

Spring 2007, University of Texas
Graduate Program in Community and Regional Planning

CRP 381: Participatory Planning Methods

T-Th 9:30-11 (01465) GOL 2.110
T-Th 12:30-2 (01475) SUT 2.102, 2.114
T-Th 3:30-5 (01470) PAR 308

Instructor: Dr. [Patricia A. Wilson](mailto:pwilson@mail.utexas.edu), pwilson@mail.utexas.edu, 471-0130

Office hours: T-Th 2-3:15, SUT 3.112

Teaching Assistant: Nishtha Mehta, nishtha@gmail.com, 294-4837

Office hours: M 1-3, SUT 3.114

Teaching Assistant: Kelly Schaun, kschaun@mail.utexas.edu, 825-5987

Engaging the public through interactive participatory methods has become standard practice in the planning profession. Competency in design and delivery of participatory processes is part of the planner's domain. The methods and skills are useful not only for engaging the public on planning issues, but also for getting results in multi-stakeholder dialogue, analysis, and decision making. This course familiarizes students with the most common methods and skills used, and introduces the areas of innovation in participatory planning practice.

COURSE OBJECTIVES

Upon successfully completing the course the student will

1. understand the role of public participation in planning
2. be familiar with various tools and approaches used in participatory planning, as well as important cases
3. have a grasp of the basic skills in facilitating groups and mediating group conflicts
4. be able to design a participatory process and event.

PEDAGOGIC APPROACH

Tuesdays will be lectures and Q&A. Thursdays will be applied interactive sessions with discussion and practice.

REQUIRED BOOKS

- Creighton, James L. *The Public Participation Handbook: Making Better Decisions Through Citizen Involvement*. San Francisco: Jossey-Bass, 2005
- Faga, Barbara. *Designing Public Consensus: The Civic Theater of Community Participation*. Hoboken, NJ: Wiley, 2006.
- Holman, Peggy, Tom Devane, and Steven Cady. *The Change Handbook*. San Francisco: Berrett-Koehler, 2007

All other required readings are available as PDFs or html on Blackboard, or in a reader available (starting Jan. 23) at Jenn's on Guadalupe and 22nd (downstairs). One copy of the reader will be available on reserve under 'Wilson' at Battle Hall library). One copy of each of the required books will be on reserve at Battle Hall Library.

Supplementary readings, many of which will be useful for your module assignments and final paper, are available on Blackboard. Another excellent resource is the National Coalition of Dialogue and Deliberation website www.thataway.org.

CONTENT and READINGS

Week

1. Jan. 16-18 Overview of Participatory Planning

T: No readings due

Th: Creighton pp. 1-25 and 243-5

Faga vii-xxi and Chapter 1 (look for role of BRA planners)

Change Handbook, Ch. 17 (Conversation Café)

MODULE I: Facilitating Group Process

2. Jan 23-25 Facilitation Basics

T: Facilitation/Meeting Observation assigned (due Tues. Jan 30)

Creighton Chapter 10.

Schwarz, Roger, "The Skilled Facilitator Approach," in Schuman, Sandy. *The IAF Handbook of Group Facilitation*. San Francisco: Jossey-Bass, 2005, 21-34.

Kaner, Sam. "Promoting Mutual Understanding for Effective Collaboration in Cross-Functional Groups with Multiple Stakeholders," in Schuman, 115-133 pdf

Bressen, Tree. "Group Facilitation Primer", 24 pp. pdf

www.treegroup.info/topics/facilitation_primer.pdf

Summary of Kaner's decision rules (from Sam Kaner, *Facilitator's Guide to Participatory Decision-Making*), pdf

In-class DVD: Example of community facilitation in environmental land use conflict in Catron County, New Mexico

Th: Faga Ch. 2 and Afterword (201-208)

Change Handbook Ch. 41 (21st Century Town Mtg)

Note: This Thursday evening, Jan. 25, is the facilitated public planning meeting for the class facilitation assignment: Oak Hill Neighborhood Planning Meeting, 6:30-9 pm. Sheppard of the Hills Presbyterian Church, 5226 W. William Cannon

3. Jan 30-Feb1 Consensus Building and Collaborative Problem-Solving

T: DUE: Facilitation/Meeting Observation assignment

Roos, Carol, "Consensus Building/Mediation of Land Use Planning Issues in San Francisco: Legislative Analyst Report," Sept. 2001, 12 pp.

www.ci.sf.ca.us/site/bdsupvrs_page.asp?id=4870

Burgess, Heidi and Brad Spangler. "Consensus Building." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: September 2003

<http://www.beyondintractability.org/essay/consensus_building/>.

Susskind, Lawrence, and Jeffrey L. Cruikshank. *Breaking Robert's Rules*.

NY: Oxford, 2006, pp. 18-35, 114-125, 130-132.

Change Handbook Ch 16 Consensus Decision-Making (Bressen) 6 pp.

Bressen, Tree, "Consensus Points", 2 pp. pdf

www.treegroup.info/topics/B10-consensus_points.html

Th: Faga Ch. 4

MODULE 2 Participatory Assessment

4. Feb. 6-8 Decision Analysis (Situation Assessment)

T: (Participatory Assessment assigned and Final Case Proposal assigned)

Creighton Chs. 3 and 4, plus HP case study in Ch 18

Th: Faga Ch 3

5. Feb. 13-15 Participatory Strategy

T: Creighton Example 247-253

Walsh, Mary L. Ch.4 "Ten Steps for Connecting Citizens to Governance," in *Building Citizen Involvement Strategies for Local Government*, ICMA, 1997 pp. 49-68 pdf

Th: Faga Ch. 6

DUE: Participatory Assessment

MODULE 3 Participatory Process Design

6. Feb. 20-22 Comparing and Selecting among Participatory Processes

T: (Process Design assignment given)

Creighton Chs. 6 and 7

Carson, Lyn and Janette Hartz-Karp, "Adapting and Combining Deliberative Designs: Juries, Polls, and Forums," in John Gastil and Peter Levine, Eds., *The Deliberative Democracy Handbook: Strategies for Effective Civic Engagement*. SF: Jossey-Bass, 2005, 120-138.

Theory reading (TBA)

Th: *Change Handbook*, Ch. 33 (Future Search) and Ch.35 (Search Conference)

In-class video: Future Search
Bring one-pager (see short assignment under Tuesday).

7. Feb 27-Mar 1 Collaborative Planning:

T: DUE: Final Case Proposal.
Faga Ch. 5, "Leading by Collaboration" (40 pp)
Sokoloff, Harris, Harris M. Steinberg, and Steven N. Pyser, "Deliberative City Planning on the Philadelphia Waterfront," in Gastil, 185-196
Th: *Change Handbook* Ch. 9 (Open Space Technology)

8. Mar 6-8 Community Visioning and Charrettes

T: Guest speaker at 9:30AM class: Prof. Sergio Palleroni, Center for Sustainable Development and East Austin Community Design Center. Please make plans to attend the morning class.
Change Handbook Ch 32 Charrettes
Lindsay, Gail, JoelAnn Todd, and Sheila J. Hayter. Handbook for Planning and Conducting Charrettes. Golden, CO: National Renewable Energy Laboratory, 2003, pp. iv-vi and 1-14. www.osti.gov/bridge
Segedy, James A. and Bradley E. Johnson, "Neighborhood Charrette Handbook," no date, www.Louisville.edu/org/sun/planning/char.html.
Th: Guest speaker at 9:30AM class: Dr. Kent Butler. Please make plans to attend morning class.
Moore, Carl M., Gianni Longo, and Patsy Palmer, Ch 15 "Visioning", in Susskind, et al, *Consensus-Building Handbook*, 557-590.
Parr, John, Case 11 "The Chattanooga Process: A City's Vision Is Realized," Ibid, 951-968.

9. Mar 20-22 Multi-Party Negotiations

T: Guest speaker, Dr. Bob Paterson
McKearman, Sarah and David Fairman, "Producing Consensus," in Lawrence Susskind, Sarah McKearnan, and Jennifer Thomas-Larmer, *The Consensus Building Handbook*. Thousand Oaks: Sage, 1999, 325-373
Th: DUE: Participatory Design assignment

MODULE 4 Designing a Participatory Workshop, Event, or Meeting

10. Mar 27-29 Frameworks and Elements

T: (Participatory Event Design assigned)
Creighton Chs. 8 and 9
Straus, David A., "The Graphic Road Map," in *Consensus Building Handbook*, op cit, 148-9. pdf

Th: Application

11. Apr 3-5 Using a Framework

T: Guest speaker: John Baker, consultant in strategic planning and facilitation, Technology of Participation (Institute of Cultural Change). Please make plans to attend the 9:30AM section

Change Handbook Ch 10 (Technology of Participation)

Stanfield, R. Brian. *The Art of Focused Conversation*. Gabriola Island, BC: New Society Publishers, 2000, 22-48

Scharmer, C. Otto, Frankfurt case study (pdf)

Th: Application

12. Apr 10-12 Evaluating Participatory Events and Processes

T: Creighton Ch. 16

Muhlberger, Peter, "Building a Deliberation Measurement Toolbox: Report to the Deliberative Democracy Consortium," Center for Public Service, Texas Tech University, 2006, 18-46. (pdf)

Wilson, Patricia A., Julianna Padget, Judy Wallace, "New Orleans Community Congress II: Towards the Next Era of Participatory Democracy," 2006 pdf

Th: DUE—Participatory Event Design

MODULE 5: Special Topics

13. Apr 17-19 Collaborative Learning

T: Christakis, Alexander N. How People Harness Their Collective Wisdom and Power. Greenwich, CO: Information Age Publishing. 2006, 65-74, 121-125.

Change Handbook Ch 18 Dynamic Facilitation

Cheng, Antony S. and Janet D. Fiero "Collaborative Learning and the Public's Stewardship of its Forests," in Gastil, op cit, 164-173.

Th: Application

14. Apr 24-26 Dialogue across Difference:

T: Race, Class, Gender, Culture, Values, and Virtual Democracy

Faga Ch 7

Change Handbook Ch 59

Th: Using Participatory Arts: Theater, Music, Visual Arts, Dance and Movement

Change Handbook Chs 60-63

15. May 1-3 CONCLUSIONS

T DUE: Final Paper

Change Handbook, Ch 12 (World Café)

In-class: World Café

Th Closing words: Bringing it home to roost

Assignments

<u>Module</u>	<u>Assignment</u>	<u>%</u>	<u>Date Due</u>
	Class Participation	20%	ongoing
I	Facilitation/Meeting Observation	5%	January 30
II	Participation Assessment	15%	February 15
	Final Paper Case Proposal	5%	February 27
III	Participatory Process Design	15%	March 22
IV	Participatory Event Design	15%	April 12
	Final Paper	25%	May 1

Design of Assignments

Assignments are designed to provide students with an opportunity to apply concepts and methods from the readings, lectures, and class activities. Students are expected to integrate material from the lectures, readings, and class activities when preparing their assignments.

Requirements for each module assignment will be discussed in class and posted on Blackboard at least a week before it is due. Assignments must be emailed to Nishtha Mehta before the class time at which they are due and also turned in at the beginning of that class in hard copy. Anything received after either of those times will be deemed to be late.

Grading of Assignments

Assignments will be assessed using the following criteria:

- quality of writing and presentation
- application of methods and concepts from readings, lectures, and class activities
- synthesis and integration of ideas and insights
- clarity and logical order of ideas

All grades are assigned by the instructor.

Participation

The participation grade is based on attendance, quality of contributions to class discussions and exercises, and effort and skill-building over the semester in class exercises. To ensure quality contributions, students are expected to come to class having read and reflected upon all required readings due that day. The participation grade will be based not only on your individual attendance and contributions, but also on your ability to contribute to a collegial learning environment in keeping with the tenets of collaborative group process.

The participation grade will also reflect the completion of occasional short assignments due on Thursdays during weeks in which module assignments are not due. These short assignments will be assigned in class on the Tuesday of that week.

Guest Lectures

Four guest lectures are planned during the semester. They will be held at the morning class 9:30-11:00. Please make plans now to attend them. We intend to make a video recording of the lecture for presentation during the other two sections. Attendance at those will be required if the student does not attend the 9:30 lecture.

These dates are scheduled for guest lectures: March 6, March 8, March 20, and April 3.

Availability outside of Class

In keeping with the nature of a graduate program, interacting with the instructor outside of class regarding questions or concerns is an important part of the learning process. You are encouraged to make use of office hours or, if necessary, arrange alternate times to meet. Also both of the teaching assistants are available for any questions or concerns. Blackboard is an appropriate vehicle to bring up issues or ideas for the whole class to read and discuss.

Administration and Expectations

1. To be eligible to pass this course, students are required to complete all assignments and to demonstrate a reasonable degree of competence in each. An assignment that is turned in late will earn zero points. Failure to submit any assignment is grounds for failure in the course.
2. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, visit the Student Judicial Services web site at www.utexts.edu/depts/dos/sjs/.
3. Full and detailed acknowledgment (i.e., citation and bibliographic reference) must be provided if contributions are drawn from literature (including web) in preparation of assignments. Your written work must properly cite and reference

original work where appropriate or required. Citation and referencing must conform to APA (*American Psychological Association*) or Turabian formats both in the body of your paper and its attached reference section.

4. All assignments must be word processed or typed, and must be double or 1.5 spaced throughout with 1 inch margins all around.
5. The student should retain a copy of work that is submitted, and should retain graded assignments when they are returned. Students must be able to produce a copy of all work if so requested.
6. Submission deadlines will be strictly enforced. Extensions will only be granted on medical or compassionate grounds and will not be otherwise granted except in the most extreme circumstances. A request for extension must be made in writing to the instructor and must be approved by the instructor prior to the due date of the assignment. No extension has been granted unless it has been approved in writing by the instructor.
7. The student's name must appear on the cover sheet of each assignment.
8. Attendance is a critical component of success in this course. It is important for your exposure to, and retention of, materials and exercises not covered in the readings. In addition, it provides you with the opportunity to contribute to class discussions and to help formulate aspects of the project due at the end of each module. Consequently, attendance and participation are mandatory. You are required to attend the section for which you are registered, except in the case of scheduled guest lectures, as noted above under **Guest Lectures**.
9. At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To ensure that the most appropriate assistance can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.
10. Grades for the course will be based on the weighted aggregation of scores for the five assignments and the final examination. Final grades will be assigned as follows:

93% - 100%	= A
90% - 92.9%	= A-
87% - 89.9%	= B+
83% - 86.9%	= B
80% - 82.9%	= B-
77% - 79.9%	= C+
73% - 76.9%	= C
70% - 72.9%	= C-
60% - 69.9%	= D
below 60%	= F