Design, Deliberation, and Democracy
ICJMT Curriculum and Program Development

Introduction

The ICJMT Steering Committee recommends in its 2012 report a “cross-disciplinary effort in Design Studies” that features “design thinking.” ICJMT’s approach to design thinking, we believe, was reflective of their deliberation to that point. Their focus was primarily on information, graphic, and marketing design through social media (later referred to as virtual design), a worthwhile endeavor but one that does not fully articulate design work at UCB and profit from the expertise in ENVD, Communication, and the social sciences more broadly.

The Design, Deliberation, and Democracy (3D) study group was proposed to develop a vision of design as a deliberative process, extending the ICJMT Steering Committee’s work by focusing on the social and political dimensions of design. Our research and community advocacies focus on assisting stakeholders, experts, and publics with addressing complex issues and disputes through group dialogue and deliberation. Stemming from our work with the “ethnographic, sociological, and political” approaches proposed by ICJMT, we here develop the idea of Inclusive Community Design (ICD) to sponsor new courses, to illustrate the value of cross-campus collaboration, and to explore how new campus alignments can contribute to an economically viable and educationally vibrant campus, according to the 2030 vision.

Our report is organized in four parts: a brief discussion of ICD; a selective review of peer institutions that feature ICD; our curriculum proposals; and a closing comment on moving 3D and ICD forward in the intellectual and structural discussions at UCB in 2013.

Inclusive Community Design

As a curricular catalyst and economic motive for UCB, the design of objects by specialists can profitably be conjoined with communication practices and environmental planning for the purposes of deliberative democracy. This move recognizes ways that theories of democracy, communication, and planning as design can help us to articulate community design as a social and political problem through the design of social interaction.¹

Design disciplines often try to empathize with and imagine users’ experiences, particularly within human-centered design and user-oriented design.² We seek to deepen these commitments by drawing on the practice of organizing and shaping the social worlds we live in and through the lenses of our home disciplines. Fundamentally we argue that design thinking should shift from made to deliberate things. The object of design is not only to create workable artifacts of public spaces, but to do so in a just, inclusive way that attends to difference.

¹ For a spirited overview of this position, see http://vimeo.com/20379481.
Theories of governance and democracy challenge designers to deepen public engagement within the design process by upholding principles of inclusion and reciprocity; theories of public deliberation and rhetoric offer processes that can improve collaboration and ways of understanding cultural differences between groups.

Design thinking can be used to approach social and political problems as more than questions of material design or social media. Design research treats plans for interaction as working hypotheses. Researchers then ask: what assumptions are made within initial designs and what surprises are encountered when the design is trialed? This approach has been used to produce social interaction fundamental to producing sustainable, just communities in the forms of collaboration between social groups, meaningful inclusion of marginalized voices in political decisions, and public processes that include consensus and dissensus.

Since virtual design, material design, and social design share principles and practices, they should be considered together. At UCB, the compartmentalizing of discrete professions and disciplines may have reached the point of diminishing return. Thus, we propose developing more integrative institutional space for 3D to occur. This will enable our campus to compete globally for the best students and in turn to provide them with a version of a “the new liberal arts of a technological culture” premised on the arts of “experimental thinking” and of practical doing, as John Dewey long ago proposed. 3D is the kind of catalytic, inter- and trans-disciplinary domain that could organize faculty and resources at UCB to advance a different model for the graduate and undergraduate experience and for the liberal arts in general.

Students of these arts would encounter the virtual, material, and social design as motive and method for their undergraduate experience. Designers see technology, objects, and social interaction as things that evolve and that can be changed to anticipate different outcomes. Design thinking uses research and analysis of designers’ assumptions and design outcomes to produce more efficacious moments of design. These research and analytic skills are central to equipping students to work collaboratively to address complex problems because it combines integrative thinking, an entrepreneurial and experimental outlook, and concern for social equity.

Our direct evidence to support such claims can be found in the success of two of UCB’s Residential Academic Programs in which we teach. As scholars and teachers we study communities that struggle to resolve complex problems, framed by disagreement, finite resources, unequally distributions of power, and by consequences that are often obscured by

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4 We use this term throughout this document to connect inclusion with integrative learning, doing thinking, and collaboration across institutions. Integrative theory and practice is featured in Building Community: A New Future for Architectural Education and Practice (Ernest Boyer & Lee D. Mitgang), The Carnegie Foundation for the Advancement of Teaching, 1996. See pages 85 and following.
habit and conventional practices. To illustrate, we have examined how diverse stakeholders deliberate to make policy recommendations for alternative housing in Boulder, how scientists from multiple disciplines develop a collaborative laboratory culture, and how citizens and scientists design ways to meet future water needs in Colorado’s semi-arid climate. As teachers we introduce these scenarios to students and ask them to explore how different group processes and communication practices produce foster workable solutions—and prevent them. These scenarios have the dual function of grounding student work in campus and community life—students as residential learners preparing for life-long learning—and in the kinds of problems and situations they will encounter after graduation.

Pursuing community design through a 3D lens can pull faculty at UCB into a tighter working relationship by cutting across the structural division of the arts, sciences, and professional schools. ICD has the potential to provide students with a more integrative and focused curriculum. The Environmental Design Program is a prime example of this nexus because designing structures, objects, and communities is coupled with the building of consensus. The Communication Department does not place design on its masthead, but it does value human-interaction, stakeholder consensus, public deliberation, and the social processes of organizing. Political Science offers interdisciplinary methods that highlight the values and cultural assumptions behind rational problem-solving models. Combining knowledge and methods from these disciplines allows us to comprehend why some solutions are effective and others fail—and under what conditions.

**Integrative Design Curricula at AAU Institutions**

We conducted a comparison of peer institutions, focusing on programs with an integrative curriculum with attributes of ICD. Appendix A lists these institutions, and we understand that the visioning committee for UCB Environment and Sustainability will extend this list, with a broader mission in mind.

We chose ten programs, including institutes, centers, schools, colleges, graduate programs, and laboratories. Across them design integrates with communication in three ways: (1) the design of communication artifacts for commerce and cultural dialogue (e.g., public relations campaigns and social media technologies, much as the ICJMT report proposed), (2) communication processes as ways to construct new policies, organizations, products and spaces, and (3) communication as an interpretive practice. All of these programs are conceived as transdisciplinary, either reaching beyond a traditional disciplinary structure to address relevant social problems or serving as a coordination hub—sometimes both. Hub programs, such as at University of Toronto, Northwestern, and Stanford, recruit students from across campus and transcend the boundaries of discrete professions. They also strategically link with cognate departments. Columbia’s Urban Design Lab reaches across urban design, planning, architecture, historic preservation, real estate, public health, environmental science, climatology, engineering, ecology, education, business, economics, social science, humanities, and law in a remarkably robust model. Cornell’s College of Human Ecology intersects with all campus units to feature the nexus of health and nutrition, design and technology, human development and public policy.
These ten programs also feature outreach to local communities and constituents. Rice University’s Center for Civic Research and Design sponsors independent, collaborative student design projects on campus and with its locale. We conclude that design identifies a powerful mission and institutional niche at many of UCB’s peer AAU institutions.

3D Curriculum Proposals

Our objective in proposing new courses and curricula was to develop the productive nexus of 3D through integrative curricula that foster cross-campus collaboration, engage in problem-driven learning, and promote residential life and outreach. Our faculty group participates in two of UCB’s thirteen Residential Academic Programs: Communication and Society and Sustainability and Social Innovation. We took as our challenge to design new courses, nested in these programs and elsewhere in our faculty units, while thinking more broadly about curriculum as a structuring agent for campus.

_Inclusive Community Design_ (COMM 3000 / ENVD 4361) is an upper-division undergraduate course developed for the 2012 Gordon Gamm Fund competition by three of the 3D faculty (Appendix B.1). It was one of two courses selected for funding (out of nine applications), and it will be taught in the 2013-2014 school year. The course focuses on ICD, as an interdisciplinary field that draws on insights from collaborative planning, organizational management, communication, political science, and sociology to suggest forms of interaction central to building stronger communities. Course assignments center on praxis, fusing theory and action through evaluation of existing community design projects and designing classroom interaction. Through exposure to interdisciplinary theory as well as inclusive design practices inside and outside the classroom, students will develop design skills that equip them to work with diverse organizations, including private firms, planning agencies, city managers, and activist groups.

_Designing Inclusive Communities_ (COMM 2000) is a lower-division undergraduate course developed for the Communication and Society RAP (Appendix B.2). This course introduces students to a design approach to addressing shared problems. The course covers foundational principles for ICD (e.g., design thinking, systems theory, democratic theory) while applying these principles to address a communication problem with the RAP itself. RAP residents entertain problems in their fall course on Communication and Community that focus on problem-definition, stakeholder engagement (that is, engaging other students in the dorm), ideation, and trialing of possible solutions. The course culminates in presenting a proposed design to the RAP Director for possible adoption. Through this design process, students will focus on connections between communication and design—how we can design better forms of public engagement, collaborative interaction, campaigns, and social media, and how we can use communication research to inform, improve, and critique our design practices.

We considered the Provost’s invitation to look beyond discrete courses. As our cluster of faculty demonstrates, integrative curricula are possible across the units of Environmental Design, Communication, and Political Science through Professor Susan Clarke’s leadership in the SSI RAP. Courses exist there that complement ICD in the form of Social Entrepreneurship and Sustainability and Sustainable Communities and Design. John Ackerman offers a Program for
Writing and Rhetoric entry-level writing course that features design, site analysis, and assemblage theory, and the PWR more generally is recognized for its commitments to linking writing and sustainability in diverse ways for a portion of the approximately 8000 students who take PWR writing courses at UCB.

Such curricula endorse by example the value of direct relationships between campus and community life—as our courses, residential programs, home units, and programs of research illustrate. Developing integrative places on campus for 3D would network campus resources to engage local ecologies, constituents, and communities. Thus 3D responds to the political and economic realities noted in the USB campus vision of 2030 by equipping faculty and students to contribute to the mission of a public university through praxis in our local communities.

The Way Forward for 3D and the Liberal Arts at UCB

Because the ICJMT report generated so much concern by faculty about the integrity of existing institutional structures, the intellectual basis for any such proposal, and the voice of faculty in campus policy, we tread lightly in making any sort of structural proposal here. What we can report is that in just over three months this curriculum study group discovered a productive, collegial way to frame our research and teaching. Change is possible if it is undertaken incrementally. One simple implication of this labor is that the integrative work of faculty, across institutional divisions and disciplinary structures, will take time but that the proximity of our disciplines and units do matter in realizing this potential. Institutional change will not happen unless interaction is sponsored—much in keeping with our research and the pedagogies introduced here.

In the Carnegie Foundation volume, Building Community, a compendium of professional groups and educational leaders coalesced around the timely idea of integrating architectural education with campus and community life, such that professional training becomes more interconnected internally and externally. The design studio, long the “place” for architectural training is offered as a model for “more liberal content, more flexibility, and more integration”—three principles we have tried to illustrate in this report. One of the most challenging and daunting prospects of the ICJMT planning process, now dovetailing to some degree with the Environment and Sustainability visioning process at UCB is a renewed consideration of what we mean by a liberal education at UCB. In concert with the Carnegie Foundation, we believe that “students need to be able to look beyond the confines of a single discipline and view problems in their totality” while at the same time being “exposed to how the great figures in history, literature, philosophy and art have struggled with life’s more dilemmas.” The 3D study group asks how the campus can foster these goals and whether the current institutional structure best supports them. We offer Inclusive Community Design of one manifestation of that potential.

Appendices

A. AAU Design Schools
B. Course Proposals
Appendix A - AAU Peers with Design Units

Stanford University

Sure, we’re called the d.school. But we’re not actually one of Stanford’s seven schools, and we don’t grant degrees. Instead, our students are all enrolled in other degree-granting programs on campus—everything from computer science PhDs to education master’s students to MD programs.

Carnegie Mellon University

At Carnegie Mellon’s School of Design, we believe design to be a humanistic discipline: the art of conceiving, planning and shaping products that are made to serve people in answer to their individual and collective needs and desires. Our aim is to prepare designers for a world that places high value on the quality of human interactions. Our design education focuses on learning by doing, on a balance of theory and practice, and developing a student’s individual voice when solving problems for people.
We use design to provide critical insights for all forms of human endeavor: the development of products and services, the structure of organizations or society, transportation systems or public policy. We strive to use design to integrate technology, people and societal needs in meaningful ways. While the Institute’s roots are in engineering design, we seek and engage exerts in business, art, psychology and communication throughout the design process.

The Knowledge Media Design Institute is an interdisciplinary unit of the Faculty of Information at the University of Toronto. The institute is U of T’s first virtual institute. Our researchers and students explore, design, and critique the knowledge media that enable people to communicate, create, learn, share, and collaborate. Students in the Collaborative Program are a vital part of the KMDI community. KMDI’s graduate courses bring together students from several different disciplines who are interested in the interaction between technology, media and society.
The College’s mission is to advance and improve the human experience by integrating academics, research and outreach in the areas of nutrition and health, design and technology, human development, and public policy. Human Ecology’s multidisciplinary units provide a distinct research and learning environment; one that fosters collaboration across Cornell’s academic units, contributes to its disciplinary strengths in design, social and natural sciences and addresses the critical human challenges of the 21st century.

The Berkeley Institute of Design (BiD) is a research group that fosters a deeply interdisciplinary approach to design for the 21st century, spanning human-computer interaction, mechanical design, education, architecture and art practice.
Manage by Designing is an important component of the full-time MBA program at Weatherhead. The skills included in the traditional MBA are vitally important, but they can take you only so far. We employ a set of flexible techniques borrowed from the world of design to break through the ceiling of typical management solutions to a world of new ideas and approaches.

The UDL’s collaborators are academics and professionals in urban design, planning, architecture, historic preservation, real estate, public health, environmental science, climatology, engineering, ecology, education, business, economics, social science, humanities, and law.
The Center for Civic Research and Design (CCRD) provides opportunities for students to engage in faculty-supervised research and design projects. Our center encourages students of all disciplines to take an active role in executing independent work or becoming involved in on-going research and design efforts on-campus and within the community.

Exceptional faculty and state-of-the-art facilities provide an environment that cultivates an optimal educational experience in each area of study. Our curricula speak to a myriad of options for designers and artists, including new offerings in both undergraduate and graduate areas that are the first of their kind in the region. Our students gain insights from world-renowned lecturers, collaborate with industry partners and art venues for real-world experiences, and have opportunities with other institutions around the world that provide enhanced global awareness.
Inclusive Community Design

Spring 2014: COMM 3000 / ENVD 4361

<table>
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<tr>
<th>Class times:</th>
<th>Instructor information:</th>
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<tbody>
<tr>
<td>Time: TBA</td>
<td>Associate Professor Bruce Goldstein, Program in Environmental Design</td>
</tr>
<tr>
<td>Location: TBA</td>
<td>Assistant Professor Leah Sprain, Dept. of Communication</td>
</tr>
<tr>
<td>Office Hours: TBA</td>
<td>Assistant Professor Matt Koschmann, Dept. of Communication</td>
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Course Description

Community engagement has been in free-fall across the United States over the past forty years, with indicators of decline coming from such diverse sectors as the voting booth, attendance at church, befriending one’s neighbors, PTA membership, and participation in bowling leagues. These many indicators of declining civic engagement are all the more worrisome in light of recent scholarship indicating the importance of community connectivity – or social capital – in providing the basis for economic well-being, cultural richness, environmental quality, social justice, and other wellsprings of a healthy democracy.

This class is devoted to examining how we can counter this decline, focusing on the importance of designing vibrant opportunities for participation and empowering action. We will examine a continuum of ways to design and implement public participation practices, from the one-way process of providing information through consultation, active involvement, collaboration, and finally to full empowerment. Class will include readings, lectures, videos, discussions, class exercises, outside speakers, and field experiences. Independent community research will be necessary in order to collect information for your “Xternal” assignment. We will use group weblogs and small group discussions to probe the readings and develop questions, implications and insights. Careful reading and class participation—sharing your ideas, doubts, reactions—are essential.
Appendix B.1

Readings

To be available at the University Bookstore, and at online bookstores (e.g. Amazon.com)


Additional readings available on D2L or will be handed out in class.

Requirements and Grading

Blog Groups (30% of grade)
During the first class session, each student will be assigned to one of three groups that will form the foundation for in-class structured discussions and interaction outside of class. Each group will manage a blog to which all members of the group can post; the details are in in the “blogging rubric” that we will hand out and post on D2L. One instructor will remain with one blog group for the entire time, and will be reading these blog posts and commenting on them regularly.

As described in detail in the blogging rubric, each student is required to post three different responses on their group’s blog each week:

• a weekly discussion question that demonstrates that you have read, understood, and thought about the week's readings;
• a “reflection” that carries forward from class discussion, and;
• a comment on someone's else’s post, can be added at any time prior to class.

Xternal assignments (25% of grade)
Each student will complete one “Xternal” assignment before the end of term (so named because the work is conducted “xternal” to class meetings). Since one student from each “blog group” will be responsible for conducting an Xternal each week, selections will be made at the second class. These assignments are designed to have to engage with the world beyond the classroom, and bring your experience into the classroom to share. These assignments may require familiarity with the themes/readings of the day when you need to present your findings, and thus may require that you complete these readings prior to conducting the fieldwork.

Your Xternal memo will be evaluated according to two criteria:

• abide by the guidelines for memo preparation, which will be provided to you in a handout which we will go over in class, and;
• emphasize three to five interesting "thought nuggets" that combine field observations with citations from the day’s readings.
Appendix B.1

Discussion leader and in-class participation (15% of grade)
Informed participation is central to this class. Although subjective, students can earn all of the participation credit by consistently attending class and being an informed participant. Class will be proactive and conversational. Thus, students must not only have read the reading assignment prior to class, but must be ready to discuss the readings on a regular basis.

One student from each blog group will serve as the discussion leader for a class. They are responsible for carefully reviewing the reading, closely following their group blog, and preparing a list of issues and follow-up questions to use as conversational initiation and prompts. They will also make time for a summary report-out from their classmate who has conducted an Xternal that week.

After conducting your discussion leadership, please prepare a 1 page reflection on how your approach fared, what you learned, and what you would do differently if you had the opportunity to do it again. Please attach your list of issues and questions to this reflection and hand it in on D2L before the beginning of the next class.

Analyzing Inclusive Community Design (30% of grade)

Topic: You will interview a person who occupies a coordinating role in an inclusive community design process about how they do their work and then analyze and reflect on what they do. This short paper of 1500-2000 words includes the four components shown below.

Deadlines: The short word count for this paper may be deceptive relative to the time it will take you to arrange the interview and do the assignment! Here is a suggested schedule, although you may want to start earlier:

- Week 6: Decide who you would like to interview and arrange a time to talk with them.
- Week 12: Bring printed copies of the second component of this assignment – description of the practitioner’s 2-4 key practices - to class for discussion.
- Week 15: Completed paper due on D2L by beginning of class. Come to class prepared to make a five minute summary of your assessment and personal reflection to your blog group.

Components: Separating the content of your paper into these groupings, with appropriate subheadings, and covering them in this order is recommended:

Context: Briefly describe, in 200-300 words, the salient features of the context in which the practitioner is working. This might include details about the organization where they work, the problem they were working on, the history of the design process they are involved in, etc.

Practices: This is the bulk of the paper, probably 700-900 words. Select 2-4 key practices of this design practitioner, and describe them in detail. Describing practices means explaining what they do in actual settings. It does not mean describing a whole process, problem, or event, nor does it mean restating principles that they espouse about engagement. Strive to use key phrases from the
designer’s own words. Pick out a limited number of practices that seem most important, not everything they do, and describe them in detail, preferably using an example or illustration.

When you write up the account and assessment of the designer’s practices, it is alright to cherry pick the practices that you find most approachable and appealing for your own present and future work. However, do be sure to account for and assess the most important aspects of their practice in their own terms, including aspects of it that do not seem relevant or comfortable to what you expect to do.

The point of this assignment is to discern the subtleties involved in organizing inclusive community design. Therefore, what you want to elicit and report on is not just a laundry list of who did what when, i.e., “They used dot voting technology.” A better account of this would be to describe how they happened to choose dot voting technology, how the designer organized it, how the technology worked (how the participants used it), how it influenced the outcomes / next steps, etc, and how the designer assessed it. When writing, think about describing the practices in verbs attached to the designer, and then describe in more detail the “work” they does. e.g.,

“Maria consistently provides food and includes generous time for breaks at longer meetings. She does this to make people feel welcomed to the event, to use food as a social lubricant to help people get to know each other, and to re--- energize the group or re---set the conversation if people start to check out of the conversation, if some individuals or viewpoints are dominating, or if there’s a conflict brewing and she needs some time to strategize about how to handle it. She described a meeting where a neighborhood leader and developer were getting into a heated, personal debate. She suggested it was about time for a break. Then she circulated and caught up with each of them in a short private conversation where she validated how passionately he felt about the issue and asked him to stick to the issue rather than personal attacks.”

Assessment: Present your assessment of the consequences of those design practices, probably 300-500 words, using concepts and concerns raised in course discussions, readings, and exercises. Would you describe their practices as effective and appropriate? For example, you could challenge important features of community design that they are overlooking, or positively evaluate one of their practices as an effective way to diminish power differences, enhance stakeholder inclusion, secure buy-in for a decision, bring resources into play, do relational work, etc., as the case may be. Use ideas from the class to make your points.

Personal Reflection: Conclude with a brief statement, of about 200-300 words, about your personal reaction to this designer’s practices and style. Are these practices that you would (or would not) like and be able to apply? Why?

Things to Keep in mind for this assignment:

Writing Quality. Are you making your points clearly, is the flow is hard to follow, are there no grammatical errors and typos, is the bibliography correctly formatted?

Choosing the person to interview: Look for positive examples, so that this assignment provides lessons for you in the subtleties of how this work is done well. Your strategy may be to find a
Appendix B.1

collaborator whose capacities for organizing inclusive community design is strong or promising. Alternatively, your strategy may be to identify a process – again, one that you know directly or by reputation – that has been organized well, and find a person who’s had a key role in organizing that process.

Method for interviewing. See [http://courses2.cit.cornell.edu/fit117/CP_1.htm](http://courses2.cit.cornell.edu/fit117/CP_1.htm) for student-to-student advice about doing this kind of assignment. Here are a few additional tips:

Write your questions out in detail before interviewing. At the same time, accept that you can’t control the conversation completely, so be clear with yourself about what’s most important to emphasize and what you’re willing to shed from your list if need be.

Take lots of notes! Write them up in detail as soon as possible after the meeting.

It will probably be useful to focus on a smaller scale than the designer’s whole area of practice. You’ll want to spend some time warming up the interview by getting a sense of their general scope of work, but you don’t want to eat up the whole interview with their description of what their organization does, for example. You can be very explicit about this, by using prompt such as:

“Thank you for giving me that orientation to your work. I understand better what you are trying to accomplish through engagement. Now I would like to ask you to show me how you do what you do. It would be very helpful if you could choose a particular event or effort that seemed to go particularly well, so that we can learn from that. Of course it doesn’t have to be perfect! But is there one that stands out for you? Let’s start with that....”

Push for specific examples, especially if they are giving you mostly abstract principles about their ideals. Try things like: “You stated that ‘getting diverse participation,’ is an important principle for you. Can you give me some examples of how you do that?” “Does it always work that way? Can you think of a time where that didn’t work, or where that was hard to carry off? What happened, and what did you do?”
University Policies on Disabilities, Special Needs, Classroom Behavior, Discrimination and Harassment, and Honor Code

Disability
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

Medical conditions
If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious observance
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that we may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this
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CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

Honor code
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/
Appendix B.1

Weekly schedule and readings

Note: lead instructor for the week is in CAPS

Introduction

Week 1: Introduction to Inclusive Community Design: From disciplinary to interdisciplinary perspectives (BRUCE, LEAH, MATT)
(no reading assigned)

Review of IAP2 Spectrum of Public Participation (handout in class)

Week 2: Community, Power, and Public Participation (BRUCE, Leah, Matt)

• Homan Chapter 2, Theoretical frameworks for community change (pp. 32-61), Chapter 6, “Knowing your community” (pp. 146-177) and Chapter 7, “Power” (pp. 178-203)
• Look over cardstorming guide
• Project groups formed
• Cardstorming exercise

First Step Up the Ladder: Inform
To provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.

Week 3: Media and Publicity (Bruce, Leah, MATT)

• Chapter 6 of Creighton’s Public Participation Handbook (p. 89-101)
• Chapter 14 of Creighton’s Public Participation Handbook (p. 196-204)
• Homan Chapter 11: Getting the Word Out (pp. 318-347).
• Memo writing guide
• Writing a press release

Guest Speaker (tentative): Bronson Hilliard, Spokesman, Director, Media Relations and News Services, University Communications, CU Boulder

Presentation on memoing

Xternal
Choose a news story (radio, print, or TV) involving an NGO or community organization and determine what this organization did to obtain this coverage. If they did nothing, then choose another news story to investigate. Evaluate whether the coverage met the organization’s goals.

Second Step Up the Ladder: Consult
To obtain feedback on analysis, alternatives and/or decisions.
Week 4: Participation Methods and Techniques (Bruce, LEAH, Matt)

- Chapters 8-11 of Creighton’s Public Participation Handbook, “Public Meeting Tools” (p. 139-180).
- Chapter 13 of Creighton’s Public Participation handbook, “Conducting Interviews” (p. 190-195).
- Chapter 15 of Creighton’s Public Participation handbook, “Analyzing Public Comment” (p. 205-213).
- ASA Survey Series: What Are Focus Groups?
- Tips on planning and running meetings and taking minutes

Presentation on meeting facilitation and focus groups

Xternal
3-4 students will plan a 1-hour, in-class focus group, examining the subject of your choice (topics subject to instructor approval!). In addition to assigned readings, read from any of these sites:

http://www.groupsplus.com/pages/qmr1297.htm
http://www.utexas.edu/academic/diia/assessment/iar/research/plan/method/focus.php
http://www.tgci.com/magazine/99fall/focus1.asp

Prepare a very explicit procedures/questions guide for conducting the focus group, and submit it on D2L at least 4 days before class for review. Using the guidelines on summarizing focus groups, prepare a memo to hand in at the following week’s class. Please note that you will not be a discussion leader during this class.

Xternal
Attend a public meeting. In your memo, assess whether the meeting abided by the criteria in the readings and handout, and provide 3-5 “thought nuggets” that you will be able to share in class. This analysis could also provide a brief description of the setting and describe the conflicts that were dealt with, explain both sides of those issues that are contentious. IMPORTANT: Do NOT simply summarize the events that took place, or provide a description of the carpet in the meeting room or the shape of the council table.

Please note!! It is often hard to find a public meeting that you can attend if you do not begin the search at the beginning of the term. Requests for extensions will be denied. One place to begin your search for meetings is on the webpages of local cities and counties.

Week 5: Learning Networks and Communities of Practice (BRUCE, Leah, Matt)
First group report due

Appendix B.1


Xternal
Learning networks existed long before they were labeled as such (think of the Knights of the Round Table, or Christ's Disciples...), and many exist today that use a variety of terms to describe their association. Your task is to identify a learning network that operates either in our region or in a place where you are familiar (your hometown, for example). Once you have identified this network, interview an individual who is a coordinator (or core member) and describe the network’s purpose, procedures for mutual interaction, and some sense of the outcomes that result from interaction within the network (perhaps in terms of increases in social/intellectual/political capital among participants). To get a better sense of the breadth of activities that may be considered as learning networks, you can browse this publication: http://www.heinzctr.org/NEW_WEB/PDF/IBDILNCM_Full.pdf

<table>
<thead>
<tr>
<th>Third Step Up the Ladder: Involve</th>
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<tr>
<td>To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.</td>
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Week 6: Spring Break, no class

Week 7: Expertise and Inclusive Community Design (BRUCE, Leah, Matt)

In class: Vancouver Island/Clayoquot Sound case study.

Xternal
All decisions in our society are based on the application of sound scientific knowledge... or are they? Find an instance where decisions or management practices rely on the application of “local”, “tacit” or “practical” knowledge on campus or in the greater Boulder area. Interview a practitioner of this knowledge, and prepare a 5-min presentation and 1-2 page memo that provides an account of these features:

1. Who did you interview? How did you identity them?
2. What is the content and context of this knowledge?
3. Who are the principal practitioners of this knowledge?
4. How does someone acquire this non-scientific knowledge?
Appendix B.1

5. What skills/experience does someone have to have to be recognized as an expert in this field?
6. Do practitioners of this non-scientific knowledge also employ scientific knowledge? In what way?

Week 8: Social Capital and Social Media (Bruce, LEAH, Matt)
- Preview on-line video on food safety citizens jury, handout

Xternal
Internet-based social technologies are changing the way we find, manage and distribute information and connect to other people. From Weblogs to Wikis to RSS to Podcasting to social bookmarking services such as Del.icio.us, the possibilities for collaboration and sharing seem almost limitless. Not only do social technologies enable people to find, share and collaborate with others and build social capital, socially enhanced information systems enable people to filter for the most relevant, quality digital content. When you select this Xternal, please also list the technology you would like to explore (such as those above, not including blogs or email) and write it next to your name on the sign-up sheet. Your assignment is to learn how to operate this software and implement it in a way that enhances social capital formation and benefits community involvement and public participation, in the sense described in this week's readings. Prepare a memo describing how you conducting this assignment. Please email a short description of your plan to one of your instructors (we will identify which in class) well in advance of this date, to ensure that you are on-track. Time permitting, we will ask you to provide a short (~5 min) presentation to the class, demonstrating the procedure and the results of your efforts.

Fourth Step Up the Ladder: Collaborate
To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

Week 9: Deliberative Democracy (Bruce, LEAH, Matt)

Presentation on deliberative democracy
View and discuss on-line video on food safety citizens jury
Appendix B.1

**Xternal**

When your professors were undergraduates (during the Pleistocene epoch), “mediator” or “facilitator” was a title used by those who assisted two contesting parties (e.g. husbands and wives, or employees and unions) in resolving their disputes. These days, thousands of professionals make a living by organizing groups of citizens or stakeholders in round-table discussions intended to reach common ground on a wide range of planning and policy issues. Who are these professionals, what kind of work do they do, and what makes them tick? Contact a mediator or facilitator who performs multistakeholder negotiation (not just the 1:1 variety) via email or phone and arrange to interview them by phone or in person (request a minimum of ½ hour). Before you speak to them, prepare ten intriguing and penetrating questions that draw on this week’s reading (clear them with me beforehand and have this question list at the ready). This is a “semi-structured” interview, not a questionnaire, so feel free to diverge from your questions and allow your interview subject to elaborate in ways that provide useful information. Take notes while you interview and immediately after, and prepare a memo according to class guidelines. No extensions will be provided – please begin this assignment early in the term!

You may find contact information for mediator/facilitators at the following webpages, as well as elsewhere:

- [http://www.nafcm.org/pg82.cfm](http://www.nafcm.org/pg82.cfm)
- [http://www.iaf-world.org/custom/directory/?pageid=3668](http://www.iaf-world.org/custom/directory/?pageid=3668)
- [http://www.niacr.org/pages/mediator_directory.htm](http://www.niacr.org/pages/mediator_directory.htm)

**Week 10: Public Participation In Urban Design (BRUCE, Leah, Matt)**

- Homan Chapter 14, “Neighborhoods” (pp. 440-464)
- Sanoff, Community Participation Methods in Design and Planning
  - Selections from Chapter 5,”Participation in Urban and Rural Environments” (pp. 221-250)

In class: community design charette

**Week 11: Cohousing: The Self-Designing Neighborhood (BRUCE, Leah, Matt)**

Assignment:

2. From the left side menu choose: "What is Cohousing" and read all of the sections there.

(This will orient you to the basic characteristics of cohousing neighborhoods - and the participatory development process)

3. From the left side menu choose: "Creating Cohousing", then 'Articles', and scroll down to the article "Getting Started: The First Eight Steps."
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(This will give you an idea of how future residents organize themselves into a cohousing group - and how they develop the process of planning and developing their own neighborhood)

4. From the left side menu choose: "Community Directory" and then "Find a Community". This should yield a listing of all of all existing cohousing communities and forming groups in the U.S. (and some from other countries as well). You should link to the website of one of the communities on the list - either completed or building - and take a "tour" of that project via their website. You will then be familiar enough with the story and particulars of your selected community to answer the question below and share some details and reflections on the characteristics of that community with others in class.

Guest speaker (tentative): Jim Leach, designer and resident, Silver Sage Cohousing, Boulder CO

Xternal

Interview a resident of the Wild Sage or Silver Sage cohousing neighborhood of North Boulder (our guest today, Jim Leach, is a resident there – please contact one of your instructors for his contact information to get you started, but don't interview him). Please hold the interview at Wild or Silver Sage, which is about three miles from campus – you can get there by car, the SKIP bus, or bicycle. Prepare a memo that touches on the following questions, in addition to questions that you'd like to ask:

- Why did they choose to live at Silver or Wild Sage?
- Where did they live before, and what were neighborhood relations like there?
- What kind of collaborative decisionmaking are they involved in at Silver or Wild Sage?
- How does this collaboration contribute to their quality of life?
- What aspects of the design of the neighborhood do they think contributes most to community life?
- Are there any costs, or down-sides, to living in a collaborative neighborhood?

Last Step Up the Ladder: Empower
To place final decision-making in the hands of the public.

Week 12: Initiating and Sustaining Community Groups and Advocacy Organizations
(Bruce, Leah, MATT)

Second group report due
- Homan Chapter 9, People (pp. 232-259)
- Look over powerpoint guide

Powerpoint presentation
Issue Definition groupwork

Xternal
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Prepare a memo describing your ongoing participation as staff or volunteer with a local community organization, providing your insights into how this group does or does not reflect the insights provided by Homan.

Week 13: Complexity and soft leadership paths (Bruce, Leah, MATT)

• Innes & Booher (2010), Selections from Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy

Xternal
Prepare a memo describing your leadership role student or community organization, providing your insights into how your leadership does or does not reflect the ideas about facilitative or “soft” leadership in this week’s readings. Reflect on you could better incorporate these ideas, and what difference it would make for the group.

Week 14: Community Design Forum (Bruce, LEAH, Matt)


Community leadership Forum (Tentative):
• Ruth Blackmore, Chair, Plan Boulder County
• Vicki Nichols Goldstein, Founder Colorado Ocean Coalition,
• Steve Fenberg, Executive Director, New Era Colorado

Come prepared to ask questions and engage with the panel!
In-class presentation on Foundations and grant-making

Xternal
Observe non-profit leadership in action by attending an internal (membership) meeting of a non-profit organization or community group. These meetings are generally open to the public and are intended to set priorities, divide responsibilities, and coordinate the group’s action and message. You can find many of them listed in local newspapers and monthly newsletters, many of which can be found around town (try the Boulder Weekly), or on-line (such as the Boulder Camera’s activism page http://calendar.dailycamera.com/boulder-co/events/activism. Choose a group that is not primarily student-run and oriented, attend the meeting, perform whatever follow-up you see fit (e.g. phone/email contact with group organizer, and prepare a memo touching on the following questions:
  1. What is the group’s purpose, mission, and basic organization?
  2. What qualities of leadership did the meeting organizer(s) show during the meeting?
  3. How did they group deliberate issues and reach decisions? Did you think this was efficient and equitable, and did it build social capital?
  4. In what way did the leadership of the meeting foster creative thinking among meeting participants? Were they able to avoid wasting time or allow certain individuals to monopolize discussion?
Appendix B.1

5. How the meeting motivate the group to care about their topic, or to enjoy spending time together seeking common objectives? How did it fail to do so?
6. Did you feel inspired to participate in group efforts? Why?

Presentations and Conclusions

Week 15: BRUCE, LEAH, MATT)

Presentations on Inclusive Community Design Assignment, Concluding Reflections
Appendix B.2

Proposed Syllabus
COMM/COMR 2000 Designing Inclusive Communities

Course Description. This course introduces students to a design approach to addressing shared problems. Presuming that we want to live in inclusive, sustainable communities: how do design practices help us change our communities? Students will practice design that engages community stakeholders as we develop, test, and implement solutions to community problems. In particular, we will focus on connections between communication and design—how we can design better forms of public engagement, collaborative interaction, campaigns, and social media, and how we can use communication research to inform, improve, and critique our design practices.

Learning Objectives. By the end of the course, students should be competent in design-thinking, systems-thinking, and process design. This means that they should be able to:
- Explain the elements of design thinking and how this approach differs to other ways of knowing.
- Design and facilitate group work to achieve shared goals.
- Articulate how to improve a design using evidence from trials and implementation

Required Readings.


Most of the reading for this class is available as pdfs on D2L.

Course Assignments

Praxis Notebook. Praxis is when theory and action come together—the realization of ideas through engagement, application, and practice. Your praxis notebook will provide weekly opportunities for you to connect course concepts, design ideas, and critical reflection. This assignment fuses exam questions, design challenges, and journaling to push you to demonstrate comprehension of course concepts through innovative applications to our shared problem. An entry in your praxis notebook will be due every week by Friday at 5 pm. Most weeks you will be given a specific prompt. Every entry will include evaluation on: Theory, Action, Development, Reflexivity. Since this assignment is in place of typical exams or quizzes, please note that demonstrating mastery of the course concepts and reading are central to your praxis notebook grade. Your notebook will consist of 16 entries. Each entry will be graded out of 20 points. The grade for one entry (your lowest score) will be dropped. Your praxis notebook will add up to 300 points total, making it the largest portion of your overall course grade.

Design Process Competence. In groups of 3-4, you will be responsible for designing and facilitating the group process for one class period. Groups will sign up for a particular design stage in the last five weeks of class and develop a design for class interaction to best fulfill that stage. Each group will submit a written plan in advance of your session that
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outlines your process design and the rationale behind your design choices. After class, you will submit a written reflection of how you would adapt your plan if asked to use your process design again in the future. Evaluation will consider your written plan, enactment of the design (how does it go during class?), and your proposed adaptations. In essence, evaluation will consider both your abilities to facilitate collaboration during class and your process for designing facilitation (including drawing on previous models and making adaptations based on your initial trial).

Class Project. The entire semester the class will work on a design to improve community life in Buckingham Hall. We will start with problem statements generated by COMR 1000 students, eventually selecting a problem, defining that problem, engaging Buckingham residents, designing and trialing design solutions, and ultimately implementing a final design. Each student will contribute to this class project through individual work in their praxis notebook, in-class activities, and research outside of class. This project will culminate in a final presentation that should include contributions from all students.

Team Evaluations. Throughout the semester, you will be working in a variety of teams to complete our class project and design classroom collaborations. To keep everyone accountable and encourage reflection, you will complete three sets of team evaluations. By completing multiple evaluations, you offer the opportunity for your classmates to benefit from and respond to your feedback. You will also receive team member evaluation reports from the professor that evaluate your contributions to the class project.

**Evaluation**

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<th>Points</th>
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<tr>
<td>Praxis Notebook</td>
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<tr>
<td>Design Process Competence</td>
<td>100</td>
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<tr>
<td>Team Evaluations</td>
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<tr>
<td>Class Project</td>
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<td>465-500</td>
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<td>385-399</td>
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<td>A- (90%)</td>
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<td>B- (80%)</td>
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<td>300-314</td>
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<td>299 or below</td>
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Course Policies

Late assignments. Late praxis notebook assignments will have 5 points taken off for every business day it is late. If an emergency keeps a student from turning in an assignment on time, that student should contact the professor immediately. Proper documentation of the
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emergency situation (e.g., car accident, serious illness, etc.) may result in a limited extension and/or a make-up assignments.

**Grade appeals.** After receiving assignments back, if you think that I made an error in calculating/adding your final score, please feel free to approach me immediately. Otherwise, please wait 24-hours before approaching me to discuss a grade. My office hours or a separate appointment are the best times to talk about grades, not before or after class. **If you disagree about how you were evaluated (i.e. you think you deserve a different grade), please put an argument in writing as to why you believe you deserve a different grade.** Please bring this written argument and the original graded assignment with you to our meeting.

**Disabilities.** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices. If you have a temporary medical condition or injury, see guidelines at: http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html. Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at: http://www.colorado.edu/disabilityservices

**Religious Observances.** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know in advance if religious observances conflict with course expectations so that we can make arrangements ahead of any absences. See full details at: http://www.colorado.edu/policies/fac_relig.html

**On Classroom Behavior.** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at: http://www.colorado.edu/policies/classbehavior.html and at: http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

**Discrimination and Sexual Harassment.** The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin,
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sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at: http://www.colorado.edu/odh

The Honor Code. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: http://www.colorado.edu/policies/honor.html and at: http://www.colorado.edu/academics/honorcode/

Technology and the Problem of Divided Attention (adapted from Dr. Cara Finnegan). In recent years the saturation of cell phones, text messaging, and laptops, combined with the broad availability of wireless in classrooms, has produced a problem of divided attention. A March 25, 2008 article in the New York Times summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. Hidden behind all the hype about multi-tasking, then, is this sad truth: it makes you slower and dumber. For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another reason, too: technology often causes us to lose our senses when it comes to norms of polite behavior and, as a result, perfectly lovely people become unbelievably rude.

For both these reasons, then, turn off your cell phones or set them on silent mode when you come to class. Similarly, text messaging will not be tolerated in class. You are welcome to bring your laptop to class and use it to take notes, access readings we’re discussing, and the like. You are not welcome to check Facebook, email, or otherwise perform non-class-related activities during class. Here’s my best advice: If you aren’t using it to perform a task specifically related to what we are doing in class at that very moment, put it away. If you are using your cell phone or laptop in class, I may ask you to look up things for class since I presume it is out to serve class-related activities.
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Course Outline

Section 1
Building Foundations:
Theories, Epistemologies, and Principles for Inclusive Community Design

Week 1
Introduction & Wicked Problems
- Who are designers? Who are community designers? What are they designing?
- Defining features of wicked problems
- Why do wicked problems require new responses to paradoxes?

Design Stage: Identify the problem

Reading:

Week 2
Design Thinking & Ways of Knowing
- Kinds of design activities, levels of design expertise, layers of design practice
- Types of design: User-oriented design, evidence-based design, and open source design (DIY)
- Design practices for social and public innovation
  o Constituting and engaging publics in collective issues
  o Making things available as resources, ordering the socio-material world, creating boundary objects
  o Working at human-scale, across socio-material worlds
  o Being attentive to difference
  o Creating learning devices to provoke and engage
  o Producing collective imaginaries

Design stage: Identify the problem

Reading:
Complete virtual crash course in design thinking: [http://dschool.stanford.edu/dgift/](http://dschool.stanford.edu/dgift/)

Week 3
Systems Theory
- System dynamics (inputs, outputs, feedback loops)
- From ecology to complex adaptive systems
- Designing social systems

Design Stage: Identify criteria and constraints
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Reading:

Week 4
Inclusion & Democracy
- Challenges for democracy
- Inclusion in design: How do we move from empathy for others to attending to difference?
- What should inclusion mean in Buckingham Hall?

Design stage: Building attention to difference

Reading:
Young, I. M. (2000) Inclusion and democracy. Chapters 2 (Inclusive political communication) and 3 (Social difference as a political resource)

Section 2
Communication as Design

Week 5
Connections between Communication and Design
- Theorizing communication as design
- Overview of design processes and communication
- Borrowed tools from rhetorical praxis
- Interpreting the results of user/public engagement

Design stage: Constituting and engaging publics

Reading:
Choose your own adventure: Select one exemplar journal article on communication as design.

Week 6
Public Engagement
- Principles for public engagement
- Cycle of deliberative inquiry
- Interpreting the results of public/user engagement

Design stage: Making sense of public engagement

Reading:
Kaner Ch. 12, 15, 18
Public engagement handouts
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**Week 7**

**Collaboration**
- Idealized and realistic models of collaboration
- Diamond of participatory decision-making
- Improvisation
- Decision-rules

Design stage: Brainstorm possible solutions (led by Professor)

Reading:
Kaner, Ch 1
Gastil, J. (2010). *The group in society*. Ch. 4

**Week 8**

**Facilitation**
- Facilitator roles and styles
- Five basic facilitator choices
- Skills: asking questions, paraphrasing, handling challenges

Design stage: Explore possibilities (led by Professor)

Reading:
Facilitation handouts
Kaner Ch 2 & 3, review Ch. 4, 6, 10

**Week 9**

**Campaigns**
- Types of campaigns: individual behavior, public will, strategic
- Exemplar case studies
- Evaluating campaigns

Design stage: Select an approach (led by Professor)

Reading:
Campaign case studies
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Week 10
Social Media
- Designing social media tools
- Using social media in campaign design
- Crowdsourcing

Design stage: Beyond visualization (led by Professor)

Section 3
Research Methods for Informing, Evaluating, and Critiquing Design

Week 11
Ethnography & focus groups
- The role of culture in design
- Interacting with users
- From users to design

Design stage: Build a prototype (process competency)

Reading:

Week 12
Rhetorical criticism & discourse analysis
- Rhetorical analysis of public campaigns
- Using discourse analysis to label communication problems

Design stage: Test and Adapt (process competency)

Section 4
Synthesis and Implementation:
Workshop and Reflection

Week 13
Workshop
Design stage: Redesign Prototype (process competency)

Reflection
Where is communication within design? What does it mean to take a design approach to studying communication?
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Week 14
Workshop
   Design stage: Test and Adapt (process competency)
Reflection
   What counts as expertise within design? What ways of thinking have been privileged within our design process?

Week 15
Workshop
   Design stage: Implementation (process competency)
Reflection
   How have we considered difference and inclusion in our design process? How does are design make Buckingham a more inclusive community? What could we have done to be more inclusive?

Week 16
Workshop
   Design stage: Critical analysis
   o How were publics constituted and engaged?
   o What did this design bring into view and make available as resources for thought and action?
   o How does this design work across socio-material worlds?
   o How did we attend to difference? Did the design and design process sufficiently attend to difference?
   o How does the prototype produce collective imaginaries?
   o Knowing what we now know, how would we change the problem definition?
Reflection
   - What design competencies have you cultivated? What aspects of design-thinking should we be using more?

Finals Week
Final project presentation