Course Title: Inclusive Engagement

CRN: USP 350U

Credits: 4

Course Location: Urban 250

Course Meeting Schedule: Scheduled Tue/Thur 10 – 11:50 AM

Course Description

Examination of principles, methods, and programs for giving explicit attention to the perspectives of the public in the development and implementation of public policies and programs. Sets public participation in its historical context with an assessment of its impact to date. Participation from the perspective of both the public and the government will be covered as will the variety of approaches for achieving participation goals and objectives.

Course Outcomes/Learning Objectives

The course outcomes/learning objectives are:

- Articulate the evolution of public participation and engagement
- Define key concepts and terms that matter for public participation and engagement

- Identify key components to effective inclusive engagement
- Describe how public sector participation and engagement differ from spaces for engagement
- Explain why and how racial equity shapes inclusive engagement practices

Course Prerequisites

None

Required Materials

Proficiency in the use of Canvas, PSU email, and other computer tools such as google docs or MSWord are required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course.

Major Assignments

- 4 blog/essay style writing entries (20%)
- Memo with observations from 2 public meetings (20%)
- Engagement Strategy (20%)
- Final essay (20%)
- Participation (20%)

Submitting work online

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded. Acceptable file formats are MS Office formats (e.g. Word, Excel, Powerpoint) or PDF files. Individual assignment instructions may contain a required file format.

Grading Criteria

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|-----------|----|--------|
| Excellent | A | 94-100 |
| | A- | 90-94 |

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|--------------|----|---------|
| | B+ | 87-89 |
| Good | B | 84-86 |
| | B- | 80-83 |
| Satisfactory | C+ | 77-79 |
| | C | 74-76 |
| | C- | 70 - 73 |
| Inferior | D+ | 67-69 |
| | D | 64-66 |
| | D- | 60-63 |
| Fail | F | <=59 |

<https://www.pdx.edu/registration/grading-system>

Flexibility Statement

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.

Course Calendar/Schedule

| Week | Date | Topic | Readings | Videos/Podcasts/ Etc. | Assignment s/ |
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| Week 1 | 1/7 | Class overview | None | | |
| | 1/9 | Course and concepts overview | | EPA Module 1 https://youtu.be/-gCw2PmkvK4 | |
| Week 2 | 1/14 | What is public participation? | <p>Sherry R. Arnstein (1969) A Ladder Of Citizen Participation, Journal of the American Institute of Planners, 35:4, 216-224, DOI: 10.1080/01944366908977225;</p> <p>IAP2 Pillars A3_P_brochure (https://cdn.ymaws.com/www.iap2.org/resource/resmgr/Communications/A3_P2_Pillars_brochure.pdf);</p> <p>Kip Holley, Kirwan Institute (KI), What is Civic Engagement, Section 1 from A Guide for Transformative Change (https://kirwaninstitute.osu.edu/research/civic-engagement-transformative-guide);</p> <p>KI Social Inequities + Transforming the Civic Sections 2 & 3 (https://kirwaninstitute.osu.edu/research/civic-engagement-transformative-guide);</p> <p>National Coalition for Deliberation and Dialogue (http://www.ncdd.org/files/NCDD2010_Resource_Guide.pdf)</p> | | |
| | 1/16 | What is inclusion in engagement? | | | |
| | 1/19 | | | | Writing assignment 1 due |

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| Week 3 | 1/21 | What is racial equity in engagement? | Beyond Inclusion Sections 1 & 2 (https://www.sfu.ca/content/dam/sfu/dialogue/ImagesAndFiles/ProgramsPage/EDI/BeyondInclusion/Beyond%20Inclusion%20-%20Equity%20in%20Public%20Engagement.pdf); | | |
| | 1/23 | | Six principles for KI (https://kirwaninstitute.osu.edu/research/civic-engagement-transformative-guide) | On your own: SPUR How to create inclusive engagement? https://vimeo.com/468414115 ; minute 4:30 - 58:00 (in class) | |
| Week 4 | 1/28 | Assessing the context for your process | Zapata MA et al., Equitable Evaluation Framework & Governance Report Overview (all) Zapata MA et al., Equitable Evaluation Framework & Governance Full Report, Part II pages 17-23 City of Portland, Public Involvement Plan Guide https://www.portlandoregon.gov/transportation/article/742972 | EPA Module 2: https://youtu.be/rVFau3Y_bQk | |
| | 1/30 | | Public Involvement Checklist All sections about "Planning and Scoping" https://www.portlandoregon.gov/transportation/article/742992 | | |
| | 2/2 | | | | Writing prompt 2 due |
| Week 5 | 2/4 | Process goals | Fung, Minipublics: Deliberative Design and their Consequences City of Portland: https://www.portland.gov/sites/default/files/2020-03/city-of-portland-public-involvement-principles.pdf Alarcon de Morris and Lesitner, From Neighborhood Association System to Participatory Democracy: https://www.portland.gov/sites/default/files/2020-03/29385.pdf https://www.epa.gov/international-cooperation/public-participation-guide-process-planning City of Portland Civil Rights Title VI. | EPA MODULE 3: https://youtu.be/LMbDTPGPh9w ; EPA Module 4 https://www.epa.gov/international-cooperation/public-participation-guide- | |

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| | | | | module-4-materials (video) | |
| | 2/6 | | | | |
| | 2/9 | | | | Public meeting observation due |
| Week 6 | 2/11 | Stakeholder analysis | City of Portland BPS Equity Toolkit: pg 4-12 https://www.portland.gov/sites/default/files/2020-02/equity-toolkit-decision-support-tool.pdf https://onlinelibrary.wiley.com/doi/epdf/10.1111/1467-9299.00352 Budget Advisory Workgroup Review Report: https://www.portland.gov/sites/default/files/2021/city-budget-community-engagement-piac-workgroup-2019-report.pdf | EPA Module 5 https://www.epa.gov/international-cooperation/public-participation-guide-module-5-materials (Video) | |
| | 2/13 | | | | |
| | 2/16 | | | | Writing prompt 3 due |
| Week 7 | 2/18 | Strategy Development | Beyond Inclusion Section 3 C40 IPExecutive Guide; https://icma.org/blog-posts/10-tips-inclusive-community-engagement Public Involvement Checklist ALL https://www.portlandoregon.gov/transportation/article/742992 Metro Public Engagement Guide, https://www.oregonmetro.gov/sites/default/files/2014/05/02/11122013_public_engagement_guide_final_adoption_draft.pdf pgs 27- 38 | | |
| | 2/20 | | | | |
| | | | | | |
| Week 8 | 2/25 | | | | |
| | 2/27 | | | | |
| | 3/2 | | | | Writing prompt 4 due |
| Week 9 | 3/4 | Designing spaces | Intergenerational Deliberative Dialogue: https://participedia.net/method/8040 How to facilitate inclusive community outreach and engagement: https://icma.org/articles/pm-magazine/how-facilitate-inclusive-community-outreach-and-engagement ; | | |

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| | 3/6 | | EPA Module 6/7 | | |
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| Week 10 | 3/11 | Evaluating and Monitoring your process | Bang the Table pages 30-end: https://www.bangthetable.com/wp-content/uploads/Digital-Workbook-Participation.pdf Reed, M.S., Duncan, S., Manners, P., Pound, D., Armitage, L., Frewer, L., Thorley, C. and Frost, B. (2018) 'A common standard for the evaluation of public engagement with research'. <i>Research for All</i> , 2 (1): 143–162. DOI 10.18546/RFA.02.1.13. | EPA Module 8 in class | |
| | 3/13 | | | | |
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| Finals Week | 3/17 | | Monday of finals week | | Engagement Strategy Final |
| | 3/21 | | Last day of finals | | Final Reflection Essay |

Course Attendance and Make-up Policies

Absences are excused for personal or family emergencies. Course participation – meaning you come and engage in some way – is part of your final course grade.

Without penalty extensions may be granted at the instructor's discretion, only with a compelling, unforeseen circumstance such as a family or health emergency.

PSU Policies & Resources

Academics

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!

PSU Grading System

Undergraduate: <http://pdx.smartcatalogiq.com/2020-2021/Bulletin/Undergraduate-Studies/Grading-System-for-Undergraduates>

Drop/Withdraw Deadline: <http://pdx.smartcatalogiq.com/en/2020-2021/Bulletin/Academic-Calendar>

Academic Integrity

Academic integrity is a vital part of the educational experience at PSU. Please see the [PSU Student Code of Conduct](#) for the university's policy on academic dishonesty. A confirmed violation of that Code in this course may result in failure of the course.

A special note on using AI. In addition to missing your chance to learn, AI consuming uses significant environmental resources. Please consider the impact to the environment, and to the small towns bearing the burden of hosting the technology before using AI.

Incomplete Policy

Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.

Eligibility Criteria:

1. Required satisfactory course completion/participation.
2. Reasonable justification for the request.
3. Incomplete grade is not a substitute for a poor grade.
4. Written agreement. (See [Incomplete Contract](#))
5. Resolving the Incomplete.

For the full Incomplete Policy see <https://www.pdx.edu/registration/grading-system#/?section=incompletegradei>

Student Services

Disability Access Statement

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. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/disability-resource-center/>

Safe Campus Statement

Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>

Student Food Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at foodhelp@pdx.edu. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Title IX Reporting

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at:

<http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>. For more information about Title IX please complete the required student module "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault" in the "My Courses" section of Canvas.

Cultural Resource Centers

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian program. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome!

Technology

Recording Technology Notice

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the [Acceptable Use Policy](#) and PSU's [Student Code of Conduct](#). Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site.