

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

**EVDP 631**  
**PF2165**

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PF 4137, hours by appointment

Winter 2014

### **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 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 January 14	Course Introduction Typologies of Participation
Session 2: Tuesday January 21	Engagement Processes: imagineCalgary Case Study: Sustainable Calgary
Session 3: Tuesday January 28	Case Study: Civic Camp

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Session 4: Tuesday January 28	Case Study: Hillhurst-Sunnyside Community Assoc. Case Study: Bow To Bluff
Session 5: Tuesday February 4	Case Study: Community Dev. Learning Initiative
Session 6: Tuesday February 11	Citizen Engagement through the Arts Popular Theatre/Education

### **Block Week – February 16 - 22**

Session 7: Tuesday February 25	Participatory Budget, Deliberative Democracy Participation and Engagement Theory
Session 8: Tuesday March 4	Participation and Engagement Theory Participation and Engagement Theory
Session 9: Tuesday March 11	Field Trip
Session 10: Tuesday March 18	Group Workshops/Studio
Session 11: Tuesday March 25	Group Workshops/Studio Group Workshops/Studio
Session 12: Tuesday April 1	Group Workshops/Studio
Session 13: Tuesday April 8	Course Evaluation

### **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. Public Process Critique	20%
Assignment 2. Theory Paper	40%
Assignment 3. Public Process Design	40%

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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<sup>+</sup>" 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.

### Readings

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

Neighbourhood Power: Building Community The Seattle Way, Jim Diers

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

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

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.

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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*.

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

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

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

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.

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, 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.

### **Supplementary Readings**

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

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

Keough, Noel. 2005. *Transformational Learning*, Chapter Five, Dissertation

Keough, Noel. 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.

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

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

### 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 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>).