

## **LDA 141: Community, Participation & Design**

Landscape Architecture & Environmental Design

**Winter Quarter 2019**, 4 units, 168/178 Hunt Hall, T 1:10-2:30, Th1:10-4

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### **TAs:**

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### **Course Rationale**

What is participation in sustainable design and planning? Why is it important? Social aspects of sustainability are usually the last to be addressed, but this can seriously limit its meaningfulness and effectiveness. Questions of sustainability are ultimately questions about scarce resources, how we use them and how they are distributed. Which means that there are often risks and rewards, winners and losers.

Designers are part of the decision-making process, selecting resources, determining their arrangements, and distributing their 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 more. Meaningful community engagement can help designers understand how people use and feel about the places where we design. This understanding leads to new solutions and stronger designs that have more potential to succeed. Community-based design 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 we will practice the skills needed to engage communities in meaningful and empowering ways.

### **Learning Outcomes**

Students completing this course should be able to:

- 1.** identify and describe examples of past community design projects and approaches;
- 2.** describe and practice specific tools and techniques used in community design;
- 3.** continue to develop the skills needed to conduct community-based design projects, with a special focus on group process, flexibility in design, and communication (visual, written and oral) with diverse groups;
- 4.** connect design products with processes required for collaborative practice, including time allocation, different roles for professionals and community members, and the use of research and analysis;
- 5.** reflect critically on their experiences and those of their classmates as they engage with communities for sustainability;
- 6.** position themselves and their professional practices with regard to the values that are

important to them as designers, the aspects of the work that are most appealing, and hopes for the future of the design fields.

### **Course Requirements**

Detailed assignment descriptions will be posted on Canvas throughout the quarter. All assignments are to be submitted via Canvas by 11:59pm of the due date unless otherwise noted; no exceptions, please plan ahead for technical delays in uploading materials.

1. Journal (including final Manifesto) - Ongoing - 10%
2. A2 Visual Observations - 10%
3. A3 Relatograms and Community Questions - 10%
4. A4 Site Analysis and Project Goals - 10%
5. A5 Final Work Plan and Midway Presentation - 15%
6. A6 Project Portfolio and Final Presentation - 35%
7. Participation (ongoing) - 10%

### **Course Text:**

You should purchase the required textbook before the class starts. It should be available at the [UC Davis bookstore \(Links to an external site.\)](#), on [Amazon \(Links to an external site.\)](#), or direct from [Island Press website \(Links to an external site.\)](#) (discount code: 4DESDEM). If you are facing a real hardship please send me a note.

The book: De la Peña, David, Diane Jones Allen, Randolph T. Hester, Jeffrey Hou, Laura Lawson and Marcia McNally. 2017. **Design as democracy: techniques for collective creativity**. Washington D.C.: Island Press

### **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. So please don't hesitate to approach us, or to consult with the Student Disability Center ([sdc.ucdavis.edu](http://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](http://shcs.ucdavis.edu)) provides 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 alternatives, to help you meet the requirements of the course.

If you are in crisis and need urgent care, come to Student Health and Wellness Center. Student Health and Counseling Services (SHCS) offers both medical and mental health urgent care services on the first floor of the Student Health & Wellness Center during normal hours of operation. For urgent needs you can call or walk in to speak with an advice/triage nurse (530) 752-2349. The nurse will discuss your concerns and determine if urgent care is appropriate.

### **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](https://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](https://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](https://success.ucdavis.edu)]. And when in doubt, unsure, if you'd just like a little clarification please ask!

### **Online Community Design Resources**

ABCD Institute - [resources.depaul.edu/abcd-institute](https://resources.depaul.edu/abcd-institute) ([Links to an external site.](#))[Links to an external site.](#)

Community Planning - [communityplanning.net](https://communityplanning.net) ([Links to an external site.](#))[Links to an external site.](#)

Community Tool Box - [ctb.ku.edu](https://ctb.ku.edu) ([Links to an external site.](#))[Links to an external site.](#)

Landscape Education for Democracy - <https://ledwiki.hfwu.de> ([Links to an external site.](#))[Links to an external site.](#)

[\(Links to an external site.\)Links to an external site.](#) Spatial Agency - [spatialagency.net](https://spatialagency.net) ([Links to an external site.](#))[Links to an external site.](#)

Tactical Technology Collective - [tacticaltech.org](https://tacticaltech.org) ([Links to an external site.](#))[Links to an external site.](#)

Universal Design Education - [udeducation.org](https://udeducation.org) ([Links to an external site.](#))[Links to an external site.](#)

1+ - [theoneplus.org](https://theoneplus.org) ([Links to an external site.](#))[Links to an external site.](#)

Association for Community Design - [communitydesign.org](https://communitydesign.org) ([Links to an external site.](#))[Links to an external site.](#)

Architects / Designers / Planners for Social Responsibility - [adpsr.org](https://adpsr.org) ([Links to an external site.](#))[Links to an external site.](#)

Asian Neighborhood Design - [andnet.org](https://andnet.org) ([Links to an external site.](#))[Links to an external site.](#)

UC Davis Center for Design in the Public Interest - [dipi.design \(Links to an external site.\)](#)[Links to an external site.](#)

## Course Schedule

### WK1 - Suiting up

#### tu jan 8 - introductions to community design

*it's the first day of class, so you're not expected to have completed the readings, but please take time during the quarter to go back and read through these on your own:*

**Textbook:** de la Peña, David and Randolph T. Hester. Introduction: REFORM! RE-FORM!  
Together We Design

Eby, John. 1998. [Why Service Learning is Bad](#)

Lacol. 2018. [Against Participationism](#)

#### additional resources:

Arnstein, Sherry. 1969. [A ladder of citizenship participation. Journal of American Institute of Planners. 35\(4\):216-224.](#)

#### th jan 10 - suiting up

*Our first task is a look inward. Before we can engage or ask others to engage, let's take time to understand our own motivations, biases, hopes and fears. What values drive the work we do? What kinds of roles can we play as designers and citizens to live out those values?*

**Textbook:** Lawson, Laura and Marcia McNally. Chapter 1: Suiting Up to Shed.

**In Class Assignment:** Complete exercise on p 17-19, ["I Am Someone Who."](#)

**fr jan 11 [Assignment 1 - Community Project Preferences](#)**

### WK2 - Going to the People's Coming

#### tu jan 15 - participation vs. engagement

*Going to visit your site is common practice in the environmental design fields. But there are many ways to go, and wildly different outcomes depending on your attitude. This week we will talk about common differences between participation and engagement, and who is expected to put in the time and effort. Also, these first several weeks have more readings than the rest of the quarter. Make sure to comment on each reading in your journals as we go through the class. These can be brief observations or questions, but should show you did the reading.*

**Textbook:** de la Peña, David. Chapter 2

Wolfinger. [On Writing Fieldnotes.](#)

Gehl and Svarre. 2013. [Excerpt from How to Study Public Life](#)

Zeisel, John. Chapter 8: [Observing Physical Traces](#)

Zeisel, John. Chapter 9: [Observing Environmental Behavior](#)

Lacol. [Documentation](#)

### **th jan 17 - going to your community / client & performing a service**

*During this first week of service start to document your impressions and reflections in your journal. Ask yourself: What did I see? How did it make me feel? What did it mean to me? 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? Meet as a group and define roles, expectations, and goals. Set someone as a main point of contact with your community partner so you don't barrage them with disconnected messages.*

**Reading:** MIT. [Important Steps When Building a New Team \(Links to an external site.\)](#)[Links to an external site.](#)

### **fr jan 18 Assignment 2: Visual Observations**

### **WK3 - Experting**

#### **tu jan 22 - exploring different kinds of expertise, valuing & listening to indigenous knowledge**

*Designers are usually framed as experts, but local community members are rarely given the same status. Yet, local knowledge and experience is a key form of expertise. This expertise is usually thought of as related to social or cultural aspects, but can easily extend into ecological or technical aspects as well. Today we discuss ways to integrate indigenous knowledge and citizen science into our design processes.*

**Textbook:** Allen, Diane Jones. Chapter 3

Stanford dschool. ["interview for empathy"](#)

Devlin, Ryan. 2006. [Source Report: Interviews and Oral Histories](#)

#### **Further reading (optional):**

**Weiss,** Robert Stuart. 1995. Learning from strangers: the art and method of qualitative interview studies. New York: Free Press.

Zeisel, John. 2006. [Focused Interviews](#)

Zeisel, John. 2006. [Standardized Questionnaires](#)

**th jan 24 - finding local knowers & performing a service**

*While you are in your community this week take some time to ask questions of your partner. Try to think about the assets and strengths of the community. Also keep chatting with your group and share some of your observations and ideas.*

**fr jan 25 [Assignment 3: Relatograms and Community Questions](#)**

**WK4 - Calming and Evoking**

**tu jan 29 - assessing the situation through collaborative research, setting goals & priorities**

*The mix between outsider and insider expertise and experience can yield insights about a community. Designers working in somebody else's community should take pause before diagnosing its problems. Today we will discuss ways to collaboratively investigate a community's assets, challenges and possibilities.*

**Textbook: McNally, Marcia. Chapter 4**

**Woo, Rosten, Willowbrook.** Read the webpage and watch the video at <http://rostenwoo.biz/index.php/willowbrook> (Links to an external site.)Links to an external site.

**th jan 31 - final community service day**

*This is your last week to be immersed in your community before you are explicitly working on the design project. If community members and your community partner are available, make sure to take advantage and run your site analysis and goals by them before you submit the assignment on Friday.*

**fr feb 1 [Assignment 4 - Site Analysis and Project Goals](#)**

**WK5 - "Yeah!" That's What We Should Do**

**tu feb 5 - Developing a Shared Vision, Working with Conflict, Finding Consensus**

*Consensus is an ideal that is hoped for, but not always possible. In fact, it is not always desirable. Sometimes, driving toward consensus can silence or dismiss dissenting voices, which is like sweeping problems under the rug. How do we work with different values, goals, and fears, and still manage to decide what to do?*

**Textbook: McNally, Marcia. Chapter 5**

**Hester, Randolph T. "Getting a Gestalt"**

**th feb 7 - [Group Presentations in Class](#)**

## fr feb 8 - Assignment 5 (Group) Final Work Plans

### **WK6 - Co-generating**

#### **tu feb 12 - Collaborative design**

*How do we move from a mindset of designing "for" people to designing "with" people? What do we gain by doing that? How do designers continue to put their technical training to use when they involve other people in the actual design process?*

**Textbook:** Hou, Jeffrey. Chapter 6

Hester, Randolph. 1984. Letting Archetypes and Idiosyncrasies Inspire Form

#### **th feb 14 - Studio Work Time**

*During these next three weeks, you will be expected to be in class as if it were your team's office. If you need to go to your site, or meet with your client, you will have to clear it first with one of the instructors. Please take advantage of this time your team has together to be as productive as possible, and also to get feedback from the teaching team.*

### **WK7 - Engaging the Making**

#### **tu feb 19 - Building Together as a Tool for Empowerment and Motivation |**

*Making something may or may not be a part of your community project this quarter. Nonetheless, we will discuss the value of co-creation and the connection between people and the material world that is possible when you work physically together.*

**Textbook:** Hou, Jeffrey. Chapter 7

#### **th feb 21 - Studio Work Time 2**

*You are expected to be in class during Studio Time. If you need to be at your site, or working elsewhere on your project, please clear that first with the teaching team. We will conduct desk crits for each group during this time.*

### **WK8 - Testing, Testing, Can You Hear Me? Do I Hear You Right?**

#### **tu feb 26 - Prototyping, Simulating, and Getting Feedback**

*This week we focus on how to use design tools and design thinking to test our ideas and proposals all the way through the process. How can representations and mock-ups help us imagine how future users will experience the places we design? What are some common pitfalls?*

**Textbook:** Hester, Randolph. Ch. 8

#### **th feb 28 - In Class Pinups and Studio Work Time 3**

*Each group will have a 30-,minute pinup session during Studio Time today. While you are presenting other groups should continue to work (or observe the pinups). Community Partners may also be invited to attend the pinups if that is appropriate.*

## **WK9 - Putting Power to Good Use, Delicately and Tenaciously**

### **tu mar 5 - politics, power and community organizing**

*What kind of social responsibility do designers bear? How do they wield the power they have as a result of their positions and skills? What other skills do they need to be effective change-makers? Should designers be political? activists? leaders?*

**Textbook:** Hester, Randolph. Chapter 9

Reed, Eve. 2017. Social sustainability: Putting the heart into urban planning. Tea & Water, July 3. <https://www.teaandwater.co/insights/cities/human-urban-planning/> (Links to an external site.)[Links to an external site.](#)

### **th mar 7 - Studio Work Time 4**

*Teams must deliver their final work products to their community clients by today and will spend the following week preparing their final presentations.*

## **WK10 - Reflecting on the Experience and Pondering Future Practices**

### **tu mar 12 - Looking Back and Forward**

*Looking back, we will revisit the values we started the class with, along with the expectations you had for the work of this class and how they correspond with what transpired. What have we learned? How do we define success? Also, we will talk about how community design is practiced across a broad spectrum of fields. Ask yourself: how will I apply this knowledge? what rules will I follow for my own design practice moving forward?*

**Textbook:** Conclusion. p. 303-307.

[The Laufen Manifesto for a Humane Design Culture \(Links to an external site.\)](#)[Links to an external site.](#)

**w mar 13 - Presentation slideshows must be uploaded by 11:59 pm so that the instructors can have them ready for Thursday.**

### **th mar 14 - Final Project Presentations**

*We will invite your community partners to this final presentation, along with other faculty members and outside reviewers. Each group will have about 20-25 minutes, including a 10-15 minute presentation followed by comments. Please rehearse your presentations with clear speaking roles for each member. Also expect to be present and engaged in the room during the other team presentations.*

**Due in class: Journals and Manifestoes**

## **Finals Week**

**tu mar 19 - Final Project Portfolios are due (Group)**