

UC Davis – Winter 2015

LDA 141 – Community Participation, Design and Planning

Tuesday 1:10-2:30 – Hunt Hall TBA; Thursday 1:10-4:00 – Hunt Hall 168

Instructor: Sheryl-Ann Simpson

Office Hours: 10-12:00 Tuesdays and by appointment, sign up online:

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Course Objectives:

Why community design and participation in work around environmental and sustainable design?

Questions of sustainability are ultimately questions about scarce resources, how we use them and how they are distributed. Which means there are often winners and losers, risks and rewards, and designers are often part of the decision-making process, figuring out how resources are distributed, which influences who wins and who loses.

At a minimum we should engage with communities to explain our decisions and designs in language that is accessible and relevant. But we can also do much better. Meaningful community engagement can help designers understand how people feel about and use the places we design, leading to stronger designs and new solutions. Community based-design and planning can also be a tool for advocacy, to promote a more equitable distribution of resources.

In this course we will use examine a range of ideas about participation in design, and practice the skills needed to engage communities in meaningful and empowering ways.

At the end of the course you should be able to:

1. Understand and apply the principles of community participation in design and planning.
2. Develop an openness to new ideas in your design work, and develop your holistic thinking skills. This includes understanding, critically analyzing and synthesizing multiple and even contradictory points of view.
3. Continue to develop your ability to work with others, including diverse community groups. This includes strengthening your written, oral and visual communication skills, and thinking about how to communicate the relationship between your design proposals, and the social, political, economic and environmental contexts in which you are working.
4. To develop your understanding of contemporary social and environmental issues, and analyze and evaluate your own professional practice, particularly in terms of working within diverse populations, and thinking about the impacts of power and privilege in design processes and outcomes.

Course Requirements:

Detailed assignment descriptions will be posted on Smartsites throughout the quarter.

All Assignments should be submitted via Smartsite by 11:59pm of the due date.

1. Design Notebook	Ongoing	
2. Campus Observations	Monday, January 12	10%
3. Group Work Plan	Friday, February 13	25%
	Individual Community and Questions , Friday, January 30, 5%	
	Group Questions and Methods , Friday, February 7, 5%	
	In Class Group Work Plan Presentation , Thursday, February 12, 5%	
	Final Plan, Friday, February 13, 10%	
4. Introducing Self-to-Self One	Friday, February 20	10%
5. Group Final Project	Saturday, March 21	40%
	In Class Presentation , Thursday, March 12, 5%	
	Final Project , Saturday, March 21, 35%	
6. Introducing Self-to-Self Two	Saturday, March 21	10%
7. Participation	Ongoing	5%
	including in class quizzes and desk critiques	

Diversity, Accessibility and Inclusion in the Classroom:

Students with all types of learning styles and needs are welcome in this course. If you have a consideration that might require accommodation, please do not hesitate to approach me or to consult with the Student Disability Center [<http://sdc.ucdavis.edu/>].

If you find yourself in need of physical or mental health accommodation please consult with Student Health and Counseling Services [<https://shcs.ucdavis.edu/>] and the Stress Resource supplement included on the course Smartsite.

Academic Integrity:

Honesty, trust and integrity are absolutely essential in this course, and in community-based practice in general. As such UC Davis treats any academic dishonesty violations with the utmost seriousness. Please familiarize yourself with UC Davis' policies on academic integrity and dishonesty [<http://sja.ucdavis.edu/>]. Also take advantage of the writing and study resources on campus including the Student Academic Success Center [<http://www.lsc.ucdavis.edu/>].

And when in doubt, unsure or would just like a little clarification please ask!

Reading and Watching:

The texts for this course come from a variety of fields (and in a variety of media) including landscape architecture, but also planning, geography, journalism, art and design, cultural studies, and environmental management.

- So before you start reading find out a little bit about the source. Ask who the author is, and think about who the audience might be before you start reading.
- Read to understand the point of view of the piece. After reading ask yourself what was the story, thesis, or argument? What was the main idea that I can take away with me?
- Also be a critical reader. After you read try to identify the tools that were used to tell the story, prove the thesis or make the argument. Think about the style of writing, the graphics, the information or data presented. Do they seem appropriate considering the main idea?
- Then evaluate. Do you buy the story, thesis or argument? Why or why not? Are there ways that the main idea could be more clear, are there tools you could use in your own work?
- Finally, what are your questions? Are there terms you still find confusing, details that are unclear, or ideas and topics that you want to know more about?

Resources:

The course Smartsite has copies of the syllabus, assignments and readings.

The course Basecamp is what we will use for project management.

We will use four plans throughout the quarter as examples of different methods and approaches to community design and participation. Take some time early in the quarter to read the introductions of the plans, and get familiar with the cases.

- Asian Neighborhood Design – Prepared for Chinatown Community Development Center. 2008. A station for Chinatown: Community Design Guidelines for the Central Subway Chinatown Station.
- Local Spokes Coalition. 2012. A Vision for Bicycling on the Lower East Side and Chinatown – Neighborhood Action Plan.
- O.U.R Waterfront Coalition. ND. A People's Plan For the East River Waterfront.
- University of Ulster, School of Architecture and Design. 2013. Architecture and Community Engagement: Design for Childcare within Inner North Neighborhoods.

Online Community Design Resources:

Tools and Cases:

The Asset-Based Community Development Institute <http://www.abcdinstitute.org/>

Community Planning – <http://www.communityplanning.net>

Spatial Agency – <http://spatialagency.net/>

Tactical Technology Collective – <https://www.tacticaltech.org/>

Universal Design Education – <http://www.udeducation.org/>

Organizations:

Association for Community Design – <http://www.communitydesign.org/>

Architects/Designers/Planners for Social Responsibility (ADPSR) – <http://www.adpsr.org/>

Asian Neighborhood Design – <http://www.andnet.org/>

Hester Street Collaborative – <http://hesterstreet.org/>

Planners Network: The Organization of Progressive Planning – <http://www.plannersnetwork.org/>

Course Schedule

readings for class

t jan 6 - wk1

introductions and history

It's the first day so you're not expected to have done the reading, but take some time during the quarter to go back and read through them on your own.

Shuman, Anthony W. 2006. Introduction: The pedagogy of Engagement. In Mary C. Hardin, Richard Anthony Eribes and Corky Poster (eds) *From the Studio to the Streets: Service-learning in Planning and Architecture*. Sterling VA: Stylus Publishing.

Arnstein, Sherry. 1969. A ladder of citizen participation. *Journal of the American Institute of Planners*. 35(4):216-224.

Bishop, Claire. 2006. The social turn: Collaboration and its discontents. *Artforum*. February:179-185.

additional reading:

DeFilippis, James. 2001. The myth of social capital in community development. *Housing Policy Debate*, 12(4): 781-806.

th jan 8 - wk1

observation: looking differently

This week we'll be out and around campus working on your first assignment *Campus Observations*.

*Campus Observations Due
Monday January 12*

Zeisel, John. 2006. *Inquiry by Design*. New York:W.W. Norton & Company.

Chapt 8 – Observing Physical Traces p 159-182.

Chapt 9 – Observing Environmental Behavior p 191-220.

Chapt 11 – title: visual responses p 270-278.

t jan 13 - wk2

distinct engagements with sustainability

Everyone has a different relationship with space, nature and sustainability. Pay special attention to the different definitions of nature and sustainability in these readings. How are they similar or different to your own?

Ryan, Robert L. and Robert E. Grese. 2005. Urban volunteers and the environment: Forest and prairie restoration. In Peggy F. Barlett. (ed) *Urban Place, Reconnecting with the Natural World*. MIT Press: Cambridge MA. 173-188.

White, Richard. 1996. "Are you a environmentalist or do you work for a living: Work and Nature. In William Cronon (ed) *Uncommon Ground: Rethinking the Human Place in Nature*. 171-185.

Sze, Julie, and Jonathan K. London. 2008. Environmental justice at the crossroads. *Sociology Compass* 2(4): 1331–1354.

th jan 15 - wk2

getting to know your community

As you are getting to know your community don't forget to note your reflections in your notebook. Ask yourself : What did you see? What did it make you feel? What did it mean to you? What is one other thing it could mean?

[no readings for this class]

t jan 20 - wk3

how do we understand sustainability

Who we are and where we come from influences our perspectives on nature, sustainability and design. Pay special attention to the different values and understandings in these readings. Which match and which are different from your own?

For the two videos compare and contrast the perspectives of the designers, and think about how these might influence the ways in which they speak about, interact with, represent and design for the communities in which they work.

Kaufman, Pamela. 2002. Place, community values and planning. In Janis Birkeland (ed.) *Design for Sustainability: A Sourcebook of Integrated Eco-Logical Solutions*. London: Earthscan Publication. 105-108.

Hester, Randolph T. 2006. Fairness. In *Design for Ecological Democracy*.

Umamoto, Karen. 2001. Walking in another's shoes: Epistemological challenges in participatory planning. *Journal of Planning Education and Research*, 21:17-31.

Remember to read the accompanying text for each video:

"Diébédo Francis Kéré – Architecture is a wake-up call." Louisiana Channel. 2014. <http://channel.louisiana.dk/video/diebedo-francis-kere-architecture-wake-call-0>.

"Superflex – A cool urban space." Louisiana Channel. 2013. <http://channel.louisiana.dk/video/superflex-cool-urban-space>.

th jan 22 - wk3

observing your community

Take some time during or after your second community visit to repeat the Campus Observation assignment in your community. Take into account any feedback you received on your assignment.

[no readings for this class]

t jan 27 - wk4

listening & asking good questions

This is the first week we'll be using examples of methods from the plans. If you haven't done already skim through their introductions so that you have a sense of each project and place.

Hester, Randolph. 1984. Step One: Listening. In *Planning Neighborhood Spaces with People*.

McLafferty, Sara L. 2010. Conducting questionnaire surveys. In Nicholas Clifford, Shaun French, and Gill Valentine (eds.) *Key Methods in Geography*. Sage: London. 77-87.

Longhurst, Robyn. 2010. Semi-structured Interviews and focus groups. In Nicholas Clifford, Shaun French, and Gill Valentine (eds.) *Key Methods in Geography*. Sage: London. 103-115.

Mitchell, Lynne, Elizabeth Burton and Shibu Raman. 2004. Dementia-friendly cities: Designing intelligible neighborhoods for life. *Journal of Urban Design*. 9(1):89-101.

Local Spokes Coalition. 2012. *A Vision for Bicycling on the Lower East Side and Chinatown – Neighborhood Action Plan*.

Appendix – Local Spokes Neighborhood Survey. p 26-27.

O.U.R Waterfront Coalition. ND. *A People's Plan For the East River Waterfront*.

Appendix 2 – Visioning Activity: A Day at the Waterfront. p 56.

th jan 29 - wk4

questions for your community

*Individual Community & Questions
Assignment Due Friday, January 30th*

[no readings for this class]

t feb 4 - wk5

visions and goals: getting everyone on a similar page

This week we look at a series of methods and ideas for getting groups to begin working together. To explore their own engagement and understanding, and start to find commonality, or at least openly discusses differences and conflicts.

Hester, Randolph. 1984. Planning Neighborhood Space with People.
Step Two: Setting Neighborhood Goals. p 138-147.
Step Four: Introducing the Neighborhood to Itself. p 148.
Step Five: Getting a Gestalt. p 149.

Asian Neighborhood Design – Prepared for Chinatown Community Development Center. 2008. A station for Chinatown: Community Design Guidelines for the Central Subway Chinatown Station.
Three: Community Design Process. p 9-10.
Appendix 2: Workshop 1 Developing a shared vision. p 30-32.
Four: Community Vision and Goals. p 11.

University of Ulster, School of Architecture and Design. 2013. Architecture and Community Engagement: Design for Childcare within Inner North Neighborhoods.
Project Briefing. p 4.
Briefing Event 1 – 22/02/12. p 5.
Briefing Event 2 – 07/03/12. p 6.
Outcomes from Scenario Planning Game and 'Ideas Wall'. p 7-8.
Appendix B – Briefing Event 1 - 22nd February 2012. p 21.
Appendix C – Briefing Event 2 - 7th March 2012. p 22.
Appendix D – Building Futures Games. p 22.

th feb 6 - wk5

questions for your community

*Group Questions and Methods
Assignment Due Friday, February 7th*

[no readings for this class]

t feb 10 - wk6

possibilities, promises and actions

This week we look at a series of methods for engaging groups directly in our designs, and for thinking about how to incorporate their goals, understandings, ideas, experiences and use of place and space.

Hester, Randolph. 1984. Planning Neighborhood Space with People
Step Nine: Developing a Spectrum of Design Plans. p 156-159.
Step Eleven: Transferring Responsibility. p 162.

Asian Neighborhood Design – Prepared for Chinatown Community Development Center. 2008. A station for Chinatown: Community Design Guidelines for the Central Subway Chinatown Station.
Workshop 2. 10.
Appendix 2 Workshop 2 – Developing design concepts and guide lines. 32-35.
Five: Design Guidelines. 12-26.

O.U.R Waterfront Coalition. ND. A People's Plan For the East River Waterfront.
Research Findings 21-34.
The People's Development Plan. 35-41

th feb 12 - wk6

work plans

In-Class Group Work Plan Presentations

[no readings for this class]

*Group Work Plans Due
Friday February 13th*

t feb 17- wk7

theories and strategies of change:
structures and institutions

Throughout the quarter you've been introduced to loads of different methods and approaches for engagement. Choosing your strategy depends on your theory of change. What needs to change to improve this situation, who has the power to make that change, and what else needs to happen to see the change we want?

This week we'll talk about approaches focused on engaging larger institutions and structures.

Birkeland, Janis. 2002. Design for Sustainability: A Sourcebook of Integrated Eco-Logical Solutions. London: Earthscan Publication.

Chapt 11.1 Legislative environmental controls. p 210-214.

Chapt 11.2. Economic institutions. p 215-219.

She becomes more beautiful: Capturing the essence of Tobago Island for a better tomorrow. 200. The Technical Centre for Agricultural and Rural Cooperation (CTA).
<https://vimeo.com/channels/pgis/101721860>.

CUP (Center for Urban Pedagogy). 2014. How Do I Improve My Park?

th feb 19 - wk7

werq!

For the next few Thursdays we will be in studio working on our projects. There should also be time for site visits during these sessions.

*Introducing Self-to-Self One
Due Friday February 20th*

Eaton, Marcella and Richard Perron. 2012. Design and drawing from the broken middle. In Nadia Amoroso (ed) Representing Landscapes: A Visual Collection of Landscape Architectural Drawings. London: Routledge. 200-212.

t feb 24 - wk8

theories and strategies of change:
neighborhoods and communities

This week we'll talk about strategies for change that focus on neighborhoods and communities. We'll also talk about the meaning of community, and some of the uses and misuses of this idea.

Hawthorne, Christopher. 2014. 'Latino Urbanism'; Social spaces begin to displace half a century of car culture in L.A. as planners take design cues from street life in Latin America. L.A. Times. Dec 6.
<http://www.latimes.com/entertainment/arts/la-et-cm-latino-immigration-architecture-20141206-story.html#page=1>.

Lucy Jones – Living Together. 2013. Sheffield School of Architecture. <https://vimeo.com/81715092>.

Hall, Stuart. 1993. Culture, community, nation. Cultural Studies, 7(3):349-363.

th feb 26 - wk8

werq!

[no readings for this class]

t mar 3 - wk9

theories and strategies of change:
autoconstrucción

One thing that can be hard to remember is that choosing not to participate is still a type of participation. This week we look at strategies that expressly reject or bypass participation in official forums.

Douglas, Gordon C. C. 2014. "Do-it-yourself urban design: The social practice of informal improvement through unauthorized alteration. *City & Community*. 13(1). Video Abstract <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291540-6040>

Abraham Cruzvillegas – Autoconstrucción. 2011. Tate Shots. <http://www.tate.org.uk/context-comment/video/tateshots-abraham-cruzvillegas>.

Hillard, David (ed). 2008. *The Black Panther Party: Service to the People Programs*. How did you guys start all those programs? p 57-58. Free breakfast for schoolchildren program. p 30-34. Landbanking. p 43-44.

th mar 5 - wk9
werq!

[no readings for this class]

t mar 10 - wk10
the future...

Ganesh, Maya Indira and Morana Miljanovic. 2014. A small list about big data. *Visualizing Information Advocacy - Blog*. Tactile Technology Collective. Oct 15. <http://visualisingadvocacy.org/blog/small-list-about-big-data>.

Ehn, Pelle. 1998. Manifesto for a digital Bauhaus. *Digital Creativity*. 9(4):207-217.

Perry, Grayson. 2009. Let the artisans craft our future. In Glenn Adamson (ed) *The Craft Reader*. London: Berg Publishers. 552-553.

th mar 12 - wk10
last class!!

[no readings for this class]

In-Class Final Project Presentation

Exam Week

Final Project Due Saturday, March 21

*Introducing Self-to-Self Two
Due Saturday, March 21*