

**Planning and Public Engagement**  
**Tuesday 9:30 – 12:20**

**EVDP 631 • Fall 2014**  
**PF2165**

Dr. Noel Keough  
[nkeough@ucalgary.ca](mailto:nkeough@ucalgary.ca). 403 220-8588  
PF 4137, hours by appointment

TA: TBA

### **Introduction**

This course is aimed at providing students with an overview of key principles, issues, and techniques of public involvement (PI) as it applies to planning. Through a review of selected readings, in-class discussion, guest lecture presentations and case studies, students will have the opportunity to gain an understanding of the purpose, fundamentals, and challenges of the public participation process from the point of view of community workers, volunteers, planners, and consultants.

### **Objectives**

1. Students will be familiar with key theories supporting engagement and participation.
2. Students will be familiar with a variety of approaches to the design and execution of engagement processes employed in the public, private and civil society sectors.
3. Students will gain practical experience in engagement process analysis/critique and design.

### **Teaching Approach**

I try to practice an engaging approach to teaching, employing participatory, popular education, and creative approaches; and providing students with a collegial, dialogue-centred, experiential educational environment. In this course we will explore the theoretical literature on participation and we will situate this theory within actual participatory processes ongoing and recently completed in various communities in Calgary. We will have significant opportunities for interaction with proponents, designers and facilitators of participatory and engagement tools and processes in the public and community sectors.

### **Content: Topic Areas and Detailed Class Schedule**

Session 1: Tuesday September 9	Course Introduction Typologies of Participation
Session 2: Tuesday September 16	Participation and Engagement Theory
Session 3: Tuesday September 23	Case Study: Hillhurst-Sunnyside Community Association Case Study: Bow To Bluff – Tamara Lee

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Session 4: Tuesday September 30	Active Neighbourhoods Bridgeland: Sustainable Calgary Bridgeland Orientation
Session 5: Tuesday October 7	City of Calgary Engage/Transforming Planning Case Study: CivicCamp
Session 6: Tuesday October 14	Case Study: Community Development Learning Initiative Group Workshops/Studio
Session 7: Tuesday October 21	Case Study: imagineCalgary Case Study: Sustainable Calgary
Session 8: Tuesday October 28	United Way of Calgary and Area: Hubs/Neighbourhoods
Session 9: Tuesday November 4	Case Study: Calgary Cycling Strategy

### **Reading Week November 8 – 11**

Session 10: Tuesday November 18	Case Study: Deliberative Democracy/Participatory Budget
Session 11: Tuesday November 25	Group Workshops/Studio
Session 12: Tuesday December 2	Final Public Engagement Event

### **Means of Evaluation**

There will be no final exam. Students must obtain an overall passing grade to pass this course. Quality of writing (spelling, grammar, clarity) will be a component of the assessment of all assignments.

Assignment 1. Theory Paper Due: October 28 30%  
Students will choose from a selection of 8-10 questions on a variety of topics related to planning and engagement. The theory papers will be approximately 3000 words.

Assignment 2. Active Neighbourhoods Assignment Deliverables TBD September 30 40%  
Students will work individually and in groups as part of the Active Neighbourhoods Bridgeland research team. Tasks will include data collection and analysis of a household survey, community walks, and supporting literature research.

Assignment 3. Learning Reflections December 5 30%  
Students will keep an active journal throughout the course and submit a 4 page reflective summary of the journal.

## Readings – Theory I

Van der Arend, Sonja and Jelle Behagel 2014. What Participants do. A practice-based approach to public participation in two policy fields. *Critical Policy Studies*, Vol. 5, No. 2, pp. 169-186.

Fischer, Frank and Herbert Gottweis 2014. The argumentative turn in public policy revisited: twenty years later. *Critical Policy Studies*, Vol. 7, No. 4, pp. 425-433.

Torgerson, Douglas 2014. Policy as a matter of opinion. *Critical Policy Studies*, Vol. 7, No. 4, pp. 449-454

Innes, Judith and David Booher 2004. Reframing Public Participation: Strategies for the 21<sup>st</sup> Century. *Planning Theory and Practice*, Vol. 5, No. 4, pp 419-436.

Hysing, Eric 2014. Representative democracy, empowered experts, and citizen participation: visions of green governing. *Environmental Politics*, Vol. 22, No. 6, pp. 955-974.

Schlosberg, David 2014. Reconceiving Environmental Justice: Global Movements and Political Theories. *Environmental Politics*, Vol 13, No. 3, pp. 517-540.

Warren, Mark 2014. Governance-driven democratization. *Critical Policy Studies*, Vol. 3, No. 1, pp. 3-13.

Mendonca, Ricardo and Eleonora Cunha 2014. Can the claim to foster broad participation hinder deliberation? *Critical Policy Studies*, Vol. 8, No. 1, pp. 78-100.

Coaffee Jon and Patsy Healey. 2003. 'My Voice: My Place': Tracking Transformations in Urban Governance. *Urban Studies*, Vol. 40, No. 10, pp. 1979-1999.

Foley, Griff. 2001, Radical Education and Learning. *International Journal of Lifelong Learning*. Volume 20, No. 1/2.

Irwin and Stansbury. 2004. Citizen Participation in Decision Making: Is It Worth the Effort? *Public Administration Review*, Volume 64, No. 1, pp. 55-65.

Richardson, Sherman and Gismondi. 1992. Confronting Expert Knowledge in a Public Hearing Process: Local Knowledge and Environmental Assessment of a Pulp Mill in Alberta, Canada. *Proceedings of Learned Societies Annual Meeting*, Charlottetown, Canada.

Sullivan and Lloyd. 2006. The Forum Theatre of Augusto Boal: A Dramatic Model for Dialogue and Community-Based Environmental Science, *Local Environment*, Vol. 11, No. 6, pp. 627-646.

Taylor, Kathleen. 2006. Brain Function and Adult Learning: Implications for Practice. *New Directions of Adult and Continuing Education*. No. 110, Summer 2006, p. 71-85.

## Readings - Theory II

Arias Maldonado, Manuel. 2000. The Democratization of Sustainability: The Search for a Green Democratic Model. *Environmental Politics*, Vol. 9, No. 4, pp. 43-58.

Ludwig, Donald. 2001. The Era of Management is Over. *Ecosystems*, Vol. 4, pp. 758-764.

## And TBA

## Key Journals

Environmental Politics Journal  
Critical Policy Studies  
International Journal of Lifelong Learning  
Planning Theory and Practice

## Supplementary Readings

Design Activism: beautiful strangeness in a sustainable world, Alastair Fuad-Luke

Diers, Jim. *Neighbourhood Power: Building Community The Seattle Way*

Arnstein, S. R. 1969. "A Ladder of Citizen Participation", *American Institute of Planners Journal*, 35(4): 216-224.

Boud, David. 2001. Using Journal Writing to Enhance Reflective Practice. In English and Gillen. 2001. Special Issue: Promoting Journal Writing in Adult Education. *New Directions in Adult and Continuing Education*. Volume 2001, Issue 90, p. 9-18.

Chambers, Robert. 1997. Learning To Learn, Chapter Six, in *Whose Reality Counts? Putting the First Last*, Intermediate Technology Publications, London

English, I. and M. Gillen. 2001. Special Issue: Promoting Journal Writing in Adult Education. *New Directions in Adult and Continuing Education*. Volume 2001, Issue 90.

Fischer, F. and J. Forester, *The Argumentative Turn in Policy Analysis and Planning*, Durham, NC. Duke University Press.

Friedman John. 1987. *Planning in the Public Domain: From Knowledge to Action*, Princeton University Press, Princeton, New Jersey.

Harper and Stein. 2006. A Dialogical Planning Approach. Chapter 8 in *Dialogical Planning in a Fragmented Society*.

Keough, Noel. 2005. Transformational Learning, Chapter Five, Dissertation  
2005. Sustainable Governance, Adaptive Management and Deliberative Policy-Making, Chapter Nine, Section 4, Dissertation.

Keough, Noel. 1998. "Participatory development principles and practice: Reflections of a western development worker", *Community Development Journal* 33:187-196

Keough, Noel. 1997. "The Ecological Dimension of Freire's Conscientization", *Social Development Issues*, Vol. 19(2/3), pp. 157-168.

Kingwell, Mark. 2000. Right and Duties, Chapter 2 in *The World We Want: Vice, Virtue and the Good Citizen*. Penguin Books, Toronto.

Korten, David. 1981. The Management of Social Transformation, in *Public Administration Review*, Vol 41, No. 6, p[p. 609-618.

Mosse, David, 1994. Authority, Gender and Knowledge: Theoretical Reflections on the Practice of Participatory Rural Appraisal, *Development and Change*, Volume 25, No. 3, pp. 497 – 526.

Smith, Graham. 2003. Chapter 3: Deliberative Democracy and Green Political Theory in *Deliberative Democracy And The Environment*, Routledge, New York.

Taylor, Edward. 2001. Transformative Learning Theory: a neurobiological perspective of the role of emotions and unconscious ways of knowing. *International Journal of Lifelong Learning*, Volume 20, No. 3, pp. 218-236.

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### Grading Scale

Grade	Grade Point	4-Point Range	Percent	Description
A+	4.00	4.00	92.5-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	85-92.49	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	80-84.99	Very good performance
B+	3.30	3.15-3.49	76-79.99	Good performance
B	3.00	2.85-3.14	73-75.99	Satisfactory performance
B-	2.70	2.50-2.84	70-72.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	66-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	63-65.99	
C-	1.70	1.50-1.84	60-62.99	
D+	1.30	1.15-1.49	56-59.99	
D	1.00	0.50-1.14	50-55.99	
F	0.00	0-0.49	0-49.99	

#### Notes:

- A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.
- Final grades will be reported as letter grades, with the final grade calculated according to a 4-point range.
- Assignments will be evaluated by percentage grades with their letter grade equivalents as shown.

#### Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. (<http://www.ucalgary.ca/drc/node/46>) Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test), (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or

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prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)

Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/contact>); Graduate Student representative (<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).