

**Lecture:** Friday 11:00am - 1:40pm, Hayes 402  
**Instructor:** Rob Silverman  
**Office:** Hayes 329  
**Office Hours:** Monday and Friday 2:00pm – 3:00pm (and by appointment)  
**Phone:** (716) 829-5882  
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### **The Course:**

This is an urban planning skills building course that can be counted toward the group process professional competency area in the MUP curriculum. It introduces students to literature, case studies, and applied exercises focusing on planning skills relevant to negotiations, public participation, and community organizing. The course emphasizes how these skills can be incorporated into an equity planning framework to empowerment disenfranchised communities and promote social justice. Course content and activities include: readings, lectures, discussions, simulation exercises, and fieldwork.

During the semester we will discuss the assigned readings, participate in simulation exercises, and do other activities. Everyone should be prepared to participate on a weekly basis.

If you have any questions during the semester, bring them to my attention. I will be available during office hours and by appointment. Also, you may contact me using e-mail.

### **Course Objective:**

The course objectives for URP577 are listed below. The course assignments will be used to assess student learning of the course objectives. Course assignments that assess specific course objectives are identified in the course requirements section of this syllabus.

**Course Objective 1:** Enhance negotiations skills used in urban planning practice, with an emphasis on strategies to apply those skills to reduce race, class, gender and other forms of inequality.

**Course Objective 2:** Expand the understanding of the role public participation plays in urban planning practice, with an emphasis on empowering race, class, gender and other disenfranchised groups.

**Course Objective 3:** Introduce core community organizing principles and their application to urban planning practice, with an emphasis on empowering race, class, gender and other disenfranchised groups.

### **Required Text and Required Reserve Readings:**

*The required texts are available at the University Medical Bookstore and are part of the e-books collection on the UB libraries website:*

- 1) Fisher, R., Ury, W. and Patton, B (2011). *Getting to YES: Negotiating agreements without giving in*. New York: Penguin Books.
- 2) Walls, D. (2015). *Community organizing: Fanning the flames of democracy*. Cambridge: Polity Books.
- 3) Required Reserve Readings are available on UBLearn.

### **Course Requirements:**

**Positional Bargaining Paper:** On **February 16** the paper will be discussed. The paper is due on **March 2** [course objective 1].

**Microaggressions in Local Planning Discourse Assignment:** On **March 9** the assignment will be discussed. There is a group and individual component to this assignment. Each group will attend meeting of local planning and civic organizations, create a PowerPoint, and present a summary of the findings from the fieldwork. After the presentations, each student will write a paper that identifies the forms of microaggressions found in local planning discourse and make recommendations to address this problem. The PowerPoint presentations will take place on **May 4**. The student papers are due on **May 11**. [course objectives 1, 2 & 3].

### **Discussion Boards:**

Students will contribute to discussion boards (DBs). DB#1 opens **February 2** is due **February 16**. DB#2 opens **March 16** is due **March 30** [course objectives 1, 2 & 3].

### **Simulations:**

Students will participate in simulations on the following dates: **February 9, February 16, March 16, and May 11** [course objectives 1, 2 & 3].

**Community Organizing Roundtable:** On **March 2** the roundtable will be discussed. On **March 13** the roundtable will take place. [course objective 2].

**Grading Policy:** Your grade will be based on the following (100 points possible for the semester):

Positional Bargaining Paper	20 %
Microaggressions in Local Planning Discourse Assignment	40 %
Discussion Boards	10 %
Simulations	20 %
Community Organizing Roundtable	10%

### **Grading Scales:**

<b>GRADE</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>POINTS</b>	96-100	90-95.99	87-89.99	84-86.99	80-83.99	77-79.99	70-76.99	60-69.99	0-59.99

### **Academic Integrity:**

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Graduate Catalog* for clarification on the University's policies and procedures.

### **Accommodations for Disabilities:**

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Accessibility Resources Office (ARO), 60 Capen Hall, (716) 645-2608. ARO will provide

you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor's attention within the first two weeks of class.

### **Writing Centers:**

The University at Buffalo has a number of writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-2960; [gsaedit@buffalo.edu](mailto:gsaedit@buffalo.edu); <https://ubgsaedit.wixsite.com/gsa-editorial> ,
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; [elibuffalo@buffalo.edu](mailto:elibuffalo@buffalo.edu); <http://www.buffalo.edu/english-language-institute.html> .

## **READINGS AND ASSIGNMENTS**

### **February 2: Introduction to the Course**

#### ***Assigned Readings:***

- Fisher et. al. Ch 1
- Nyerges, J. (1999). Ten commandments for a negotiator. Pp. 187-193. In Breslin, J.W. and Rubin, J.Z. *Negotiation theory and practice*. Cambridge: Harvard Law School.

#### ***Other Activities:***

- Discussion board #1 Opens

### **February 9: People and Interests**

#### ***Assigned Readings:***

- Fisher et. al. Ch 2 & 3

#### ***Other Activities:***

- In-Class Simulation #1

### **February 16: Objective Criteria and Mutual Gain**

#### ***Assigned Readings:***

- Fisher et. al. Ch 4 & 5

#### ***Other Activities:***

- In-Class Simulation #2
- Post to discussion board #1 by 11am
- Positional Bargaining Paper Discussed

### **February 23: NO CLASS**

#### ***Other Activities:***

- Attend Ann Forsyth's Clarkson lecture on February 21

**March 2: Power Games*****Assigned Readings:***

- Fisher et. al. Ch 6, 7 & 8

***Other Activities:***

- Community Organizing Roundtable Discussed
- Positional Bargaining Paper Due by 11am

**March 9: Microaggressions and Urban Planning*****Assigned Readings:***

- Beebejaun, Y. (2017). Gender, urban space, and the right to everyday life. *Journal of Urban Affairs*, 39(3): 323-334.
- Harris, W.M. (2013). The South: The race culture sustained. *Progressive Planning*, 195:2-5.
- Hoch, C. (1993). Racism and planning. *Journal of the American Planning Association*, 59(4): 451-460.
- Kyra. (2014). How to uphold white supremacy by focusing on diversity and inclusion: Liberalism's inherent racism. *Model View Culture* (<https://modelviewculture.com/pieces/how-to-uphold-white-supremacy-by-focusing-on-diversity-and-inclusion>) .
- Rendon, J. (2007). Facing prejudice in mediation: What should the mediator do? ([www.mediate.com/articles/rendon3.cfm](http://www.mediate.com/articles/rendon3.cfm))
- Sue, D.W., Capodilupo, C.M., Torino, G.C. Bucceri, J.M., Holder, A.M.B., Nadal, K.L. and Esquilin, M. (2007) Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62.4: 271-286.

***Other Activities:***

- Microaggressions in Local Planning Discourse Assignment Discussed

**March 16: Monopoly Simulation*****Assigned Readings:***

- Fisher et al Conclusion and Ten Questions People Ask about Getting to YES.

***Other Activities:***

- In-Class Simulation #3
- Discussion board #2 Opens

**March 23: SPRING BREAK – NO CLASS**

**March 30: Advocacy and Public Participation in Planning*****Assigned Readings:***

- Walls Ch 1
- Arnstein, S.R. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*, 35(4): 216-224.
- Davidoff, P. (1965). Advocacy and Pluralism in planning. *Journal of the American Institute of Planners*, 31(4): 331-338.
- Denhardt, J.V. and Denhardt R.B. (2015). The new public service revisited. *Public Administration Review*, 75(5): 664-672.
- Denhardt, R.B. and Denhardt J.V. (2000). The new public service: Serving rather than steering. *Public Administration Review*, 60(6): 549-559.
- Grabow, S. and Heskin, A. (1973). Foundations for a Radical Concept of Planning. *Journal of the American Institute of Planners*, 39(2): 106-114.

***Other Activities:***

- Post to discussion board #2 by 11am

**April 6: NO CLASS*****Other Activities:***

- Work on the microaggressions in local planning discourse assignment

**April 13: Community Organizing Roundtable*****Assigned Readings:***

- Walls Ch 2, 3, 4, 5, 6, 7, 8
- Gilman, H.R. (2017). Civic tech for urban collaborative governance. *Political Symposium*, July: 744-750. 25(1): 34-42.
- Rickford, R. (2016). Black lives matter: Toward a modern practice of mass struggle. *New Labor Forum*, 25(1): 34-42

***Other Activities:***

- Community Organizing Roundtable

**April 20: NO CLASS****April 27: Community Benefits Agreements*****Assigned Readings:***

- Bornstein, L. (2010). Mega-projects, city-building and community benefits. *City, Culture and Society*, 1(4): 199-206.
- Parks, V. and Warren, D. (2009). The politics and practice of economic justice: Community benefits agreements as tactic of the new accountable development movement. *Journal of Community Practice*, 17: 88-106.

**May 4: Microaggression in Local Planning Discourse Group Presentations*****Assigned Readings (to cover for May 11 simulation):***

- Scally, C.P. and Tighe, J.R. (2015). Democracy in action?: NIMBY as impediment to equitable affordable housing siting. *Housing Studies*, 30(5): 749-769.
- Schively, C. (2007). Understanding the NIMBY and LULU phenomena: Reassessing our knowledge base and informing future research. *Journal of Planning Literature*, 21(3): 255-266.

***Other Activities:***

- Microaggressions in local planning discourse group presentations

**May 11: NIMBY Simulation*****Other Activities:***

- In-Class Simulation #4
- Microaggressions in Local Planning Discourse Paper Due