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DEMOCRATIC DESIGN WITHOUT BORDERS

EDRA 46 MOBILE INTENSIVE
May 27, 2015

Augustus F. Hawkins Natural Park
5790 Compton Ave
Los Angeles, CA 90011
(323) 581-4753

PROGRAM

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/Guide to Presentation/

Welcome to the Intensive Mobile Session “Democratic Design without Borders” at EDRA 46 in LA!

Time Limit – Because of the large number of participants and limited time, we will be using a roundtable format to structure the presentation and discussion. Each session will begin with a brief introduction of the panelists, followed by a short 5-7 minute remark by each panelist and a moderated discussion.

Focus on the Theme – The short remark should focus on your response to the theme and questions of the given session, using case(s) or example(s) you may have. There will not be sufficient time for you to discuss all the details of the case(s). Your presentation will be timed. Please respect the limit so we may have enough time for questions and discussion.

Projection – You may project a presentation using PowerPoint or PDF. (No Keynotes, sorry) Given the time constraint, please limit the number of your slides to 8. Please bring a USB drive and have your presentation files loaded to the conference laptop prior to your scheduled session.

/Program Schedule/

- 7:30 **REGISTRATION begins at San Diego Registration Booth at Westin Bonaventure** 404 S. Figueroa Street, Los Angeles, CA. Pick up your conference materials here including LA Metro tickets!
- 8:10 **LEAVE FROM WESTIN BONADVENTURE.** Meet in front of the registration desk at 8:00 AM to join the group leaving from the hotel. (See directions to the site on page 16 if you plan to go to the site on your own.)
- 8:50 **ARRIVE at the Discovery Center, Augustus Hawkins Nature Park**
- 9:00 **INTRODUCTION** – Participants, Pacific Rim Network & Beyond – **Jeff Hou & Rachel Berney**
- 9:20 **ROUNDTABLE 1: ‘CONTEXTED’ PARTICIPATION.** Moderator: **Michael Rios**
- As participatory and democratic design becomes a growing movement around the world, how do different cultural and institutional contexts come into play? Are techniques and knowledge transferrable? To what extent? How can participatory and democratic design address issues in cross-cultural settings?
- Learning from the Community God – **Randy Hester**
 - Multiple Languages of Community Involvement – **Henry Sanoff & Evrim Demir Mishchenko**
 - Looking Back on the Development of Community Participation Design in Korea – **Yeun-Kum Kim**
 - Community Participation in Policy-making – An example from Minnesota – **Tasoulla Hadjiyanni**
- 10:30 **Break**
- 10:50 **ROUNDTABLE 2: ENABLING PARTICIPATION.** Moderator: **Patsy Eubanks Owen**
- Helping communities achieve their aspirations is a primary role for democratic designers. What are some of the successes and challenges in our role as enablers? What are the pitfalls and reward in facilitated community design? What are some of the emerging tools and approaches? What knowledge do we have to train the next generation of democratic designers?
- Building Community in Woonsocket, RI – **Kathy Dorgan**
 - Four Days of Community Design and Ecological Democracy in Oasa, Hokkaido, Japan – **Masato Dohi, Sanae Sugita, Yuki Yoshida, Tomohisa Masuda, Kei Sakamura, Takuya Kitabatake**
 - Making Community Icon to enhance commercial community solidarity and to enhance marketing capability. Case Studies of local idol, Yurudoru, and local character, Gyoranyan – **Keiro Hattori**
 - Community Design and the New Facebook Age: a View from the Computer Screen – **Deni Ruggeri**
 - Democratic Design Knowledge – **Paula Horrigan**

12:00 **Lunch + Design Game (Henry Sanoff)**

1:20 **ROUNDTABLE 3: EMBODIED PARTICIPATION.** Moderator: **Deni Ruggeri**

Democratic design by definition involves working with people—individual actors and communities of different ages and backgrounds. How can we make their participation meaningful? What are some the most effective strategies and tactics? How can their involvement be sustained? How can participation lead to greater capacity?

- Engaged and Committed: Strategies for Meaningful Participatory Design – **Patsy Eubanks Owen**
- Participatory Community Design with Children and Young People – **Kumi Tashiro**
- Role of School in Participatory Design – **Ching-Fen Yang**
- Elderly's Participation in the Design of Community Environment in Shanghai– **Mingjie Zhu, Michael Siu, and Yongqi Lou**

2:30 **Break**

2:50 **ROUNDTABLE 4: EMBATTLED PARTICIPATION.** Moderator: **Paula Horrigan**

While participatory and democratic design has become more established in many places around the world, the actual practices continue to face institutional and political obstacles as well as professional limitations. What are the some of the persistent barriers and challenges? How can we work to overcome those barriers and challenges?

- Minding the Gap: Lessons in Public Process from the Los Angeles 30-Year Transportation Plan – **Rachel Berney**
- Democratic Design in Russia: Heads or Tails. Case studies of Vologda – **Nadezda Snigireva & Dmitry Smirnov**
- Trans-disciplinary Community Engagement in Practice: Asset-Based Community Development – **Celen Pasalar**
- Participation and Academia: A comparison of Models for Engaged Scholarship – **David de la Pena, Sheryl-Ann Simpson, Todd Simmons**

4:00 **REFLECTIONS, RESPONSES & NEXT STEPS**

Summing up – **Mallika Bose, Hyejung Chang, Mathias Heyden**

5:00 **TOUR OF THE NATURE PARK**

6:00 **Park closes**

/Abstracts/

ROUNDTABLE 1: 'CONTEXTED' PARTICIPATION

Learning from the Community God

Randy Hester (University of California, Berkeley)

At the second conference of the democratic designers in the Pacific Rim John Liu brought the hosts a wooden statue of a community god, representative of his culture, our kinship and what we were learning from each other. This gesture remains an iconic expression of this group: an open collective critique among colleagues all committed to fully participatory, justice-seeking design of everyday places through processes that engage not just the powerful but also the marginal voices. This paper describes the central lessons learned, the creative insights and the deeply troubling questions that have been raised from a quarter century of work with colleagues in Berkeley, Taiwan, Japan, China, and Korea. The main lessons include: (1) working in a distinctly different culture provides unique insights about design in one's own culture; (2) community design follows money and resources; (3) each culture offers extraordinary exceptions to this design-follows-money rule; (4) democratic designers who engage in a foreign culture change the dynamic; (5) participatory techniques are shaped by culture be they tradition grounded or science based, brain or senses oriented, orderly or rambunctious; (6) these techniques have been traded and recycled through the Democratic Design Conferences; (7) the capacity to work successfully across cultures requires openness but not exotic worship, sensitivity but not inauthenticity, a genuine interest in everyday life patterns but not blinding awe, and respect for the other but not diminishment of self; and (8) the vitality of new democracies raises questions about the Life-cycle Stages of participation, the rights and responsibilities of designers, the roles of the grassroots and states, the effective scale of participatory design and the conflict between local knowledge and science.

The Multiple Languages of Community Involvement

Henry Sanoff (North Carolina State University) &

Evrin Demir Mishchenko (Mersin University, Turkey)

The past several decades has witnessed a variety of descriptors of community involvement from social activism of the 1970s to service learning and public interest today. The implication of each is significant for all forms of design education. Activists are interveners who ameliorate problems while civic engagement or service learning sustains ongoing community activities. Although these ideas may be referred to interchangeably, the educational implications, teaching methods and participation strategies will vary. Today, community involvement activities are widely implemented in planning and design studios. Different names are being used for these studios such as service learning, civic engagement or public interest among others, however, there is considerable variety in their focus. The goal of this study is to understand the abovementioned variety and portray the current state of engagement activities in planning and design education in the US, with a special focus on studio courses. To this end, a survey research study was conducted with educators from planning and design fields who teach such studios to respond to their studio experiences. The aim was to identify the keywords used to define their studio, their objectives, methods, participants, project location, benefits and challenges.

Looking Back on the Development of Community Participation Design in Korea

Yeun-Kum Kim

Community participation design in Korea has its origin from the community building movement that emerged in the mid 1990s. The civic movement in Korea, which was mainly focused on democratization and workers' rights, began to make a great transformation in 1987, the watershed year for the democratization of Korean society. It evolved to embrace diverse needs of Korean citizens, namely consumer rights, community, and environmental protection movements. The community building movement was one of such movements, which began as grassroots effort aimed at taking back

'small rights' and restoring a sense of community, such as pedestrian rights, community building at apartment complexes, and car-free streets. As such, community design in Korea was also led by civil society, i.e. the Break Down the Walls Project and the Hanpyeong Park Project, although the administrative organizations have noticed its potentiality and in recent years, are making great efforts towards incorporating the concept in their operations. This study takes a closer look at the development of community participation design in Korea, as well as the political and social factors that influenced its development, to highlight the features of community participation design in Korea and forecast its future in the country.

Community Participation in Policymaking: An Example from Minnesota

Tasoulla Hadjiyanni (University of Minnesota)

Demographic projections show that by 2040, 40% of Minnesota's population will be people of color, many of them international immigrants. These upcoming changes pose additional challenges to designers, planners, policy makers, housing developers, and others who are striving to position the state for a successful and vibrant future. Part of the puzzle revolves around community engagement. Questions abound: how can planning decisions for 2040 be grounded in diverse perspectives? What kind of structures must be put in place to nurture the next generation of planning leaders? And in what ways can community participation be leveraged to break down stereotypes and barriers for the creation of healthy and thriving communities? This paper shares lessons learned from the process of crafting the Metropolitan Council's 2040 Housing Policy Plan, including efforts by the Urban Land Institute MN and the Regional Council of Mayors to inform its development. Concerns ranged from who were involved in the decision-making process to the vocabulary used to describe the overall policy position and area neighborhoods. In a region that includes long-standing minorities such as Native Americans and African Americans as well as new Americans, such as Hmong, Somalis, and Latinos, collaboration attains further complexity. Opportunities to unravel how

community engagement is defined in a cross-cultural setting, ways to sustain partnerships across the metro area and across all stakeholders, as well as types of information and data needed for constructive and meaningful collaborations were identified.

ROUNDTABLE 2: ENABLING PARTICIPATION

Building Community in Woonsocket, RI

Kathleen Dorgan (Dorgan Architecture & Planning)

Woonsocket is a weak market industrial community in Rhode Island. Poverty, underperforming schools and unemployment challenge the City and its neighborhoods. A variety of participatory methods were utilized to build active resident engagement in the Our Neighborhoods in Woonsocket, RI that have resulted in a Choice Neighborhoods transformation Plan that includes developing housing and facilities in the neighborhood, the Veterans Memorial Public Housing Development and in surrounding high performing school districts. The voice of individual households was identified through extensive surveys of preferences and community assets. Open houses, community events, visual preference surveys and real scale modeling assisted in identifying community priorities. All engagement included opportunities for multilingual participation. Activities included games, mapping and conversations. Tours of regional developments and meeting with resident associations were particularly important in setting goals and building working relationships. Resident leadership is planning youth development, economic development and educational enhancement activities. The plan has already resulted in new transportation routes, increased program participation, way finding and redevelopment strategies. The process successfully engaged 97% of households. All activities were reported out to constituents. Residents were active participants in selecting a development partner and structuring the development proposal, graphs, maps and photographs describe the community, process and plan.

Four Days of Community Design and Ecological Democracy in Oasa, Hokkaido, Japan

Masato Dohi, Yuki Yoshida, Kei Sakamura, Yukihiro Sugawara and Takuya Kitabatake (Tokyo Institute of Technology)

A large number of old suburban housing estates in Japan are suffering from aging population and deterioration of buildings. At the same time, most of the resident associations and other organizations for community developments are rigid and inactive. The main site of the workshop, the Oasa housing estate, developed in the 1960s, is no exception. To overcome the situation, a project was carried out to explore the integration of the process of Community Design and the principles of Ecological Democracy as proposed by Randy Hester. The workshop is composed of these steps: (1) advanced preparation: collection of seventy ideas from case studies, survey of the circulatory system of water and energy, and research on history and natural environment, (2) walking with the people in the neighborhood in Oasa to find out the treasures, resources and issues; (3) strolling by oneself to feel the sense of place; (4) exploring at a regional scale from a distributing reservoir, a water filtration plant, Ishikari River to a garbage disposal site; and (5) presentation and discussion on findings and interventions combining the collection of seventy ideas and the fieldwork. At the end of the workshop, the two key things were revealed: first, the limitation of short and intensive intervention of community design at the neighborhood scale; secondly, the new methodology of community design as reflected in the principles of Ecological Democracy might deduce the new line of approach which compensate for the lack of deliberation of the development plan in the 1960s.

Making Community Icon to Enhance Commercial Community Solidarity and to Enhance Marketing Capability: Case Studies of Local Idol, Yurudoru, and Local Character, Gyoranyan

Keiro Hattori (Meijigakuin University)

In Japan, community has been fragmented for several decades. Rural depopulation mainly due to out-migration results in the loss of social stability. Urban communities lack social solidarity since they

are relatively new and people living in these communities do not associate themselves like in rural area. Communities in both rural area and city area need to enhance their identity in order to strengthen their social stability and solidarity. However, it is not so easy to enhance community identity, especially when there is not a strong identity to begin with especially in the urban area. One recent attempt to enhance identity is through making local character, often called Yuru-Character. The author, with help from his students, has created a local character for the Gyoran Commercial District. This local character was created through the neighborhood competition, and several related goods like stationaries and stickers have been created. The commercial district also sponsored making of flags and fans (*uchiwa*). Local papers that include cartoon of this character have been distributed to local schools, and the character is gradually becoming popular among students. The author has also organized local idol group in order to support local communities. The author would like to discuss the quantitative effects as well as qualitative effects of these social experiments.

Community Design and the New Facebook Age: a View from the Computer Screen

Deni Ruggeri (NMBU - Norges Miljø og Biovitenskapelige Universitet)

This presentation will discuss the potential of using digital technology and social media in community participation. Despite the drastic changes brought about by the information age, community design has yet to make full use of technologies in its processes. Literature does exist on the use of digital modeling and web-based GIS as aids in environmental design research, but it tends to be celebratory of the opportunities, rather than critical of the drawbacks. Within the projects described in the literature, the focus also tends to be on achieving consensus on design solutions, rather than on community-building and social capital construction. The purpose of this presentation is to illustrate through case studies creative ways in which information technologies have been used in the context of a PAR project in Zingonia, Italy and community design efforts in Medford, Oregon and to compare and contrast the

goals, outcomes and learning that resulted from both efforts. The purpose is to establish a list of guiding principles for those community designers seeking to critically and ethically engage communities in planning and design toward the ultimate goal of achieving full/true participation.

Democratic Design Knowledge

Paula Horrigan (Cornell University)

Democratic design and its associated theories, practices and ethics are pivotal players in the newfound identity and relevance being sought by designers aiming to address urgent contemporary societal and environmental challenges particularly in spaces and contexts where they've been often absent. With this reality it is logical to assume that a significant epistemological shift towards democratic design, in design education and practice, is being both primed and gaining in momentum. If not a shift, then at least an affirmation that democratic design is an essential complementary epistemological knowledge of 21st century design seems to be underway. But how did we get here and what exactly is the "knowledge" that ought to be epistemologically framed, developed and integrated into design education and practice as it continues to develop and evolve in sync with 21st century realities? This presentation attempts to "map" and chart "democratic design" epistemologically as a body of knowledge comprised of informing theories, practices and methods along with people (educators, practitioners), literature (pivotal texts, publications, etc.) and projects (built works, processes, etc.). The author's "map" will be a draft proposition to be interrogated, revised and further collectively developed by the Intensive's participants during the session and into the future.

ROUNDTABLE 3: EMBODIED PARTICIPATION

Engaged and Committed: Strategies for Meaningful Participatory Design

Patsy Eubanks Owens (University of California, Davis)

Faculty members in design programs have offered real-world scenarios for learning to their students for

many years (e.g. Cameron, et al., 2001). These lessons range from short-term, once and done projects, to projects managed through university-based and professionally run design centers. My personal experience, both as student and instructor, has run the gamut of these experiences. While each type of community-based engagement might hold both learning success for the students and improved physical environments for the communities, this case study provides evidence that a long-term commitment and relationship-building strategy leads to a rich and responsive, or more meaningful, participatory design practice for those in academic settings. The focus of this presentation, the Grant High School collaboration, is a partnership with the Grant High Environmental Academy that began in 2008. The original objectives were straight forward, to engage high school and university students in co-creating a high school campus master plan, but the results have been a longer-term and constantly evolving engagement and implementation alliance. The lessons from this effort present both suggestions and a challenge to other university-based community engagement activities. Four outcomes of the Grant High School case study -- participant empowerment, dynamic and responsive design, sustainable co-creator network, and implementation champions -- are indicators of a meaningful design approach and product, and are the focus of this presentation. These lessons suggest the positive implications and importance of entering into longer-term commitments with community partners in comparison to frequent, independent, and short-term design activities.

Participatory Community Design with Children and Young People

Kumi Tashiro (The University of Hong Kong)

In this presentation, case studies are analyzed for the effects and the benefits of the children's participation in each stage of community building. The first case is a placemaking activity referred to as the "adventure playground" in the community. Commitment level was low, but children would learn that they can change their environment by themselves through play freely in their responsibility. In the process of playground making, some

interactions among the adults such as parents, play-workers, local government, and the community would occur. “Mini city”, the second case, is a phenomenon that began in Germany 30 years ago, and has rapidly spread in Japan in this decade. “Mini city” has almost every function that the real city has. It even has its own governance including elected mayor, laws, currency, public services, economic activities, university, and so on. Children who have become the “residents” can enjoy the city with work, play, eat, rest, and also change the old system through discussion, or create new ideas if it is needed. Children, who have experienced the “Mini-City”, would be able to learn how to interact with the community and how to resolve the conflict through discussion and negotiation. The third case is a design practice done by children’s participation. In this case, students designed and made their own school furniture. In the process, students gained confidence themselves and pride of their school and town, and deepen their attachment to the town in the future. Adults who were involved also became proud of their town and school. Now they say that this is ‘MY’ school and I am very proud of it. This process demonstrates the importance of children’s participation in community building.

The Role of School in Participatory Design

Ching-fen Yang (Institute for Physical Planning & Information, Taiwan)

School is the center of community, not only in terms of physical, but also social, psychological and even spiritual. Even though learning should not be limited to school boundary, issues in schools maybe a start to community construction. School relates to almost everyone in the community. It is also one of the main venues conveying community heritage. This paper intends to discuss roles of schools during participatory design through reviewing projects. Its roles include but are not limited to venues for public dialogue, conveying knowledge, practicing participatory design.

Elderly’s Participation in the Design of Community Environment in Shanghai

Mingjie Zhu (The Hong Kong Polytechnic University and Tong Ji University), Kin Wai Michael Siu (The

Hong Kong Polytechnic University), and Yongqi Lou (Tong Ji University)

Asian cities like Shanghai have stepped into the stage of aging population, which brings challenges but also opportunities to the public design field. One of the concerns is that how community environment can enhance the quality of older persons’ daily life and boost their mental well-being. The project *Sweet House: Small Changes, Big Impact* is a collaborative design process between designers and older persons in the communities of Shanghai. The aim of the project is to explore how older persons use color and textile in their daily lives and how color and textile act as an intervening tool to build up community identity. In addition, the project, aims to compare how participatory methods play their roles in the communities with different cultural backgrounds. The methods discussed in this paper include observation, interview, photovoice and participatory workshop. Through observations and interviews, we discover older persons’ attitudes of community life and community participation. Photovoice as a participatory research method shows different living conditions and habits of older persons in the two communities. During the participatory workshops, older persons had more roles to play than just research objectives. They were active participants who contributed to better living environment and experienced seniors to share rich life experience with outsiders. Through the experience of the project, this paper advocates that design plays an important role in building community identification and sense of belongings by making people share the skills and life experiences.

ROUNDTABLE 4: EMBATTLED PARTICIPATION

Minding the Gap: Lessons in Public Process from the Los Angeles 30-Year Transportation Plan

Rachel Berney (University of Southern California)

Beginning in 2008, Los Angeles embarked on a 30-year plan to reinvent public transportation within the region by doubling the number of stations and miles of track in the public transit rail system. This nascent system, with light and heavy-rail lines

radiating from a downtown node, is planned to serve the entire region by the end of those three decades. The Los Angeles County Metropolitan Transportation Authority (LA Metro) takes responsibility for planning and construction, but design suffers from a GAP—a lack of design oversight by Metro at the crucial middle section of the project, where design and participation fall to many different entities at the municipal level. This presentation problematizes the different participation requirements and strategies layered into this process to answer the following: What are the participatory requirements in this vast undertaking? Are they delimited by the phases and/or by jurisdiction? Are there major differences in strategies and tactics between cities, and/or between different local interest groups? How is the presence/absence of requirements catalyzing design advocacy and citizen groups? What does a comparison of county and/or municipal strategies versus grassroots participatory efforts teach us? Through this presentation, designers, activists, and planners will gain a crucial understanding of current participation strategies and successes and failures in a contemporary metropolis. The GAP creates a unique window for exploring and evaluating a range of responses across a shared landscape of investment.

Democratic Design in Russia: Heads or Tails, Case Studies of Vologda

Nadezda Snigireva and Dmitry Smirnov, "Project Group 8", Vologda, RUSSIA

The concept of the participatory design is becoming popular in Russia. This presentation takes a closer look on current situation in Russia with case studies of Vologda City. In Vologda, the city administration declares the need of changing the design processes through participation. However, citizens don't want to participate and local businesses do not see the need of it, even though developers slowly realize the ineffectiveness of current approaches that do not take people into account and result in protests and unsold properties. As for people, their participation is initiated by third parties including the city administration and local activists. No effective methodology has yet been developed, and

democratic design looks like "Heads and Tails" game - no one knows what outcomes each project will have, how people will react, and how effective results could be used for different projects. In our work we try to change the traditional design situation by acting as a "facilitator" and putting different stakeholders together in an open process of decision making. We formulate our own approaches and participatory mechanisms, and take into account cultural and historical features and mentality.

Trans-disciplinary Community Engagement in Practice: Asset-Based Community Development

Celen Pasalar (North Carolina State University)

This presentation will provide an opportunity to discuss and explore the models for engaged scholarship, as well as the benefits and challenges involved in conducting trans-disciplinary processes in response to changing contexts in communities. Universities are taking more critical roles in the process of change within diverse communities, while promoting the importance of social equity, resiliency, and community identity in achieving asset-based community development. Individual disciplines have been addressing these issues as independent activities, however it is becoming a more common expectation to bring multi-disciplinary approaches to everyday environments in order to empower community members to have impact on the process of change in their communities. This presentation will demonstrate an analysis of an ongoing trans-disciplinary engagement process facilitated by North Carolina State University faculty and students representing disciplines - design, humanities, finance and real-estate. This multi-disciplinary effort, which focused on the place-based branding and economic development in South West Raleigh developed an understanding of how the area has evolved, what the physical, economic and cultural resources are, and how residents and business owners living and working in the Triangle area perceive the district and the changing context of its communities. This focus has provided an opportunity to develop and use community-based engagement strategies such as community workshops, focused interviews, visual voice, photo contest, and surveys in support of

documenting the stakeholders' values and their perceptions of the district and its future. Utilizing this project as a case-study, the presentation will provide the opportunity to further discuss the effective methods and factors that can be considered when determining the 'impact' of such trans-disciplinary community partnerships.

Participation and Academia: A Comparison of Models for Engaged Scholarship

David de la Peña, Sheryl-Ann Simpson, Todd Simmons, (University of California, Davis)

How do we train students to use participatory methods? Over the past 50 years scholars in the design and planning disciplines have experimented with approaches for engaged scholarship. These have had various motivations and aims—pedagogical, scholarly, opportunistic, charitable—and have been supported to various extents by faculty, students, administrators, and clients. Current discourses regarding “engaged scholarship” are circulating at all levels of academia. Students take initiative to organize their own service groups while university leaders propose integrated approaches with demonstrable outcomes. This presentation surveys past and present models of engaged scholarship. It categorizes approaches both by their organizational logics (student/faculty-driven, department based, center based, or comprehensive) and their classroom structures (studio based, design-build, seminar-based, sequential). Within each of these organizational structures, different skill sets are imparted to students and different relationships between students, faculty, administrations, and the community are created. For what roles are students being prepared? What techniques are being taught? And what attitudes are being instilled by each of these models? This presentation does not presume to find one correct approach, but rather to identify the potentials and limitations of each with an aim to match the best approaches, structures and techniques with the desired learning, scholarly, and community outcomes.

/Bios of Presenters/

Rachel BERNEY, PhD, is Assistant Professor in the School of Architecture at the University of Southern California. Her research interests include sustainable design and development in an international context; design history and theory with an emphasis on social and environmental factors; and qualitative and quantitative research methods, including challenges of cross-cultural research. Dr. Berney focuses on the history/contemporary conditions of urbanism and development in the Americas. In particular, she examines the how landscape narratives are shaped and shape participation in public space.

Mallika BOSE is Associate Professor and the Graduate Program Coordinator in the Department of Landscape Architecture at Penn State University. From 2008 to 2012 she served as the Interim Director/Director of the Hamer Center for Community Design at Penn State. She serves on the Board of Directors of the Environmental Design Research Association (EDRA), and served as the Chair of the EDRA Board in 2012-2013. Her research is motivated by her interest in understanding how social structures are embedded in the built environment, and how such socio-spatial constructions shape behavior of different groups in society. She is a co-editor of *Community Matters: Service-learning in Engaged Design and Planning*.

Hyejung CHANG is an Assistant Professor in the department of Landscape Architecture at Clemson University. She holds a BS in Landscape Architecture from the University of Seoul, South Korea (1992), a Master of Landscape Architecture from the University of Minnesota (2001), and a Ph.D. in Design from North Carolina State University (2009). Her research exhibits a critical framework of aesthetic and ethical accounts of environmental design, the value of urban landscapes, sacred landscapes, and cultural dimensions of place-making and their relations to design practice that benefit environmental sustainability and quality of life enhancement. She currently teaches undergraduate

and graduate design studios as well as seminar courses such as Master's Thesis Project, Key Issues in Landscape Architecture, Research Methods, and Introduction to Landscape Architecture.

David DE LA PEÑA is assistant professor of landscape architecture, urban design, and community development at UC Davis. He received his PhD in landscape architecture from UC Berkeley in 2013, focused on participatory urbanism in Barcelona, Spain. His current research deals with community engagement, DIY urbanism, ecological cities, and urban agriculture. David also continues to practice architecture and community-based urbanism in the Sacramento area.

DOHI LAB: Masato DOHI is Associate Professor at Tokyo Institute of Technology. From 1993 to 1994, he was an Exchange Scholar at the University of California, Berkeley. He received Doctor of Agriculture from Kyoto University in 1993. **Kei SAKAMURA** is currently in the Doctor of Social Engineering program at Tokyo Institute of Technology. He received MSc Planning, Design, and Development from University College London in 2013. **Takuya KITABATAKE** is currently in the Master of Social Engineering program at Tokyo Institute of Technology. **Tomohisa MASUDA** is currently in the Master of Social Engineering program at Tokyo Institute of Technology. **Yuki YOSHIDA** is a Research Fellow of Japan Society for the Promotion Scientists. She received Doctor of Engineering from Tokyo Institute of Technology in 2014.

Kathleen DORGAN, AIA, LEED-AP, is a practitioner of comprehensive sustainable community development. An architect (Rensselaer) and urban planner (Pratt), she contributes to the development of incremental strategies for neighborhood-renewal. Chair of the 2013 AIA Housing and AIA/HUD Secretary's Award juries, she is a past chair of the AIA Housing KC and ACD. She was a Loeb Fellow and a HUD Community Builder. During her tenure as Executive Director, the Capitol Hill Improvement Corporation in Albany NY renovated or constructed over 1500 buildings and developed a rich variety of programs. She is active in volunteer groups and is a frequent speaker and writer about design and community renewal.

Tasoulla HADJIYANNI, Associate Professor in the Interior Design program of the University of Minnesota, began her interdisciplinary scholarship on exploring the intersections of design, culture, and identity through her doctoral work and the book “The Making of a Refugee – Children Adopting Refugee Identity in Cyprus” (2002). Her research findings and teaching pedagogies have appeared in journals such as *Home Cultures*, *Journal of Interior Design*, *Design Studies*, and the *International Journal of Consumer Studies*. Hadjiyanni is currently the Editor of EDRA Connections and serves as Guest Editor for a Journal of Interior Design Special Issue on Design and Culture.

Keiro HATTORI is a professor in the Faculty of Economics in Meiji Gakuin University, Tokyo, Japan. He is also a licensed city and regional planner since 2002. He has master degrees of City and Regional Planning and Landscape Architecture from University of California at Berkeley. His publication includes “Curitiba, Human Oriented City” (2004), “Wisdom to create Sustainable World” (2006), “The Great Sin of Road Policy” (2009), “Town Planning for Teenagers” (2013). He was heavily involved in CyberJapan Planning Project in Malaysia from 1996 to 1997 as a site planner and urban designer

Randy HESTER is Professor Emeritus and former chair of the Department of Landscape Architecture & Environmental Planning at the University of California, Berkeley. His practical work and teaching has focused on applying sociology to the design of neighborhoods, cities and landscapes. Hester is a strong advocate for community participation in the development of what he calls ecological democracies and sacred landscapes – spaces that grow out of a true understanding of the needs of a local community and the potential of its resources. He is one of the founders of the Pacific Rim Community Design Network.

Mathias HEYDEN is an architect, activist, organizer, author, curator, and cofounder of the Berlin community project K 77. Currently, he is an assistant professor at the chair of urban design and urbanization at the Institute of Architecture, Technical University Berlin. Heyden is the author of

numerous publications including *Hier entsteht. Strategien partizipativer Architektur und räumlicher Aneignung* (Under Construction, Strategies of Participatory Architecture and Spatial Appropriation) with Jesko Fezer, 2004 and the exhibition and magazines *An Architektur 19-21: Community Design. Involvement and Architecture in the US since 1963* (An Architektur, 2008).

Paula HERRIGAN is an Associate Professor of Landscape Architecture at Cornell University. She is dedicated to examining and fostering the theory and practice of placemaking through her community-engaged teaching, research and outreach. As Faculty Chair of the Cornell Faculty-Fellow-in-Service Governance Board, she has advocated for courses and public scholarship integrating action-research, academic service-learning and community-based research. Recognized as a 2003 Kaplan Fellow, Professor Herrigan acts to resituate design learning into real community contexts through her Participatory Community Design Studio.

Jeff HOU is Professor and Chair of Landscape Architecture at the University of Washington, Seattle. His work focuses on community design, design activism, public space and democracy, with an emphasis on engagement of marginalized social groups in design and planning. He is the editor of *Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities* (2010) and *Transcultural Cities: Border-Crossing and Placemaking* (2013). He is also the co-editor of *Now Urbanism: the Future City is Here* (2015). He is a co-founder of the Pacific Rim Community Design Network.

Yeun-Kum KIM received her PhD in Landscape Design with the thesis, “Communicative landscape planning and design,” and studies and practices community participation design at her landscape design firm.

Yongqi LOU is the dean of the College of Design and Innovation, Tong Ji University, and the visiting professor at the School of Art, Design and Architecture of Aalto University in Finland. He currently serves on the boards of CUMULUS, Alta

Scuola Politecnica, DESIS, and Design Issues, among others. His main research focuses on social design and sustainable design.

Evrin DEMIR MISHCHENKO is Associate Professor of architecture at Mersin University in Turkey. She earned her BArch and MArch degrees from METU in Ankara, Turkey and a PhD in design degree from NCSU. Demir Mishchenko's studies received several awards including ARCC's King Student Medal for Excellence in Architectural and Environmental Research, First Place in research category in EDRA's Active Place Competition, Best Paper Award in ARCC/EAAE's conference in Dublin, NCSU Alumni Fellowship, Turkish Department of Family and Social Policies Accessibility Quality Award, and Accessible IT Platform of Turkey Accessible Education Award. Her research focuses on neighborhood design, walkable communities, accessibility, inclusive design, campus design, children's environments, active living by design, health and design, community participation, and more recently on creative industries and community art centers.

Pasty EUBANKS OWENS holds a MLA from the University of California, Berkeley and a BLA from the University of Georgia. Her research focuses on the relationships between people and place including the analysis of landscape use patterns, understanding user preferences, and identifying the needs of specific client groups. Specifically, she is examining the role of the physical environment in the development, health, and well-being of youth, and methods for youth and adult engagement in design and policy development. Her research has been published in *Community Development*, *Urban Geography*, *Landscape Journal*, *Children's Geographies*, *Journal of Development Processes*, *Places*, and *Children, Youth and Environments*.

Celen PASALAR is Assistant Professor of Landscape Architecture at NC State University. Celen focuses on the creation of transformational change in both urban and rural communities through design, while developing tools for effective community engagement and design processes. Celen routinely partners with non-profits and local leaders in communities to develop sustainable and culturally

appropriate design solutions relevant to issues such as social and environmental justice, health, resiliency, mobility, and economic empowerment. She earned her PhD in Design from NC State University, as well as MSc in Urban Design and BArch in Architecture from Middle East Technical University in Turkey.

Michael RIOS is Associate Professor of Urban Design and Community Planning, and Chair of the Community Development Graduate Group at the University of California, Davis. His research focuses on urbanism, marginality, and the social practice of planning and design. Prior to coming to UC Davis, Michael was the inaugural director of the Hamer Center for Community Design in the School of Architecture and Landscape Architecture at The Pennsylvania State University (1997-2007), president of the Association for Community Design (2003-2005), and a founding member of the Pennsylvania Advocates for Nutrition and Activity (2001-2007). He received his Ph.D. in Geography from The Pennsylvania State University (2006), and Master of Architecture and Master of City Planning degrees from the University of California, Berkeley (1997).

Deni RUGGERI is Assistant Professor of Landscape Architecture and Spatial Planning at the Norwegian University of Life Sciences (NMBU), where his research focuses on the landscape's influence on residents' place identity and attachment as well as livability in urban design. Prof. Ruggeri holds a Ph.D. in Landscape Architecture from the University of California, Berkeley and graduate degrees in both Landscape Architecture and City Planning from Cornell University. He has practiced landscape architecture and community design internationally, and in 2007 is the co-founder the Zingonia 3.0 Initiative, which is seeking to re-envision the future of one of Italy's only New Towns.

Henry SANOFF, Professor Emeritus of Architecture, North Carolina State University, has five decades of research and professional practice experience. He is widely published and known for his many books—including, *Democratic Design*, *Participation in School Planning*, *Programming and Participation in Architectural Design*, *Community Participation Methods in Design and Planning*, *Integrating*

Programming, Evaluation and Participation in Design, Visual Research Methods in Design. He was the USA editor of the Journal of Design Studies, and recognized as the founder of the Environmental Design Research Association (EDRA). He received the ACSA Architecture Distinguished Professor, ACSA Community Design Award, Distinguished Fulbright Award, and the EDRA Honor and Service Awards.

Sheryl-Ann SIMPSON is an Assistant Professor in the Landscape Architecture + Environmental Design Program at the University of California, Davis. Her research focuses on the relationship between states and place. She is also interested in the pedagogy of participation, how we teach new professionals to engage and include a diverse array of publics in planning and design processes.

Todd SIMMONS is Masters Candidate in the Community Development Graduate Group at UC Davis, where he also received his BA in Sociology. His work focuses on critical studies of educational and nonprofit institutions, youth and social justice movements, and organizational studies. Todd has years of experience in program development and management for international nonprofit organizations, as well as local nonprofits and school districts in Northern California.

Kin Wai Michael SIU is Professor of Public Design, School of Design, The Hong Kong Polytechnic University. He is also the Group Leader of Research Group for Sustainable Public Design, RISUD. His research interests are in public design, inclusive design, participation design, and user reception.

Dmitry SMIRNOV is a co-founder of "Project Group 8" studio (Vologda, Russia). Being a marketing specialist, he complements multidisciplinary team of architects and designers and believes that participation can be perceived as a good true marketing. He also runs "UrbanVologda" educational block with discussions and lectures aimed not only on architects, but also regular citizens. Dmitry was born in Vologda, Russia in 1989. He took International Business and Marketing programme and graduated from Kymenlaakso University of Applied Sciences (Kouvola, Finland). Before the foundation of "Project Group 8"

studio Dmitry has got three years of work experience in marketing.

Nadezda SNIGIREVA was born in Vologda, Russia in 1988. After finishing the Vologda State Technical University, she became a specialist in Architecture and City Planning, supervised by professor Konstantin Kiyanenko. She worked in several local architectural studios during 2011-2013. After 3-years of practical experience has founded own studio "Project Group 8". Since 2014 has worked with Department of City Planning and Infrastructure of Vologda City Administration as a tutor of social-oriented projects with citizen engagement in urban design process, including citizen participation in school planning and citizen participation in creation of local urban design guidelines.

Kumi TASHIRO is a research scholar in children and youth environmental design, and currently a TA in the Faculty of Architecture, The University of Hong Kong. Her main interests are participatory community activation, school design, sustainable urban planning, housing, and design education for children. Her recent research and practice focus on participatory community design and Child-Friendly Cities planning. She has conducted many community and school design workshops in Japan, the USA, and Finland with the support of government grants. She was awarded the Association for Children's Environment Incentive Award in 2013 for her school and community design project in Japan.

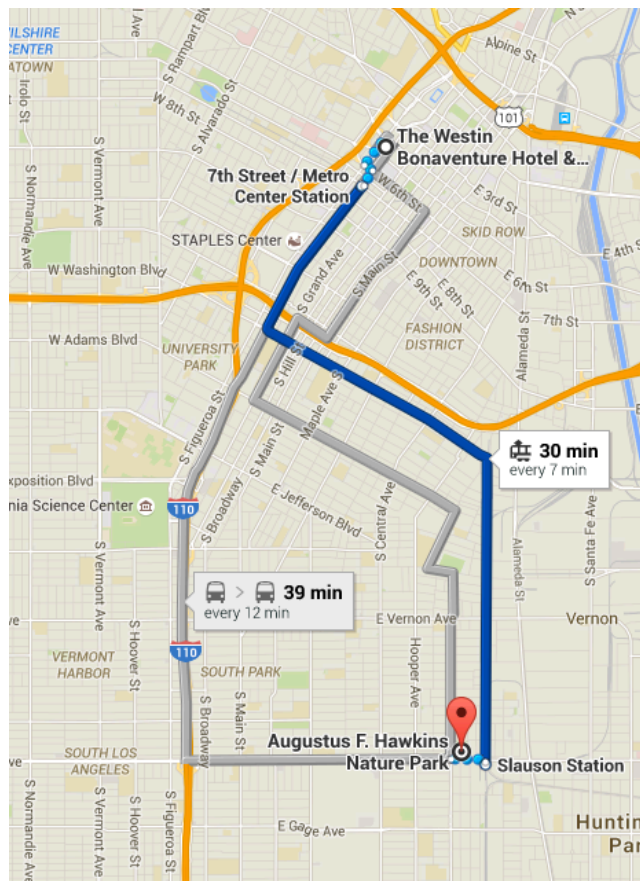
Ching-Fen YANG obtained her Ph.D. at the Institute of Building Planning, National Taiwan University in 2011. She is interested in community design, school building, aging-friendly environment issues, etc. Currently Yang is a researcher at the Institute for Physical Planning & Information.

Mingjie ZHU is a PhD candidate from School of Design, The Hong Kong Polytechnic University and the College of Design and Innovation, Tongji University. He is also the secretary of DESIS-China (Design for social innovation and sustainability). Her research interest is social innovation design especially in the area of urban community and public space.

/Directions/

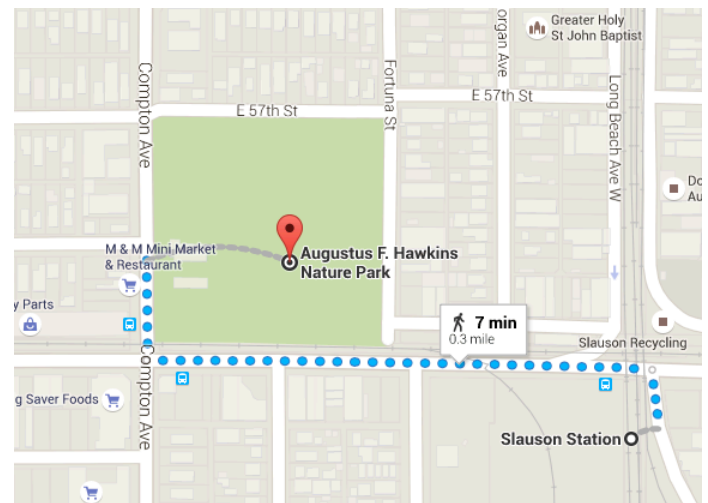
Directions from the Bonaventure Hotel to the Natural Park via LA Metro:

1. Depart from the hotel. Walk 3.5 blocks south along S. Flower St. to the 7th Street Metro Station at Flower x 7th St. If you don't have a Metro card, get one at the machine and pay for two one-way trips (\$1.75 each), unless you plan to use the metro more often. If that is the case, you might want to consider a Day Pass (\$7) or a Weekly Pass (\$25).



2. Catch the Blue Line bound for Long Beach (southbound). Ride 6 stops and exit at **Slauson Station**.

3. Walk. From Slauson Station the park is .3 miles away. After exiting Slauson Station head north up Randolph Street. Take a left on Slauson Ave (westward) and then a right on Compton Ave (northward). The entrance to the park will be a bit up the street from the Compton x Slauson intersection.



4. Return. To return to the hotel, reverse the process.

ADDRESSES:

The Westin Bonaventure Hotel & Suites
404 S Figueroa St., Los Angeles, CA 90071
(213) 624-1000

Augustus F. Hawkins Natural Park
5790 Compton Ave., Los Angeles, CA 90011
(323) 581-4753