Course Overview and Objectives
Incorporating community in design and planning processes is not a new idea, but there is a renewed enthusiasm with terms like tactical urbanism, creative placemaking and DIY urbanism popping up all over. But how do these new trends connect to older traditions of community design, advocacy planning, participatory action research, and community organizing, or to the everyday neighboring acts and autoconstrucción practices of people in their communities.

In this course we will explore these connections by looking at research methods and ideas for working with communities in design/planning. Case studies will be discussed throughout the course alongside specific skills and theories for incorporating research and community participation into design/planning processes, as well as methods for researching and evaluating the outcomes of these processes.

Through this course participants will gain a knowledge and understanding of:
1. a range of participatory research and community design methods;
2. critical engagement with theoretical debates around knowledge claims in research;
3. connections between practice and theoretical debates;
4. the planning and execution of social justice-focused community design projects;
5. discussing research issues with peers; and sharing ideas and results with various audiences;

Course Requirements
Visual + Behavioral Analysis due April 22 20%
Group Report due June 7 50%
Annotated Bibliography due June 10 25%

Diversity and Accessibility in the Classroom: Students with all types of learning styles and needs are welcome in this course. If you have a consideration that might require accommodation, please do not hesitate to approach me or to consult with the Student Disability Center: http://sdc.ucdavis.edu/

Academic Integrity: Honesty, trust and integrity are absolutely essential in this course, and in research and practice in general. 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, and when in doubt please ask! http://sja.ucdavis.edu/

Resources
Readings can be found on the course SmartSite.
A full bibliography for the course can be found at lda202.wordpress.com/biblio/

Additional online community design and research resources:
The Asset-Based Community Development Institute http://www.abcdinstitute.org/
Association for Community Design – http://www.communitydesign.org/
Community Planning – http://www.communityplanning.net/index.php
Design for Planning – http://www.design4planning.org/
Reading and Course Schedule

Introductions
week 1 (April 1): Course Introduction
in class: a combination of Theck’s “Teaching Notes: 4-Dimensional Design” + Hester’s “I am someone who…” introduction to research partners

week 2 (April 8): Research + Design/Planning + Community
- Introduction p1-14 + Fairness p77-96
- Tate Shots: Abraham Cruzvillegas – Autoconstrucción 2008
  http://www.tate.org.uk/context-comment/video/tateshots-abraham-cruzvillegas

additional references:

Places: Making and Meaning
week 3 (April 15): Design in Davis
- Transforming Retail Space into Community Space - Davis Commons, Davis California - Cheryl Sullivan p211-228.
- Chapt 8 – Observing Physical Traces p159-182
- Chapt 9 – Observing Environmental Behavior p191-220
- Chapt 11 – title: visual responses p270-278
in class: Davis site observations

week 4 (April 22): Designs Beyond Davis
- The West Philadelphia Landscape Project
  http://www.wplp.net/
in class: Visual and Behavioral Analysis due
week 5 (April 29): How Do We Know What We Know

- Tate Shots: Julian Opie – On landscapes 2013
  http://www.tate.org.uk/context-comment/video/tateshots-julian-opie-on-landscape

Methodologies + Methods
week 6 – 9 (May 6 – May 27): Seeing, Hearing + Doing With
We will decide together which specific skills and methods we want to examine during these weeks.
A sample of possible readings is included at the end of the syllabus, and topics we don’t discuss in class might make good starting points for your annotated bibliographies.

Possible skills and methods include, but are not limited to:
community histories, iconology/iconography, surveys, focus groups, interviews, community mapping, community design, use of numbers and models, group process, craft and play, web-based tools and apps, citizen science, experiential research, community organizing, conflict management, participation along the life cycle, evaluation

week 10 (June 3): Analysis + Synthesis

Course Requirements
I will provide more detailed assignment prompts throughout the quarter, but here are some short descriptions to give you a flavor of each project.

Visual + Behavioral Analysis
due April 22
This assignment is an opportunity to begin to bring together the three main elements of the course research, design and community. In short reports, and using some of the methods and background reading presented in the readings for week 3 you will describe, analyze and evaluate two spaces in Davis: Central Park and the Davis commons. Additionally, you will use the information gained in this exercise to think about ideas for new design and research questions and interventions.

Group Report
due June 7
We are fortunate to have two research partners for the course: Fathers and Families of San Joaquin a community-based organization in Stockton CA is beginning to do more thinking and evaluation around their programs, along with their role in various aspects of neighborhood design and development. We will be partnering with them to start this work.

Additionally, there is the potential to work with staff at the Center for Regional Change at UC Davis to support work around their Mapping Regional Change tool, and specifically thinking about how to support communities that want to use the tool in organizing, development and design work.

As with any community-based project the final product will be determined as the quarter unfolds to match our partners needs and our capacities.

Annotated Bibliography
due June 10
The annotated bibliographies are an opportunity for you to explore a specific methodology, skill, idea or case in greater detail. This project could be used to enhance your general knowledge of an area/topic, or specifically to support the development of your own thesis and dissertation proposals and projects.

resources:
https://owl.english.purdue.edu/owl/resource/614/03/
http://guides.library.cornell.edu/content.php?pid=448160&sid=3672381
week 6 – 9 (May 6 – May 27): Seeing, Hearing + Doing With
A sample of possible readings:


