

## **SSCI 313, Global Geodesign and Stakeholder Engagement**

### *Syllabus*

**Units:** 2

**Term Day Time:** Fall 2020, Wednesday, 10:00 to 11:50 a.m.

**Location:** Online

**Instructor:** Leilei Duan, Ph.D.

**Office:** AHF B55G

**Office Hours:** Monday 10:30 – 11:30 a.m., Wednesday 9:00 – 10:00 a.m. Also available by appointment via email.

**Contact Info:** leileidu@usc.edu, 213-740-6532

**Library Help:** Andy Rutkowski

**Office:** VKC 36B

**Office Hours:** Tuesdays 10 a.m. – 12 pm; Thursdays 4:30-5:30 p.m. Also available by appointment via email.

**Contact Info:** arutkows@usc.edu, 213-740-6390,  
<http://bit.ly/andyhangout>

**IT Help:** Richard Tsung

**Office:** AHF 55E

**Office Hours:** By appointment

**Contact Info:** ctsung@usc.edu, 213-821-4415 (office)

## Course Description

This course introduces the concept, practice, and context of public engagement, and its importance to the geodesign process. The topics in the first part of the course will cover the fundamental concepts of public participation and its advantages, the key elements in a public engagement process including organizing, managing, and integrating science, the context of public engagement including possible issues, the stakeholders, and the participation process. The second part of the course integrates the foundations that have been introduced in the first part of the course with the geodesign process and discusses the applications of public engagement in real-world projects.

Public engagement serves as the vehicle to democratize the decision-making process. In fact, two of the characteristics of geodesign are its emphasis on the people of the place and public participation. The form of participation varies depends on the location, the stakeholders, and the scale of the project. This course provides the opportunity to meet and work with faculty, students and practitioners from the Netherlands multiple times throughout the semester, to expose students to more diversified forms of public participation in different sociopolitical settings. The course will conclude with an examination of the knowledge gathered from public participation and its applications in geodesign.

### *Learning Objectives*

Upon successful completion of this course, a student will be able to:

- Describe the key elements of public engagement;
- Describe the process of public engagement;
- Evaluate the aspects that contribute to the success of a public engagement process;
- Recognize and prepare for the potential issues that may be raised from the public engagement process;
- Identify the importance of public engagement in geodesign;
- Relate and compare public engagement processes under different sociopolitical settings; and
- Design and develop a public engagement process.

**Prerequisite(s):** None

**Co-Requisite(s):** None

**Recommended:** SSCI 201: Principles of Geodesign

### **Class Conduct**

**Harassment, sexual misconduct, interpersonal violence, and stalking** are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents

if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours).

## Required Readings and Supplementary Materials

All of the readings listed below are available online through USC Libraries or under the tab marked "Readings" on the course Blackboard.

### Textbook:

- Stern, P. C., & T. Dietz. 1900. *Public participation in environmental assessment and decision making*. Washington, DC: National Academies Press (available at <https://ebookcentral.proquest.com>)

### Supplemental materials:

- Aguirre, R., T. Nyerges. 2014. An agent-based model of public participation in sustainability management. *Journal of Artificial Societies and Social Simulation*, 17(1), 7.
- Arnstein, S. R. 1969. A ladder of citizen participation. *Journal of the American Planning Association*, 35(4), 216-224.
- Carpentier, N. 2016. Beyond the ladder of participation: An analytical toolkit for the critical analysis of participatory media processes. *Javnost – The Public*, 23(1), 70–88.
- Cooper, C., W. Hochachka, A. Dhondt. 2012. The opportunities and challenges of citizen science as a tool for ecological research. In R. Bonney and J. Dickinson (Eds.), *Citizen science: Public participation in environmental research* (pp. 99-113). Ithaca, NY: Cornell University Press.
- Elmerghany, A. H., G. Paulus. 2017. Using Minecraft as a geodesign tool for encouraging public participation in urban planning. *GI\_Forum*, 1, 300–314.
- Foster, K. (2016). Geodesign parsed: Placing it within the rubric of recognized design theories. *Landscape and Urban Planning*, 156, 92–100.
- Louv, R., J. Fitzpatrick. 2012. Overview of citizen science. In R. Bonney and J. Dickinson (Eds.), *Citizen science: Public participation in environmental research* (pp. 19-26). Ithaca, NY: Cornell University Press.
- Rivero, R., A. Smith, H. Ballal, C. Steinitz. 2015. Promoting collaborative geodesign in a multidisciplinary and multiscale environment: Coastal Georgia 2050, USA. In *Proceedings of the 15th International Conference on Information Technology in Landscape Architecture, Zurich, Switzerland*.

- Webler, T., S. Tuler. 2006. Four perspectives on public participation process in environmental assessment and decision making: Combined results from 10 case studies. *Policy Studies Journal*, 34(4), 699-722.
- Webler, T., S. Tuler, R. O. B. Krueger. 2001. What is a good public participation process? Five perspectives from the public. *Environmental Management*, 27(3), 435-450.

## Description and Valuation of Assessments

This course includes a diversity of assessments that allow students to show their mastery of the material in a variety of ways. The different types of assessments are described below and their point value to final grades are listed in the following Grading Breakdown section.

### Projects

A set of four projects is spread across the semester. The “hands-on” tasks that comprise these projects will introduce the tools of scientific inquiry and give students practical experience in implementing these tools within the framework of the scientific methods and typical geodesign settings. The projects are linked to the lectures and class discussions, but do not duplicate the lecture experience.

The geographic analysis and mapping software and geospatial data required for the homework packets will be accessed using virtual computing resources provided by the Spatial Sciences Institute.

### Final Exam and Other Policies

The final exam is closed book. This exam will cover content learned during lecture as well as in the course readings and projects.

**No make-up opportunities will be offered for the final exam**, so mark the appropriate date on your calendar! If you have a legitimate conflict, per the USC policy on Final Exam Scheduling, speak with me as soon as possible. In addition, please note that there is **no credit for late assignments**.

## Grading Breakdown

The table below shows the breakdown of the assessments and their weight in the final grade. The emphasis is on regularly completing a number of projects as well as solid performance on the final examination.

Assessment	Number	Points Each	Total Points (% of Grade)
Projects	4	20-25	80
Final Exam	1	20	20

Totals	5	--	100
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## Schedule

Date	Topics	Readings	Deliverables/Due Dates
<b>Module 1   Guiding Principles</b>			
<b>Week 1</b>			
8/19	Defining Public Participation	Stern & Dietz (1900), Ch. 1 Arnstein & Sherry (1969)	
<b>Week 2</b>			
8/26	The Promise and Perils of Participation	Stern & Dietz (1900), Ch. 2 Carpentier (2016)	
<b>Week 3</b>			
9/2	The Effects of Public Participation	Stern & Dietz (1900), Ch. 3	<b>Project #1</b> (Due Wednesday, 9/23, 10:00 a.m.)
Virtual session with the Vrije University team (Date TBD)			
<b>Module 2   The Practice of Public Participation</b>			
<b>Week 4</b>			
9/9	Public Participation Practice: Management Practices	Stern, P.C. & Dietz, T. (1900), Ch. 4	
<b>Week 5</b>			
9/16	Practice: Organizing Participation	Stern, P.C. & Dietz, T. (1900), Ch. 5	
<b>Week 6</b>			

9/23	Practice: Integrating Science	Stern & Dietz (1900), Ch. 6	<b>Project #2</b> (Due Wednesday, 10/14, 10:00 a.m.)
Virtual session with the Vrije University team (Date TBD)			
<b>Module 3   The Context of Public Participation</b>			
<b>Week 7</b>			
9/30	Context: The Issue	Stern & Dietz (1900), Ch. 7	
<b>Week 8</b>			
10/7	Context: The People	Stern & Dietz (1900), Ch. 8	
<b>Week 9</b>			
10/14	Context: The Process	Webler & Tuler (2006) Webler et al. (2001)	<b>Project #3</b> (Due Wednesday, 10/28, 10:00 a.m.)
Virtual session with the Vrije University team (Date TBD)			
<b>Module 4   The Practice of Citizen Science in Geodesign</b>			
<b>Week 10</b>			
10/21	Citizen Science and Its Applications and Impact	Louv & Fitzpatrick (2012) Cooper et al. (2012)	
<b>Week 11</b>			
10/28	Citizen Science and Geodesign at Different Scales	Aguirre & Nyerges (2014) Rivero et al. (2015)	<b>Project #4</b> (Due Wednesday, 11/11, 10:00 a.m.)
<b>Week 12</b>			
11/4	Public Participation with Technologies	Elmerghany & Paulus (2017)	
<b>Week 13</b>			
11/11	Future of Public Participation	Stern & Dietz (1900), Ch. 9	

Virtual session with the Vrije University team (Date TBD)
<b>Final Examination (Date and Time TBD; Location TBD; Closed Book)</b>

## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### Support Systems

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline – 1 (800) 273-8255 – 24/7 on call*

[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic that may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support – (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs – (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*Student Support and Advocacy – (213) 821-4710*

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC – (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety – - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.