

CIVIC PARTICIPATION IN PUBLIC AFFAIRS

PA 5145 (Spring 2016)

Mondays and Wednesdays - 1:00 to 2:15 p.m., Humphrey 35

Kathy Quick, Assistant Professor, ksquick@umn.edu

Office hours: Most Mondays during the semester, 10:00-11:40 in HHH 235. Reserve a time here:
tinyurl.com/kathy-s-office-hours

Required office hours when leading a class practice (Wednesday) session: 2:30-3:00 p.m. the Wednesday of the preceding week (7 days in advance of your session)

Overview & Learning Outcomes

Participation, inclusion, and transparency are commonly expected means *and* ends of contemporary work in government and nonprofit agencies and in other community-oriented organizations. Simultaneously there is considerable debate about why engagement is valuable, whether a given engagement effort is legitimately achieving its goals, and the best methods for organizing engagement.

Welcome to a class devoted to exploring, practicing, and creating concepts and techniques related to these questions! This course will develop your capacities to:

- *Analyze the purpose and possible enhancements of civic participation, in general and in particular instances.* We will accomplish this objective through reading selected literature from describing the ideal means and ends of engagement, evaluating case studies (drawn from published cases, contemporary events, your observations, and classroom guests), direct observation of engagement efforts, and interaction with managers trying to effect meaningful engagement.
- *Facilitate meaningful civic participation through your professional roles.* We will accomplish this objective through practicing and evaluating specific engagement techniques via active, experiential learning in the classroom. This will involve taking turns facilitating exercises in which we use the classroom as an engagement laboratory, participating in simulations, and processing our own work as a community of co-learners.
- *Communicate effectively about civic participation.* We will accomplish this objective through writing, experimenting with visual communication, facilitating and evaluating engagement exercises, creating a work plan for an engagement effort, and generally participating in reflective practices.

Seminar Format and Requirements

Monday and Wednesday sessions have distinct purposes and attendant designs:

- Each Monday session will focus on the assigned readings for the week, as a way to deepen our familiarity and critical thinking about key concepts, challenges, and techniques in engagement.
- Each Wednesday session will explore the practical application of engagement ideas, accomplished through analysis of a case, dialogue with a guest speaker talking about their work on an engagement effort, or an in-class simulation of a technique.

Actively Contributing to Co-Learning

This seminar is a space for active co-learning involving all participants in the class, me as the instructor included. Consequently, I want to give you an idea of what the expectations are for our contributions to learning together. You will take an active role as participants and leaders in all classes. In turn, I will support learning through selecting course readings, cases, and guest speakers; supplementing classroom discussion with lectures, questions, and reflections; coaching you through preparation and debriefing of your facilitation/exercise leadership roles; helping you to identify practitioners or engagement processes to analyze for class assignments; and providing constructive feedback on your work.

Readings and Reading Notes

20% of grade

The class will use reading notes forums on Moodle. Their purpose is to enhance learning by a) facilitating individual processing of the readings through writing, and b) surfacing key items for the group to work on in the coming week's class meeting. You must add your notes to the forum by no later than *5 p.m. of the Sunday prior to the Monday discussion*, to help the discussion facilitator and the instructor to prepare for a meaningful Monday class session on the readings. *You are responsible for submitting reading notes even if you are unable to attend class.*

These reading notes will be evaluated as part of your final grade. Your notes for each week should be at least 200-300 words in length, be proofread, and cover the key points of each of the readings, and note how they relate (affirm, contradict, complement, etc.) with other concepts we have discussed. This is not a book report format, however. The highest quality reading notes will say something about what *you* make of the readings, for example: your comments about the arguments you found compelling, debatable, or unclear; your thoughts about how or how well the ideas might be implemented in practice; your observation about the authors' point of view (e.g., areas of particular emphasis or notable omissions); your suggestions of questions or ideas that you would like to explore further in class, etc.

There are no textbooks for this course. All articles, book chapters, and case materials are available to you on the course Moodle site, free of cost. Distribution of these articles is limited to students enrolled in the course.¹

Classroom Participation

20% of grade

This class is not for spectators! It requires active participation. It is not enough to just turn up. Experiential learning is a key component of this course, which is designed in part as a living laboratory of engagement techniques. We will be practicing and evaluating different techniques through how we structure and conduct our discussions, simulations, and other work in the classroom. Therefore, it is critically important that you be present, prepare for class sessions, contribute to discussions of readings and cases, participate in simulations and exercises, and engage fully in a meta-analysis of those experiences as learning objects. The moodle site includes links to resources on the techniques that we will be practicing.

¹ University Library Services require all instructors to include in the syllabus the following reminder to students: Due to copyright restrictions, you may not share the course Moodle site password with anyone not enrolled in the course. Password protection creates a secure environment for access to copyrighted works that allows University Libraries to make materials available to students under the provisions of fair use. Limiting access to students registered in the course helps assure that materials are used only for educational purposes, and minimizes any impact on the market for the original work. This restriction is essential to a good faith assertion of fair use in electronic reserves service.

Engagement Practice

15% of grade

Each student will take a turn facilitating class sessions – two reading/concept (Monday) sessions and two practice/technique (Wednesday) sessions. This provides engagement experiences for the class to problematize and opportunities for students to develop skills in convening and managing participation. You will work with at least one other student to facilitate the reading sessions. When you facilitate, you will not be graded on how well the class responds. Instead, you will be evaluated on the thoughtfulness of your preparation, your your ability to be “on the balcony” and adjust accordingly within the flow of the session, and your skills in reflecting on and learning from the experience.

- **Monday reading sessions:** Please prepare by doing the readings, working with your co-facilitators to generate questions and a format for the class session, and closely reviewing the reading responses from other students on the moodle board so that you can incorporate particularly rich themes or questions for discussion. The discussion facilitators will be responsible for a dialogue comprising approximately 50 minutes of class. I will use the remaining 25 minutes for lecture, responses to the discussion, and other class business. There are a variety of ways to organize the discussion; you may adjust the format to keep the dialogue energetic and to promote learning, but focus on the quality of the content of the discussion. If you would like my help to organize discussion questions or other materials for your facilitation, please contact me.
- **Wednesday practice sessions:** I will work with the facilitation team to coach you in the technique that they will be facilitating and modeling in this session. For that reason, you are required to attend an office hour with me on the preceding Wednesday, 2:30-3:00 p.m. and to work with your co-facilitators to propose an alternative office hour well in advance. You will have approximately 60 minutes of class time for the exercise. We will use the remaining time to discuss what work this particular technique or concept does. Within one week of the session you facilitate, you and your co-facilitators must jointly prepare and submit a short description of *what* you planned and did, *how* it went, any *surprises* you experienced, and your reflections on what you would *sustain or change* if you were to facilitate the exercise again.

Short papers

45% of grade

There are three short papers. Additional information about each is posted at the top of the class moodle site, and we will have a class discussion about each one in plenty of time to complete the assignment.

1. **Observing and Analyzing a Civic Participation Effort (15% of total grade):** Your assignment is to find an engagement venue, attend it, take notes, and write a structured reflection of what you observe. You may observe any of a wide variety of engagement venues, depending upon the sector, issue, or type of engagement that most interests you. In a written analysis of 1300-1800 words, you will describe the event and your impressions of it, analyzing what you observed at the meeting relative to the concepts we have been discussing in class.

Timeline: By January 27, use the discussion forum for this assignment to indicate the venue you'll be observing; I will let you know if a change is needed. Bring 3 copies of a complete draft of your assignment to class on Wednesday, February 10, to exchange and comment on in discussion triads. Turn in the final copy at the beginning of class on Wednesday, February 17.

2. **Assembling and Analyzing a Practitioner Account (15% of total grade):** You will interview a manager about an effort in which they have been involved. This should be a manager whose management style you admire or about an engagement process which appears to you have been done thoughtfully. You may work with someone whom you know or introduce yourself to, or you may ask the instructor for suggestions. In class, we will discuss John Forester's method for

interviewing and learning from practitioners to help you prepare for this interaction. In a written account of 1300-1800 words, you will briefly summarize the purpose and components of engagement effort, provide specific examples of the key practices through which the manager organized the engagement, and present your assessment of the effects of those practices on the engagement outcomes. You may provide recommendations if you wish.

Timeline: By **March 11**, use the discussion forum for this assignment to indicate the person whom you propose to interview. That will help us to make sure that it is an appropriate choice for this assignment and to avoid multiple students' loading up requests to the same practitioners. If you would like help to identify someone to interview, please come to Kathy's office hours before that time. You will be sharing a first draft of your observations from these interviews with classmates on Wednesday **March 23**, and the final paper is due Wednesday **March 30**.

- 3. Designing an Engagement Process (15% of total grade):** Propose a design for an engagement process, as if you were the manager of it or a consultant to the manager(s) or organization(s) that will be overseeing it. This may be a process you are working on, a process that you imagine doing, or a revised approach to a process that you have already observed. (For example, you could redesign the process you described in your first assignment.) The primary product for this assignment is a diagrammatic depiction of the process, for the use of the manager(s) of the process and the participants. Artistic talent is not required! I will share examples and tools to make this assignment accessible to everyone. You will accompany the diagram with a short explanatory memo of 500-700 words that briefly describes the problem the process will address, your reasons for choosing the techniques and the outcomes they will facilitate, an assessment of problems or needs for change that might occur as the process unfolds and how you would recommend responding, and the roles and practices that you recommend for the manager(s) organizing the process.

Timeline: By **April 18**, please upload a paragraph describing your plans for this project into the discussion forum for this assignment in moodle. See Kathy before that if you'd like help identifying a project, and feel free to see us in office hours for help thinking through your process design. On **May 2**, you will share the diagram in class in small groups, explaining your process and the justification for it, and receiving and giving feedback with your peers. If you wish to make revisions, you will have time to do so before turning in the final diagram and accompanying written explanation by Monday, **May 9**.

This course emphasizes written work in order to deepen your analysis of course material and to help you develop this key aspect of your effectiveness as a policy and management professional. To that end, the quality of your writing is important. Please avail yourself of the free writing support available from the Center for Writing for all University of Minnesota students, graduate and undergraduate, at all stages of your writing process. See <http://writing.umn.edu/sws/index.htm> for more information. If I determine that there are fundamental problems with respect to writing quality on the first written assignment, I will return the paper for revision with the requirement that it be resubmitted within one week. This policy applies to all students, including those for whom English is a second language.

Course Grading Policies

Grading will conform to established University of Minnesota procedures listed each term in the course schedule. Late assignments will be graded down one or more points (depending on the assignment) for each week that it is late. There will be no incompletes granted in this course except due to exceptional circumstances as defined in accordance with University policies.

University Information of Interest to All Students

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>.

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

Disability Accommodations

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: <http://ds.umn.edu/Students/index.html>.

University Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Class Schedule

Please note that the course schedule, assigned readings or case materials, and dates for guest speakers are subject to change. Watch for updates in class and on the Moodle site!

Week & Topic	Mondays (concepts)	Wednesdays (applications)
1. Setting the Stage January 20	No Monday class meeting this week!	Contextualizing the Push for Engagement Read before class: Bryson, John M., Kathryn S. Quick, Carissa Schively Slotterback, and Barbara Crosby. 2013. Designing public participation processes. <i>Public Administration Review</i> 73 (1): 23-34. In-class activities Practice tools: Circle process
2. The Stakes for Engagement January 25 & 27	Read before class: Dewey, John. 1927. Search for the great community. <i>The Public and Its Problems</i> . Athens, OH: Ohio Univ. Press, pp. 143-84. Fung, Archon and Erik Olin Wright. 2001. Deepening democracy: innovation in empowered participatory governance. <i>Politics and Society</i> 29(1): 5-41. Cooke, Bill and Uma Kothari. 2004. The case for participation as tyranny. In <i>Participation: The New Tyranny?</i> New York: Zed Books, pp. 1-15. Due before class Reading notes, due 5 pm. January 24.	In-class activities Case: Designing engagement for a democratic decision-making process about allowing wolf hunting in Minnesota [This will be updated with a current issue in the news.] Practice resources: World Café; Asking Powerful Questions

Week & Topic	Mondays (concepts)	Wednesdays (applications)
<p>3. Options for Designing Engagement Processes (a partial survey) February 1 & 3</p>	<p>Read before class: Roberts, Nancy. 2004. Public deliberation in an age of direct citizen participation. <i>American Review of Public Administration</i> 34 (4): 315-53. Thomas, Ron. 2006. Taking democracy to scale: tools for planning at the speed of change. In David C. Soule, editor. <i>Urban Sprawl: A Comprehensive Reference Guide</i>. Westport, CT: Greenwood Press, pp. 289-331. Bryson, John M., Kathryn Quick, Carissa Schively Slotterback, and Barbara Crosby. In press. Designing public participation. <i>Public Administration Review</i>. Due before class Reading notes, due 5 pm. January 31.</p>	<p>In-class activities Case: A physical space in the Humphrey School building Practice resources: Design charrettes; using boundary objects / experiences</p>
<p>4. Involving Stakeholders February 8 & 10</p>	<p>Read before class: Moore, M. 1995. <i>Creating Public Value</i>. Cambridge, MA: Harvard Univ. Press: pp. 13-76. Bryson, John M. 2004. What to do when stakeholders matter. <i>Public Management Review</i> 6(1) 21-53. Due before class Reading notes, due 5 pm. February 7.</p>	<p>Due before class: Complete draft of short paper #1. Bring 3 printed copies to class. In-class activities Cases: Brought by students. <i>Bring 3 copies of a complete draft of Short Paper #1 to the beginning of class.</i> Practice resources: Small group consultations, IAP2 Spectrum of Public Participation ©</p>

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<p>5. Representation, Diversity, and Inclusion February 15 & 17</p>	<p>Read before class: Young, Iris Marion. 2000. Democracy and justice. <i>Inclusion and Democracy</i>. New York: Oxford University Press, pp. 16-51. Briggs, Xavier de Souza. 1998. Doing democracy up close: culture, power, and communication in community building. <i>Journal of Planning Education and Research</i> 18(1): 1-13. Quick, Kathryn S. and Martha S. Feldman. 2011. Distinguishing participation and inclusion. <i>Journal of Planning Education and Research</i> 31 (3): 272-290. <These reading notes will be due 1/28.> Optional resource: Walls, N. Eugene, Susan Roll, Lynn Sprague, and Rachel Griffin. 2010. Teaching about privilege: a model combining intergroup dialogue and single identity caucusing. <i>Understanding and Dismantling Privilege</i> 1 (1). Due before class Reading notes, due 5 pm. February 14.</p>	<p>Due before class: Upload final draft of short paper #1 to moodle. In-class activities Cases: Ourselves Practice resources: Cultural interaction exercise; Unpacking the invisible knapsack</p>
<p>6. Building Relationships and Trust February 22 & 24</p>	<p>Read before class: Mansbridge, Jane. "Should blacks represent blacks and women represent women? A contingent "yes". <i>The Journal of Politics</i> 61.03 (1999): 628-657. Brah, Avtar, and Ann Phoenix. "Ain't IA Woman? Revisiting Intersectionality." <i>Journal of International Women's Studies</i> 5.3 (2013): 75-86. Mendelberg, Tali, Christopher F. Karpowitz, and J. Baxter Oliphant. "Gender inequality in deliberation: Unpacking the black box of interaction." <i>Perspectives on Politics</i> 12.01 (2014): 18-44. Due before class Reading notes, due 5 pm. February 21.</p>	<p>Discussion of civic engagement design options with Watertown and Carver County public managers, regarding their damn improvement project</p>

Week & Topic	Mondays (concepts)	Wednesdays (applications)
Beyond Participation as Input: Engagement Roles for Managers		
<p>Sometime between 2/29 and 3/9 all students will have 1-to-1 individual meetings with Kathy to discuss your practitioner interview and final paraproject. 20-minute slots are available Monday 2/29 2:30-4:10, Thursday 3/3 12:00 – 2:00, Monday 3/7 2:30-4:10, or Wednesday 3/9 11:00-12:40. Reserving your time by signing up at tinyurl.com/kathy-s-office-hours</p>		
7. Catch-up week February 29 & March 2	Read before class NO READINGS – CATCH UP WEEK! Due before class Reading notes, due 5 pm. February 28.	In-class activities Guest panel of practitioners, working on various aspects of stakeholder engagement in transportation issues
8. Managerial Roles March 7 & 9	Read before class Boyte, Harry C. 2004. Professions as public work. In <i>Everyday Practice: Reconnecting Citizens and Public Life</i> . Philadelphia: Univ. Pennsylvania Press, pp. 113-33. Feldman, Martha S. and Anne M. Khademian. 2007. Role of public manager in inclusion: Creating communities of participation. <i>Governance</i> 20 (2): 305–24. Denhardt, Robert and Janet Denhardt (2000). The new public service: serving rather than steering. <i>Public Administration Review</i> 60 (6): 549-59. Due before class Reading notes, due 5 pm. March 6.	In-class activities Guest panel of practitioners, working on various aspects of enhancing diversity of participation or engaging minority stakeholder groups
March 12-20: Spring Break (no classes or office hours)		

Week & Topic	Mondays (concepts)	Wednesdays (applications)
<p>9. Adaptive Management March 21 & 23 A complete draft of short paper #2 is due on Wednesday in class.</p>	<p>Read before class Innes, Judith E. and David E. Booher. 2010. Using local knowledge for justice and resilience. In <i>Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy</i>. New York: Routledge, pp. 170-95. Quick, Kathryn S., and Martha S. Feldman. 2014. Boundaries as junctures: collaborative boundary work for building efficient resilience. <i>Journal of Public Administration Research and Theory</i>: mut085. Ozawa, Connie P. 2012. Planning resilient communities: insights from experiences with risky technologies. In <i>Collaborative Resilience Moving through Crisis to Opportunity</i>. Goldstein, Bruce E., ed., Cambridge, MA: MIT Press. Due before class Reading notes, due 5 pm. March 20.</p>	<p>Due before class: Draft of short paper #2. Bring 3 copies of printed list of 2-3 key practices arising from your analysis of their accounts. In-class activities Practice resources: Jigsaw, discussing your practitioner interview (Short paper #2) findings.</p>
<p>10. Civic Discovery March 28 & 30</p>	<p>Read before class: Reich, Robert. 1988. Policy making in a democracy. <i>The Power of Public Ideas</i>, Cambridge, MA: Harvard University Press. [Read from page 134 onwards.] Abers, Rebecca Neara. 2000. "Participation and governability" and "From clientelism to cooperation: strengthening civic organizations." In <i>Inventing Local Democracy: Grassroots Politics in Brazil</i>. Boulder, CO: Lynne Rienner Publishers, pp. 65-90 and 157-75. Due before class Reading notes, due 5 pm. March 27.</p>	<p>Due before class: Upload final short paper #2 to moodle. In-class activities Case: Green Grand Rapids simulation, with your invited guests Practice resources: Co-production</p>
Inclusive Management Practices		
<p>11. Individual meetings April 4 & 6</p>	<p>No class meetings. In lieu of class this week, sometime between 2/29 and 3/9 all students will have 1-to-1 individual meetings with Kathy instead. Schedule for reserving times is posted at tinyurl.com/kathy-s-office-hours</p>	

Week & Topic	Mondays (concepts)	Wednesdays (applications)
<p>12. Framing and Resourcing April 11 and 13</p>	<p>Read before class Forester, John. 2009. Cultivating surprise and the art of the possible: the drama of mediating differences. <i>Dealing with Differences: Dramas of Mediating Public Disputes</i>. New York: Oxford Univ. Press, pp. 37-56. Feldman, Martha S. and Kathryn S. Quick. 2009. Generating resources and energizing frameworks through inclusive public management. <i>International Public Management Journal</i> 12 (2): 137-71. Due before class Reading notes, due 5 pm. April 10.</p>	<p>In-class activities Case: Whelan, James, and Kristen Lyons (2005). Community engagement or community action: choosing not to play the game. <i>Environmental Politics</i> 14 (5): 596-610. Practice resources: Debating framings and “sides” of the process.</p>
<p>13. Reflective Narration April 18 & 20</p>	<p>Read before class Polletta, Francesca and John Lee. 2006. Is telling stories good for democracy? Rhetoric in public deliberation after 9/11. <i>American Sociological Review</i> 71: 699-723. Quinn, Ryan W. and Monica C. Worline. 2008. Enabling courageous collective action: conversations from United Airlines flight 93. <i>Organization Science</i> 19 (4): 497-516. Due before class Reading notes, due 5 pm. April 17.</p>	<p>In-class activities Case: Belknap neighborhood gentrification planning conflict Practice resources: Narrative analysis, reflective narration</p>
<p>14. Visual presentation and class-selected topics April 25 & 27</p>	<p>Visual presentations of process design. There are no reading assignments. Please review Bryson et al. (2013) on “Designing public participation processes” (assigned in week 1) and identify a resource on visual presentation to share with the class. Due before class Reading notes, due 5 pm. April 17.</p>	<p>In-class activities Practice resources: Open Space Technology</p>
<p>15. Harvesting Our Key Learnings May 2 and 4</p>	<p>Due before class Diagram for short paper #3: Bring your diagram of the process design you propose, either in poster size or as handouts (enough handouts for 6 people). In-class activities Practices: Visual tools for facilitation, using your process designs.</p>	<p>In-class activities Cases: Your class facilitation Practice: Appreciative inquiry triads</p>
<p>Exam week: Final short paper #3 is due May 9, 5 p.m.</p>		