

IAP 2012 Course Syllabus
11.S955 – CoLab-orative Methods for Planning with Communities
MIT Department of Urban Studies and Planning

Schedule: Jan 31- Feb 2, 2012 (Tues thru Thurs), 9am to 1pm
Location: Contact Amy Stitely to enroll
Credits: 2 H Level Units - Pass/Fail
Instructors: Ceasar McDowell ceasar@mit.edu
Facilitators: Alexa Mills alexam@mit.edu
Patricia Molina Costa pmolina@mit.edu
Amy Stitely astitely@mit.edu

Description:

In this three-day intensive, students will develop foundational skills and knowledge for effectively engaging communities in participatory planning processes. Through hands-on exercises, students will learn how to use community media, participatory visioning, and reflective practice when working in the field. These three practices are core to how CoLab uncovers and uplifts local knowledge when working with community partners. Through reading, lecture, and discussion, students will also explore the underlying planning theory that informs all of these methodologies.

Format & Goals:

After a brief introduction to the basic principles of participatory planning, each session will be used to highlight a different method of collaborative planning. On day one, Alexa Mills will lead the class through a session on community-based storytelling through written, visual, oral, and audio visual formats; on day two, Patricia Molina will walk students through a community visioning process; and on the last day, Amy Stitely and Ceasar McDowell will take students through a group reflection exercise. After these three sessions, students will know how to:

- Analyze and evaluate community media products.
- Develop a community story-telling strategy.
- Lead a group through participatory visioning process using the European Awareness Scenario Workshop methodology.
- Lead a group through a Critical Moments reflective session.

Course Requirements/ Grading:

In order to earn a passing grade, students must attend all class sessions and complete all written assignments. Students should budget 3-4 hours per day outside of class for reading, preparation, and writing. At the end of each session, students will be given a short 2-5 page writing assignment that will help students digest the concepts explored in class.

Schedule:

DAY ONE - 1/31/2012: Community-Based Storytelling

What makes a good story? How can community members share their stories in a way that planners and policy makers can hear? What makes people listen? In this workshop, we will analyze several community-generated stories, discuss which ones are most and least effective, and identify ways in which planners and policy makers can collect such stories. We will look at short written, visual, oral, and audio-visual forms.

9-9.30am:	Welcome and introductions
9.30-9.45am:	Class vote on which stories to analyze (students will have read/watched all media pieces in advance)
9.45-11.15am:	Review four stories, one at a time
11.15-11.30am:	Coffee break
11.30-12pm:	Split into groups and devise plans for generating community media
12-12.30pm:	Present plans to group and offer critiques
12.30-1pm:	Closing exercise & preparation for next day

Required Readings

WRITING:

The Experience of Being Gentrified

<http://colabradio.mit.edu/the-experience-of-being-gentrified/>

Homeless as the original occupiers

http://www.huffingtonpost.com/ed-shurna/the-original-occupiers_b_1137207.html

Love Not Blood for the Streets of Oakland

<http://colabradio.mit.edu/love-not-blood-for-the-streets-of-oakland/>

DreamTeam LA: <http://dreamteamla.org/about-2/>

- Rocio Maya's story: <http://dreamteamla.org/2011/11/29/i-support-ab-131-rocio-mayas-coming-out-story/#more-727>
- Will Prada's story: <http://dreamteamla.org/2011/12/29/i-support-ab131-will-pradas-story/>

ORAL HISTORY, AUDIO, and AUDIO TRANSCRIPTIONS:

Seeking Transparency in Transit

<http://colabradio.mit.edu/seeking-transparency-in-transit-kunming-china-audio-story/>

Selections: Slave Narratives from the Federal Writers' Project, 1936-1938 (Project intro) <http://memory.loc.gov/ammem/snhtml/snhome.html>

- Mrs. M. S. Fayman (p. 10-13): http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=080/mesn080.db&recNum=12&itemLink=D%3Fmesnbib%3A10%3A.%2Ftemp%2F%7Eammem_C6HP%3A%3A
- Delia Garlic (p. 129-132): [http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=010/mesn010.db&recNum=134&itemLink=S?ammem/mesnbib:@field\(AUTHOR+@od1\(Garlic,+Delia](http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=010/mesn010.db&recNum=134&itemLink=S?ammem/mesnbib:@field(AUTHOR+@od1(Garlic,+Delia)
- Rev. Silas Jackson (p. 29-33) [http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=080/mesn080.db&recNum=31&itemLink=S?ammem/mesnbib:@field\(AUTHOR+@od1\(Jackson,+Rev++Silas](http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=080/mesn080.db&recNum=31&itemLink=S?ammem/mesnbib:@field(AUTHOR+@od1(Jackson,+Rev++Silas)

Studs Terkel. *America Lost and Found*. pp. 221-232(pdf download from Stellar)

WATCH:

Elijah & Guylaine install solar panels
<http://www.newpowerky.org/videos/> (scroll down, last movie, New Power Voices: Elijah & Guylaine. If you can't find it, go to
<http://www.youtube.com/watch?v=vp2l7EMDjZM>)

Moscow's Growing Pro-Democracy Movement (READ and WATCH)
<http://www.thepolisblog.org/2011/12/moscows-growing-pro-democracy-movement.html> (yes, the move is in Russian, but please watch and pay attention to visuals)

Assignment #1:

Upon completion of this session, students will find one similar community media piece (can be an essay, movie, photo essay or podcast) and write a short (2-3 pages double-spaced) analysis of the piece that answers the following questions: Is it effective? What could make it more effective? Who might this story influence, and how? **Post to stellar by 9am, Wed, 2/1.**

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DAY TWO – 2/1/2012: Participatory Visioning

This hands-on session aims to provide students with the opportunity to participate in a community-engagement visioning workshop, in order to learn how to conduct and facilitate such a workshop in the future. We will use the European Awareness Scenario Workshop (EASW) methodology, because it is effective, simple, and can be applied in multiple situations. Given the setting, the workshop will be role-played by

the students, using the case of the Kendal Square-Central Square Planning Study, an area they are all familiar with.

- 9-9.30am: Introduction to the methodology: origin, purpose, context where it can be applied
- 9.30-11am: Part 1: Functional workshop (vision making)
- 11-11.15am: Coffee break
- 11.15-12.45: Part 2: Sectorial workshop (idea generation)
- 12.45-1pm: Short reflection and wrap up

Required Readings/ References

Students should revise the materials available on the Kendal Square-Central Square Planning Study website, in order to become familiar with the area's issues.

Kendal Square-Central Square Planning Study:

<http://www2.cambridgema.gov/cdd/cp/zng/k2c2/index.html>

Map: http://www2.cambridgema.gov/cdd/cp/zng/k2c2/k2c2_map.pdf

About EASW (pdfs on stellar)

European Union: *European Awareness Scenario Workshop*

Geiske Bouma, Netherlands Organization for Applied Scientific Research (TNO): *Visioning Workshop*, Netherlands Organization for Applied Scientific Research.

European Commission DG Enterprise (2011): *The City of Naples in 2021: Città bassa-Port: what development for the waterfront?*

Optional Readings/ References (pdfs on stellar)

Arnstein, Sherry R.: *A Ladder of Citizen Participation*, JAIP, Vol. 35, No. 4, July 1969, pp. 216-224

Andrea Gnaiger and Gabriela Schroffenegger (2008): *Tool-kit Scenario Workshop*, FBI Centre.

Assignment #2:

Students will work together to produce a document that incorporates all the ideas and debates that happened in the workshop, following the format that is used for EASW workshops. **One person, please post to stellar by 5pm, Sunday, 2/5, and email pmolina@mit.edu to let her know that it is under his/her name.**

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DAY THREE – 2/2/2012: Reflective Practice

Reflective practice is an approach that enables planners to understand how they use their knowledge in practical situations and how they can combine action and learning effectively. Through reflection, planners uncover knowledge that is embedded in their personal work and in the communities they serve. Reflective practice helps planners to be more innovative and flexible in the moment, and it also helps communities to uncover their own local knowledge. In this session we will briefly review two basic concepts: reflection-*in*-action and reflection-*on*-action. Then we'll do some reflection-on-action, using a truncated version of Ceasar McDowell's Critical Moments Methodology.

- 9-9.30am: Introduction to reflective practice: origin, purpose, application
- 9.30-11am: Break into groups and reconstruct a shared experience
- 11-11.15am: Coffee break
- 11.15-12.15: Analyze critical moments along timeline of shared experience and lessons and uncover implicit knowledge
- 12.15-12.30: Session wrap up
- 12.30-1pm: Class reflection, evaluation, final discussion

Required Readings/ References

Frank, Nancy. *Values, Information, and Power: Teaching Masters Students Theory for Practice*. (Nov 2002) Paper presented at ACSP.

<https://pantherfile.uwm.edu/frankn/www/acsp2002.pdf>

McDowell, Ceasar L., Andrea Nagel, Susana M. Williams, and Claudia Canepa. "Building Knowledge from the Practice of Local Communities." *Knowledge Management for Development Journal* 1, no. 3 (2005): 30-40.

<http://journal.km4dev.org/index.php/km4dj/article/view/44/58>

Ferreira, Sebastiao. "Critical Moments Reflection Methodology." (Oct 2009) Powerpoint presentation (pdf download from Stellar site).

Assignment #3:

Consider all the tools presented over the past three days and all the projects you have undertaken in your career. Choose one project (past or present) and draft a 3-5 page proposal on how you would successfully incorporate community storytelling, participatory visioning, and/or reflective practice into the planning process. In the proposal, please introduce the project and articulate the challenge that could be addressed through introducing one of the above-mentioned participatory methods. Then lay out a detailed strategy for implementing the method. **Post stellar by 5pm, Sunday, 2/5.**