Planning For and With People
(CRPLAN 3300)
Spring 2015
Wednesday and Friday, 12:45-2:05pm, Location: Bolz Hall 412

COURSE DESCRIPTION

Planning involves making decisions, often about deeply controversial issues. Sometimes it seems like planners are moving from conflict to conflict, one day determining where a new affordable housing development should be located and the next day how vacant land can be better managed for the city. Many of these decisions have important and long-lasting impacts on many people. Elected officials, civil servants and professional experts have long played an important role in how these decisions are made, but advocacy organizations, civil society groups and individual activists have become increasingly effective at influencing decision-making in the public sphere. This means that the role of planners is often to determine how diverse groups of people can effectively make decisions about the places and spaces they seek to improve? This course teaches students how to design and implement participatory planning processes in a democratic context. To do so, this course consists of four parts: 1. Theories of Participation, 2. Stakeholder Assessment, 3. People, Processes and Tools, 4. Improving Participation: Skills & Evaluation. The local project will be an opportunity for students to research and design a participation process for a planning project in Columbus. Since this project will involve direct engagement with community members and other stakeholders some flexibility will be required.

Learning Objectives: Upon finishing the course, students will be able to:

- Present, prepare and implement an effective participatory decision-making strategy
- Recognize and classify the theoretical assumption underpinning different participatory decision-making techniques and processes
- Evaluate participatory decision-making to assess its strengths and weaknesses

DISABILITY STATEMENT: All students with disabilities who need accommodation should see Dr. Mattijs van Maasakkers privately to make arrangements. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.
## COURSE OVERVIEW

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**GRADING:** There are 100 points possible in the class. Grading is assessed based on the following maximum points allocation:

- Midterm: 20 points
- **Team Intermediate Deliverables:** 30 points (Up to 5 points each for 1-3 and 5, up to 10 for the presentation)
- Peer Evaluation: 5 points
- Attendance and Participation: 5 points
- Reflection Memos: 10 points (minimum of 2, up to 5 points per memo)
- **Team Stakeholder Assessment and Process Recommendation:** 30 points (maximum of 10 for the in-class presentations, and up to 20 for the written report)
COURSE READINGS AND ASSIGNMENTS

All readings are either available through Carmen or on reserve in the Knowlton library. The following books are recommended for purchase. When deciding whether or not to purchase these, keep in mind that older editions of these texts can be used. Second-hand copies are easily and cheaply found online.


The students are required to attend all class-sessions; complete the required readings listed below and be prepared to discuss them in class. In addition, every student is required to produce three individually written assignments (two reflection memos and the peer review), and produce the required deliverables related to the team projects. The written assignments should be double-spaced, 12 point font. The due dates are noted on the syllabus. Unless otherwise noted, written assignments are due at the beginning of class and one point will be deducted for each day a paper is late. Papers more than a week late will not be accepted. Students will be graded on both intellectual content and clarity of writing.

MUD CARDS: At the end of lectures, 3x5 cards will be handed out to all students in the class, so they can write down what the “muddiest” part of that day’s class was. This can be a conceptual problem, a practical issue, or a request for additional readings on a particular topic or conflict. After each class, these cards will be collected. If there are questions that can be answered briefly in writing, I will do so via the class website. Alternatively, or if a large part of the class brings up a very similar question, I will devote some time in the next session to the question. These “Mud Cards” can be filled out anonymously, and do not count towards a grade. If nothing is unclear, a student does not have to fill out a mud card.

ACADEMIC MISCONDUCT: Submitting plagiarized work to meet academic requirements including the representation of another’s works or ideas as one’s own; the unacknowledged work for work use and/or paraphrasing of another person’s work; and/or the inappropriate unacknowledged use of another person’s ideas; and/or the falsification, fabrication, or dishonesty in reporting research results shall be grounds for charges of academic misconduct.

SEXUAL HARASSMENT: Any forms of sexual harassment or intimidation will not be tolerated. The University’s Code of Student Conduct and Sexual Harassment Policy are available online (http://studentconduct.osu.edu/page.asp?id=35) Sexual harassment includes inappropriate behavior among two or more students: between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. When a complaint is received, the situation will be investigated by the academic department, possibly by the police, even if the harassment was done anonymously or possibly as a jest.
I. INTRODUCTION

Wednesday, Jan. 14: Course Overview

Friday, Jan. 16: Project Description – Guest Lecture by Elan Daniel, Urban Nature

Whiston Spirn, Anne. “Restoring Mill Creek: Landscape Literacy, Environmental Justice and City Planning and Design.” Landscape Research 30, no. 3 (July 1, 2005): 395–413.

II. THEORIES OF PARTICIPATION

Wednesday, Jan. 21: Representative, Deliberative and Direct Democracy

Friday, Jan. 23: Justice, Rights and Regulations


Wednesday, Jan. 28: Communicative Rationality and Local Knowledge


Friday, Jan. 30: Overview of Processes and Tools


II. STAKEHOLDER ASSESSMENT

Wednesday, Feb. 4: Deciding on Participation: Stakeholder Assessment


Friday, Feb. 6: Working Session on Stakeholder Analysis
Deliverable 1: Stakeholder Diagram
The diagram is due at the end of class on Feb. 6 in digital copy in the dropbox on Carmen. To work on this deliverable, make sure one of the team-members brings a laptop to class.

Wednesday, Feb. 11: Representation and Recruitment


Friday, Feb. 13: Working Session on Representation and Outreach
Deliverable 2: Stakeholder Contact List
The contact list will include specific information on individuals and organizations, and will most likely include the result of online searching. Bring a laptop to class.

Wednesday, Feb. 18: Learning from Stakeholders


Friday, Feb. 20: Working Session on Stakeholder Interviews
Deliverable 3: Stakeholder Interview Protocol

Wednesday, Feb. 25: MIDTERM
All materials and lectures covered until now are examined. The midterm will be held in class, and the use of outside materials is not permitted.

III. PEOPLE, PROCESSES AND TOOLS
Deliverable 4: Presentation on Participation Process
Teams will be assigned a process type and associated time/date. Presentations should outline the basic elements, as well as the strengths and weaknesses of their process/tool in general. In addition, each presentation should also describe the opportunities and threats associated with its potential implementation in Franklinton.

**Friday, Feb. 27: Introduction to Development Team and Site Visit**
**Attendance is mandatory**
Deliverable 5: Collage of at least five unique (meaning taken by students in this class) pictures of the site and its surroundings
All students will visit the development site in Franklinton at the center of our participatory process design project and meet with the development team.


**Wednesday, March 4: Process Design – Connecting Stakeholders and Tools**

**Friday, March 6: Exploration: World Café**

The website of the World Café Community Foundation: [http://www.theworldcafe.com](http://www.theworldcafe.com) contains helpful information on the preparation and execution of this type of meeting. Focus especially on design-principles and methods sections.

**Wednesday, March 11: Consultation: Charettes**


**Friday, March 13: Advisory Processes: Citizen Advisory Boards**


**March 18 & 20: SPRING BREAK**

**Wednesday, March 25: Decision-Making: Mediated Negotiations**


**Friday, March 27: Implement: Collaborative Planning**


**IV. IMPROVING PARTICIPATION: SKILLS & EVALUATION**

**Wednesday, April 1: Negotiation**

**Friday, April 3: Coalition Building**

**Wednesday, April 8: Facilitation**

**Friday, April 10: Reflection in/on Practice**

**Wednesday, April 15: Evaluation of Meetings, Events and Sessions**


**Friday, April 17: Learning from Participatory Decision-making**


**VI. PROJECT PRESENTATIONS**

**Wednesday, April 22: Presentations**

**Friday, April 25: Final Presentations**
Written reports and peer evaluations are due (via Carmen) on April 28, at 6pm.