lda202- w18
METHODS in DESIGN and LANDSCAPE RESEARCH
community participation
Tuesday 9a-11:50a; 166 Hunt Hall

instructor: Sheryl-Ann Simpson :: ssimpson@ucdavis.edu :: 183 Hunt Hall
office hours: Tuesday 4p-5p; Thursday 10a-12:30p + by appointment please sign up at: tinyurl.com/mvbjxfo

Research is inherently political involving relations of power. At the same time evidence-based and human-centered design, alongside outcomes-based evaluation are important buzzwords in contemporary practice. And so we need to address important questions and critiques such as what counts as evidence, which humans do we center around, what outcomes are important, and who gets to do all of the research involved.

Given that much research in design is often focused on people's perceptions, actions, uses, and interactions it would make sense that most research in this field would also have a participatory component. Practitioners, however, are not always trained in the basics of producing well-designed, meaningful research projects. And academic researchers are not always trained to ensure that their research is supportive rather than extractive, to incorporate local knowledge, or even just to talk to people.

In this course we'll explore the possibilities for participation in research from multiple perspectives. The course starts with the environmental design fields, but draws on ideas and examples from other action-based disciplines and professions including planning, community development, international development, social work, public policy and public health.

through this course participants will gain a knowledge and understanding of:
1. a range of participatory research methods;
2. critical engagement with theoretical debates around knowledge claims in research;
3. connections between practice and theoretical debates;
4. the planning and execution of social justice-focused community-based research projects;
5. ideas for sharing research and results with varied audiences.

course requirements:
Midterm Project, due: wk 8 (33%)
Research Proposal Outline, due: finals wk (33%)
Weekly Check-ins + Peer Reviews, due: ongoing (33%)

diversity and accessibility in the classroom:
This course is made strengthened through the participation of students with a wide range of abilities, identities, skills and experiences. As such, I'm working to make it as accessible as possible for students with diverse learning styles, abilities, disabilities, and needs. (Think about it like universal design for education). If you have, or think you might have, a diagnosis that requires accommodation please consult with the Student Disability Center [sdc.ucdavis.edu] early in the quarter, and please don't hesitate to let me know if there are other ways I can make the course more generally accessible.

health and life happens support:
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 Basecamp. Finally, while your medical diagnosis are your own stories to share or not, letting me know, in general terms, about circumstances that might impact your performance as they come up will mean that I can work with you around accommodations, adjustments, and alteratives, to help you meet the requirements of the course.

academic integrity:
Honesty, trust and integrity are absolutely essential in this course, and in research and 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, and when in doubt please ask! [sja.ucdavis.edu]

READING SCHEDULE
reading are either posted on the course Basecamp, or can be downloaded trough the library catalogue

WK1 - JAN9 course introductions

Hester, Randolph (2006) Design for Ecological Democracy. Cambridge MA:MIT Press.
Introduction pp 1-14
Fairness pp 77-96

Khan, Michael (1974) The Seminar, Unpublished Paper.

in class:
Manfrau (2015) Community Design Solutions | Milwaukee, WI.
vimeo.com/117434026

Chinatown CDC (2012) Chinatown CDC's 35th Anniversary Gala – Tribute to Mrs. Chang Jok Lee.
www.youtube.com/watch?v=sI3M11ucaSc

Weber, Charlie and Daniel Sheehy (2017) Fandango Without Borders. Smithsonian Ceter for Folklife & Cultural Heritage.
folklife.si.edu/talkstory/fandango-without-borders

Center for Urban Pedagogy (2015) Door Wars.
vimeo.com/120074376

WK2 - JAN16 research in practice

Forsyth, Ann (2007) Innovation in urban design: Does research help? Journal of Urban Design, 12(3):461-473.

Beddoe, Liz (2011) Investing in the future: Social workers talk about research. British Journal of Social Work, 21:557-575.

Balazs, Carolina L. and Rachel Morello-Frosch (2013) The three Rs: How community-based participatory research strengthens the rigor, relevance, and reach of science. Environmental Justice, 6(1):9-16.

Huisman, Carla (2014) Displacement Through Participation. Tijdschrift voor Economische en Sociale Geografie, 105(2):161–174.

Take a tour through:
Kato, Yohei, Susan Verba, Sumayyah Ahmed, Perna Dudani and Sarah Perrault (2015) Evolution of Participatory Practices: 5 Disciplines 50 years. dipi.ucdavis.edu/participate/index.html.

WK3 - JAN23 analysis

Nic Giolla Easpaig, Bróna (2017) Capturing collective processes of analysis in participatory research: An example from a memory work investigation into how gender and sexual identities are experienced. International Journal of Social Research Methodology, 20(1):49-61.

Jackson, Suzanne F. (2008) A participatory group process to analyze qualitative data. Progress in Community Health Partnerships: Research, Education, and Action, 2(2):161-170.

Nind, Melanie (2011) Participatory data analysis: A step too far? Qualitative Research,11: 349.

Hallett, John, Suzanne Held, Alma Knows His Gun McCormick, Vanessa Simonds, Sloane Real Bird, Christine Martin, Colleen Simpson, Mark Schure, Nicole Turnsplenty, and Coleen Trottier (2017) What Touched Your Heart? Collaborative Story Analysis Emerging From an Apsáalooke Cultural Context. Qualitative Health Research, 27(9):1267–1277.

Skim through the collection of reports about Iriss' View from Here project:
> Iriss (2015) Dear diary: The emotional experience of working in social sciences.
> blogs.iriss.org.uk/viewfromhere/story-2015/story-diary-analysis/

> Pattoni, Lisa (2015) The view from here: Analysis.
> blogs.iriss.org.uk/innovate/2015/03/31/the-view-from-here-analysis-2/

> Iriss (2015) Diary Stories. Part of The View from Here.
> blogs.iriss.org.uk/viewfromhere/story-2015/story-stories/

additional resource:
Wimpenny, Katherine and Maggi Savin-Baden (2012) Exploring and implementing participatory action synthesis. Qualitative Inquiry, 18(8):689–698.

WK4 - JAN30 designing research

Swaffield, Simon and M. Ellen Deming (2011) Research strategies in landscape architecture: Mapping the terrain. Journal of Landscape Architecture, (spring): 34-45.

LeCroy, Craig Winston (2010) Knowledge building and social work research: A critical perspective. Research on Social Work Practice, 20(3):321-324.

Mitchell, Claudia, Naydene De Lange, Relebohile Moletsane (2017) Participatory Visual Methodologies.
> Project design: Beginning with the end in mind. pp19-45.
> [just a note that the case study discusses sexual violence]

MacKinnon, Shauna and Sara Stephens. (2008) Is Participation Having an Impact? Measuring Progress in Winnipeg's Inner City through the Voices of Community-Based Program Participants. Winnipeg: Canadian Centre for Policy Alternatives: Manitoba Office.
> Is Participation Having an Impact? pp1-9.
> Building Community Capacity through PAR - the Importance of Community Researchers pp40-42.

WK5 - FEB6 theory: care and reflexivity

Umemoto, Karen (2012) Seeking the value of loving attachment in planning research. in Libby Porter, , and Karen Umemoto (eds), What's Love Got To Do With It? Illuminations on Loving Attachment in Planning. Planning Theory and Practice, 13(4): 594-598.

Lawson, Victoria (2009) Instead of Radical Geography, How About Caring Geography? Antipode, 41(1):210-213.

Kim England (1994) Getting personal: Reflexivity, positionality and feminist research. The Professional Geographer, 46(1): 80-89.

Mukherjee, Sanjukta (2017) Troubling positionality: Politics of "studying up" in transnational contexts. The Professional Geographer, 69(2):291-298.

additional resource:
Nicholls, Ruth (2009) Research and Indigenous participation: Critical reflexive methods. International Journal of Social Research Methodology, 12(2):117-126.

WK6 - FEB13 theory: epistemologies and ontologies

Greenwood, Davydd James and Morten Levin (2007) Introduction to Action Research: Social Research for Social Change. pp1-34.

Agrawal, Arun (1995) Dismantling the divide between indigenous and scientific knowledge. Development and Change, 26: 413-439.

Haraway, Donna (1988) Situated knowledge: The science question in feminism and the privilege of partial perspective. Feminist Studies, 14(3): 575-599.

Kirsten Simonsen (2012) In quest of a new humanism: Embodiment, experience and phenomenology as critical geography. Progress in Human Geography, 37(1):10–26.

additional resource:
Umemoto, Karen (2001) Walking in another's shoes: Epistemological challenges in participatory planning. Journal of Planning Education and Research, 21:17-31.

WK7 - FEB20 theory: choose your own adventure

WK8-10 - FEB27-MAR13 methods: choose your own adventure

We'll pick the topics of the last four weeks of the course together, first a week of additional theory, then three weeks on specific families of methods.

For WK7 throughout the course take note of different frameworks, theories or theorists that pop up in the reading we will spend the week delving deeper into a selection of these.
For WK8-10 I will post a list of possible method families + a bibliography of possible readings to the course Basecamp we'll choose from these families together in class.

COURSE REQUIREMENTS
 I will hand out detailed assignments as the quarter moves on, but here is a quick taste…

weekly check-ins

The readings for this course come from a variety of fields, and cover everything from practical advise to personal reflection, research examples to a bit more abstract theory. In order to get the most out of the seminar we need to come prepared with an understanding of the readings alongside our own questions.

As you are reading, read for comprehension before you evaluate. At the end ask your self what is the metamessage? What is the main thing the author hoped readers would walk away with at the end of the piece, you should be able to sum this up in a few sentences at most. Then ask yourself what are your remaining questions? These might be questions of comprehension, there might be terms or concepts that even after a quick Google/Wikipedia search are still unclear, or that you'd like to continue to explore. These might be questions of critique, you may want to question findings, methods, conclusions of a piece, which is great, but remember to ground these questions in the text. These might be extension questions, there might just be something new that you are thinking or wondering about after the reading that you would like to explore or discuss.

To get this started each Monday you'll get a reminder to check-in at the course Basecamp by 7p to pick at least one reading and respond to two prompts 1) what's the metamessage, and 2) what are two of your questions. (You are always welcome to respond for more than one reading). Try to take a look at each other's responses before class.

midterm project

For the first half of the course, we'll work collectively on a research project asking about the impact of community-based and service learning in the Landscape Architecture + Environmental Design program at UC Davis. Through this project you will move through the several stages of (participatory/community-centered) research including analysis, reporting, developing research questions, and research design. What better way to learn about participatory research than to do it right?

research proposal outline

The final assignment of the course is a research proposal outline designed to get you started on your own independent research projects. The outline will include a brief introduction, your research question, preliminary bibliography, preliminary methods outline, project timeline. We'll move stepwise through these pieces in the second half of the course. This assignment will be adjusted for 2nd year Master's students and advanced PhD students/candidates.

peer reviews

As we go through the steps of the project proposal, you will each be responsible for providing peer reviews of each other's work. These peers reviews will be included in your body of work for assessment.