LDA141– Community Participation, Design and Planning

Tuesday 1:40-3:00–Wellman Hall 7; Thursday 1:10-4:00–Hunt Hall 168

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Office Hours: 4-5p Tuesdays; 11a-12:30p Thursday, and by appointment; sign up online: tinyurl.com/mvbjxfo
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Course Objectives:

Why is community and participation important in sustainable design and planning? Questions of sustainability are ultimately questions about scarce resources, how we use them and how they are distributed. Which means that there are often winners and losers, risks and rewards in planning for sustainability.

Designers are often a part of the decision-making process, figuring out how resources are distributed, and who benefits. 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 use and feel about the places we design.
This understanding leads to new solutions and stronger designs. 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 examine a range of ideas about participation in design, and practice the skills needed to engage communities in meaningful and empowering ways.

Learning Outcomes:

Participation in this course provides an opportunity...
1. for exposure to examples of past community design projects;
2. to be exposed to and practice specific tools used in community design projects;
3. to practice and continue to develop the skills needed to conduct community design projects, with a special focus on group process, flexibility in design, and visual, written and oral communication with diverse groups;
4. to focus on the connections between process and product in design, including the needed time for this work, the different possible roles of professionals and community members, and the role of research and analysis in design;
5. for reflection - on your understanding of ideas such as community, sustainability and participation, and their connections to broader social, environmental and economic conditions;
6. for reflection - on your professional practice, asking yourself what aspect of the work are most appealing to you, what are the values that are important to you as designer/practitioner, and even you hope for the future of our fields.

Course Requirements:

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

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

1. Design Notebook - Ongoing

2. Campus Asset Map - Sunday, Jan 14   10%

3. Work Plan   25%
    community and questions - Friday, Feb 2   5%
    questions and methods (Group) - Friday, Feb 9   5%
    in-class presentation (Group) - Thursday, Feb 15   5%
    final work plan (Group) - Friday, Feb 16   10%

4. Introducing Yourself to Yourself - Friday, Feb 23   10%

5. Final Project   40%
    in-class presentation (Group) - Thursday, Mar 15   5%
    project portfolio (Group) - Friday, Mar 23   35%

6. Learning Objectives - Friday, Mar 23   10%

7. Participation - Ongoing   5%
    including in-class quizzes and sketch problems

Diversity, Accessibility and Inclusion in the Classroom:

This course, and community design practice, is made stronger through the participation of students and practitioners with a wide range of abilities, Identities, skills and experiences. As such, we're working to make this course as accessible as possible for students with diverse learning styles, abilities, disabilities, and needs. Think about it like universal design for education. So please do not hesitate to approach us, or to consult with the Student Disability Center [sdc.ucdavis.edu] if you require particular accommodations.

Health Support: School is really important, but taking care of ourselves is more important! Student Health and Counseling Services [shcs.ucdavis.edu] provide a variety of health services, and you should consult with them if you find yourself in need of specific physical or mental health support, and for preventative care. Also take a look at the Stress Resource supplement included on the course Canvas. Anne Han is our college's Counselor, she is available in 150 Mrak on Tuesday afternoons, Wednesday, and Thursday mornings, and speaks English and Mandarin. And while your medical diagnosis are your own stories to share or not, letting us know, in general terms, about circumstances that might impact your performance mean that we can work with you around accommodations, adjustments, and alteratives, to help you meet the requirements of the course.

UC Davis Preferred Name Policy: If you prefer and use a name other than your legal or given name you are welcome to change it in the UC Davis directory. Making this change means that your chosen name will be displayed in semi-public spaces like Canvas. Instructions for making the change can be found with the Registrar. [registrar.ucdavis.edu/records/preferred-name.cfm]

Academic Integrity: Honesty, trust and integrity are absolutely essential in this course, and in community-based practice. 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 [sja.ucdavis.edu/files/cac.pdf]. Also take advantage of the writing and study resources on campus, including the Student Academic Success Center [success.ucdavis.edu/]. And when in doubt, unsure, if you'd just like a little clarification please ask!

Resources:

The course Canvas site has copies of the syllabus, assignments, readings, lecture slides and recordings.
We will use three 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. [AND]
- Office of City Council Speaker Melissa Mark-Viverito, Manhattan Community Board 11, Community Voices Heard, Manhattan Borough President Gale A. Brewer. 2016. East Harlem Neighborhood Plan. [EHNP]
- University of Ulster, School of Architecture and Design. 2013. Architecture and Community Engagement: Design for Childcare within Inner North Neighborhoods. [UU]

Online Community Design Resources:

Tools and Cases:
ABCD Institute – resources.depaul.edu/abcd-institute
Community Planning – communityplanning.net
Community Tool Box – ctb.ku.edu
Spatial Agency – spatialagency.net
Tactical Technology Collective – tacticaltech.org
Universal Design Education – udeducation.org

Organizations:
1+ – theoneplus.org
Association for Community Design – communitydesign.org
Architects/Designers/Planners for Social Responsibility – adpsr.org
Asian Neighborhood Design – andnet.org
Hester Street Collaborative – hesterstreet.org
UC Davis Center for Design in the Public Interest – dipi.design

Steps of community design

Adapted from Hester, 1984

For better or worse the process of community design and planning isn't a straight line.

Instead it's messy and loopy, and circluar, and takes a lot of time to get right, or at least good!

Listening
Setting neighborhood goals
Mapping and inventory
Introducing the neighborhood to itself
Getting a gestalt
Drawing anticipated activity settings
Letting archetypes and idiosyncrasies inspire form
Making a conceptual yardstick
Developing a spectrum of design plans
Evaluating costs and benefits before construction
Transferring responsibility
Evaluating after construction
Listening
Setting neighborhood goals
Mapping and inventory

Notes on Reading, Listening + Looking:

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

• Before you start reading find out a little bit about the source. Find out a little bit about the author, and think about the audience they might be addressing.

• Read to understand the point of view of the piece. After reading ask yourself what was the story, thesis, or argument? Ask yourself what is the main idea you will take away from reading the piece?

• 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.

• Then try to evaluate. Ask yourself did the tools seem appropriate considering the main idea? Has the piece convinced you, do you buy the story, thesis or argument? If so what about the piece helped to convince you, if not what was missing or unclear?

• After reading and evaluating the piece, 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?

• Finally is there something from this piece that you can use in your own work, a tool, an idea, a way of presenting information?

Course Schedule
WK1

tu jan 9 – introductions to community design
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.

Salvin, Peter. 2017. After coal, a small Kentucky town builds a healthier, more creative economy. Yes! Magazine. June 06.
www.yesmagazine.org/new-economy/after-coal-a-small-kentucky-town-builds-a-healthier-more-creative-economy-20170606
Sulaiman, Sahra. 2016. Justice-oriented mobility advocates to 'untokenize' active transportation movement at November Convening. StreetBlogLA, September 20.
la.streetsblog.org/2016/09/20/justice-oriented-mobility-advocates-to-untokenize-active-transportation-movement-at-november-convening
Reed, Eve. 2017. Social sustainability: Putting the heart into urban planning. Tea & Water, July 3.
www.teaandwater.co/insights/cities/human-urban-planning/

additional resources:
Arnstein, Sherry. 1969. A ladder of citizenship participation. Journal of American Institute of Planners. 35(4):216-224.
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. p1-15.

th jan 11 – community asset mapping
This week we'll be on campus working on your first assignment.

> **Burns**, Janine C, Dagmar Pudrzynska Paul, Silvia R. Paz. 2012. Participatory Asset Mapping. Los Angles: The Advancement Project – Healthy City Community Lab. pp6-14 and p40.
> **Berkowitz**, Bill and Eric Wadud. ND. Chapter 3, Section 8. Identifying Community Assets and Resources. Community Tool Box. The Center for Community Health and Development   at the University of Kansas.
> ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main

fr jan 12
 Group Project Site Preference Due

su jan 14
 Campus Asset Mapping Due

WK2

tu jan 16 – interests and values
Who we are, where we come from, and what we value will influences our perspectives on community design, engagement and planning.
Compare and contrast the different values and understanding presented in these pieces, and think about how they match, or are different from your own values.

> **Kaufman**, Pamela. 2002. Place, community values and planning. in Janis Birkeland (ed) Design for Sustainability: A Sourcebook of Integrated Eco-Logical Solutions. London: Earthscan Publications. pp105-108.
> **Greenberg**, David Micah. 2012. How does community matter for community organizing? in James DeFilippis and Susan Sargert (eds.) The Community Development Reader, second edition, pp228-236.
> **Stall**, Susan and Randy Stoecker. 2012. Community organizing or organizing community? Gender and crafts of empowerment. in James DeFilippis and Susan Sargert (eds.) The Community Development Reader, second edition, pp201-208.

> choose one of:
> **CBC**. 2010. First Nations resource development: Eco-warrior or eco-developer? Revision Quest, July 28.
> www.cbc.ca/revisionquest/2010/2010/07/28/july-28-july-31-first-nations-resource-development-eco-warrior-or-eco-developer/
> **Purdy**, Jedediah. 2016. Environmentalism was once a social-justice movement: It can be again. The Atlantic. Dec 7.
> www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/
> **Hilliard**, David (ed). 2008. How did you guys start all those programs? + Landbanking. in The Black Panther Party: Service to the People Programs.
> pp57-58 and pp43-44.

> additional resources:
> **Hester**, Randolph T. 2006. Fairness. in Design for Ecological Democracy.
> **Powys Whyte**, Kyle. 2016. Why the Native American pipeline resistance in North Dakota is about climate justice. The Conversation, September 16.
> http://theconversation.com/why-the-native-american-pipeline-resistance-in-north-dakota-is-about-climate-justice-64714
> **Chen**, Qian (Victoria), Charisma Acey and Jesus J. Lara. 2014. Sustainable futures for Linden Village: A model for increasing social capital and the quality of life in an urban neighborhood. Sustainable Cities and Society, 14:359-373.

th jan 18 – getting to know your group and community
During this first week of service start to document your impressions and 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?
Also start to chat with your group about how you all feel about group work: how do you like to communicate, what have been some good and not so good group experiences?

Stein, Judith. ND. Using the Stages of Team Development. Learning & Development, **Cambridge MA: MIT Human Resources**.
hrweb.mit.edu/learning-development/learning-topics/teams/articles/stages-development
Stein, Judith. ND. Decision-Making Models. Learning & Development, **Cambridge MA: MIT Human Resources**.
hrweb.mit.edu/learning-development/learning-topics/teams/articles/models
Paviit, Charles. 1990. Formal procedures for group decision making. in Small Group Communication: A Theoretical Approach. **Public Domain**. pp1-4.
www.uky.edu/~drlane/teams/pavitt/

WK3
tu jan 23 – asking good questions, listening + setting goals
This week we'll continue to think about how we can ask and hear about a community's assets and interests alongside their wants and needs.

Hester, Randolph. 1984. Planning Neighborhood Spaces with People.
Step One: Listening
Step Two: Setting neighborhood goals
Step Three: Mapping and inventory
Ziesel, John. 2006. Focused interviews + Standardized questionnaires. in Inquiry by Design. New York: W.W. Norton & Company.
O.U.R. Waterfront Coalition. ND. Appendix 2 – Visioning Activity: A Day at the Waterfront. in A People's Plan for the East River Waterfront. p56.
EHNP
Arts & Culture pp24-27.
Open Space & Recreation pp32-35.
Affordable Housing pp82-83.
Appendix B – Surveys and Feedback, Survey Tool ppB5-B9.
Appendix B – Surveys and Feedback, Skim through Response Summary ppB10-B23.

th jan 25 – assets and interests in your community - service
If you are in your community this week take some time to ask questions of your partner try to think about the assets and interest in this community.
Also keep on chatting with your group and share some of your observations and ideas.

NA. ND. Important steps when building a new team. Learning & Development, **Cambridge MA: MIT Human Resources**.
hrweb.mit.edu/learning-development/learning-topics/teams/articles/new-team

WK4

tu jan 30 – sharing + gestalt

This week we'll look at ideas for sharing our findings, 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 Spaces with People.
Step Four: Introducing the neighborhood to itself
Step Five: Getting to gestalt
AND
Three: Community design process. pp9-10.
Appendix 2: Workshop 1 - Developing a shared vision. pp30-32.
Four: Community vision and goals. p11.
EHNP
Arts & Culture - Objectives and Goals pp28-29.
Open Space & Recreation pp36-37.
Affordable Housing pp84-88.
Bias, Stacy. 2016. Flying While Fat.
Watch the video and skim through the text
stacybias.net/flying-while-fat-animation
Parent, Laurence. 2013. Cripping the Landscape Series 1 Québec City
www.radicalaffordances.ca/laurence-parent

th feb 1 – asking community questions - service

[no additional readings]

fr feb 2
Community and Questions Due

WK5

tu feb 6 – archetypes, idiosyncrasies and design

There is often a disconnect between what we hear from a community and what we actually design. This week we'll look at ideas to translate between what we've heard and the design solutions we might propose.

Hester, Randolph. 1984. Planning Neighborhood Spaces with People.
Step Six: Drawing anticipated activity setting
Step Seven: Letting archetypes and idiosyncrasies inspire form
Step Eight: Making a conceptual yardstick
EHNP
Appendix C ppC8-C13, skim ppC14-C33.
UU
Project Briefing p4.
Briefing Event 1 + 2 p5-6
Outcomes from Scenario Planning Game and 'Ideas Wall' pp7-8.
Appendix B-C – Briefing Event 1 - 22nd February 2012 pp21-22.

th feb 1 – asking community questions - service

> [no additional readings]

fr feb 2
Questions and Methods (Group) Due

WK6

tu feb 13 – developing a spectrum
This week we look at ways to help communities stay engaged, and understand various design possibilities and opportunities.

> **Hester**, Randolph. 1984. in Planning Neighborhood Spaces with People.
> Step Nine: Developing a spectrum of design plans
> **AND**
> Appendix 2: Workshop 2: Developing design concepts and guidelines. pp32-35
> Five: Design Guidelines pp12-26.
> **EHNP**
> Arts & Culture - Objectives and Goals pp30-31.
> Open Space & Recreation pp38-39.
> Affordable Housing pp88-89.
> **Spirn**, Anna Whiston. 1991. The West Philadelphia Landscape Plan
> A Framework for Action. pp18-23.
> The Market-Walnut Corridor. pp32-38.

th feb 15
In-Class Presentation (Group)

fr feb 16
Final Work Plan (Group)

Over the past few weeks we've talked about, and practiced, lots of different tools and methods for engaging communities in design and planning processes. For the last weeks of the class we'll think about our practice in a different way, reflecting on the different roles we might all choose to play as community design practitioners.

As you go through the readings each week think back to the first weeks of the course, and what values are expressed in each of these design practices. Think about which practices you're drawn to, and how they match your own values, assets and interests.

WK7

tu feb 20 – environmental design + crafting, making and building
This week we'll look at some examples and ideas for a practice that focuses on built forms and objects.

Choose at least three of:
Hester, Randolph. 1984. in Planning Neighborhood Spaces with People.
Step Ten: Evaluating costs and benefits before construction
Kéré - Architecture: Primary School – Gando, Burkina Faso
project description: kere-architecture.com/projects/primary-school-gando/
"Diébédo Francis Kéré – Architecture is awake-up call" Louisiana Channel. 2014.
channel.louisiana.dk/video/diebedo-francis-kere-architecture-wake-call-0
Perry, Grayson. 2009. Let the artisans craft out future. in Glen Adamson (ed) The Craft Reader. London: Berg Publishers. pp552-553.
Heringer, Anna et al. 2013. Laufen Manifesto for a Human Design Culture.
www.toposmagazine.com/laufen-manifesto-humane-design-culture/
video: vimeo.com/85918400
de la Peña, Diane Jones Allen, Randolph T. Hester, Jeffrey Hou, Laura J. Lawson and Marcia J. McNally. (eds) Design as Democracy: Techniques for Collective Creativity. Washington DC: Island Press.
Chapter 7: Engaging the Making pp
Start with Building. Alex Gilliam pp
Pallet Furniture. Lauren Elder pp

th feb 22 – werq!
The next few weeks you will be following your own work plan to complete your final projects. You are expected to work in studio unless you are in your community. If you will be in your community you need to let the TA or instructor know beforehand. Every group needs to check-in with their TA or the instructor each week.

WK8

tu feb 27 – illustrating and storytelling + community engaging and organizing
As an environmental designer you can use your illustrations, art, craft, and words to tell the story of the places and communities where you live, work and play.
This is a practice where you can share histories, assets and interests, and help to translate between these ideas and the possibilities for futures designs. You can also use all the same skills to organize with and in communities, to keep folks informed, to connect people to resources, support protest, and make sure their experiences, ideas and voice are heard by a wider audience, other professionals and decision makers.

Read Hester + choose at least two others:
Hester, Randolph. 1984. in Planning Neighborhood Spaces with People.
Step Eleven: Transferring responsibility
Kolbeins, Graham. 2013. Edie Fake. Radqueers #3.
vimeo.com/84936829#t=205 [just a note that if you start watching the video from the beginning there is some cartoon nudity and sexual content]
gal-dem. 2017. How to Start a Movement.
www.tate.org.uk/art/how-to-start-a-movement [don't forget to click on links and watch embedded videos etc]
Fowler, Kate. 2017. The work of place keeping in eastern Kentucky. Oxford America: A Magazine of the South. May 26.
www.oxfordamerican.org/item/1223-i-couldn-t-make-my-films-anywhere-else [don't forget to click on links and watch embedded videos etc]
Fathers & Families of San Joaquin. 2015. This is the community we need to create. Progressive Planning Magazine. Spring.
Demetrakas, Johanna, Haskell Wexler, Labor Community Strategy Center. 2000. Bus Riders Union. [watch at least the first 15 mins]
[pt1] www.youtube.com/watch?v=T2VF8sovHMM; [pt2] www.youtube.com/watch?v=ih3aeXOS57s pt2; [pt3] www.youtube.com/watch?v=wFPtic8JIB0

th feb 29 – werq!

WK9

tu mar 6 – public service + private practice + research

Sometimes community design is practiced from a distance as environmental designers make their way into public service with roles in government, in large non-profit organizations and foundations. Private firms might have their own in-house community design teams. Also environmental designers might use research to contribute to the thinking around the practice or some element of people and place that becomes part of the public conversation and design.

> read Birkeland + choose two others
> **Birkeland**, Janis. 2002. Design for Sustainability: A Sourcebook of integrated Eco-Logical Solutions. London: Earthscan Publication.
> Chapt 11.1 Legislative environmental controls
> **NOVUS**. 2014.
> No 0. A Manifesto From the Coalface of Public Planning
> No 1. Planning by Committee
> publicplanners-blog.tumblr.com
> **New York Foundation**, The Center for Urban Pedagogy (CUP), and The Building Movement Project. 2016. Engage to Change: From Client Feedback to Participant Involvement.
> **1+**
> About us, theoneplus.org/content/about-1
> FAQ for Designers, theoneplus.org/content/faq-designers
> **Gehl**, Jan and Brigitte Svarre [Karen Steenhard tr.]. 2013. Counting, mapping, tracking and other tools. in How to Study Public Life. Washington DC: Island Press. 21-36.
> **SLAB** - Ho Chi Minh City Sidewalk Exhibition, slab.today/2015/02/hcmc-exhibit/
> Thoai, Tran-Binh Minh. 2014. HCMC's sidewalk use should be model for urban communities: US professor. Tuoi Tre News. January 14.
> tuoitrenews.vn/society/16835/hcmcs-sidewalk-use-should-be-model-for-urban-communities-us-professor
> [read the local article, and skim through the research site]

th mar 8 – werq!

WK10

tu mar 13 – time

One thing that's probably become clear over the course of the quarter is that community design takes time, lot's of time. This week we'll catch up with one of our cases to see what's happened since the initial community engagement.

> **Kwong**, Jessica. 2014. Open space is a key feature for future Central Subway station. San Francisco Examiner. September 8.
> http://www.sfexaminer.com/open-space-is-a-key-feature-of-future-central-subway-station/
> **Brinklow**, Adam. 2017. The central subway: San Francisco's new line to Chinatown: Everything you need to know. San Francisco Curbed. September 20.
> https://sf.curbed.com/2017/7/25/16019566/chinatown-san-francisco-central-subway

th mar 15

> *In-Class Presentation (Group)*

WK Finals

fr mar 23

> *Project Portfolio (Group)*
> *Learning Objectives*