

Lecture: Friday 3:10pm - 5:50pm, Remote Synchronous
Instructor: Robert Silverman
Office: Hayes 329
Office Hours: Fridays 2:00pm – 3:00pm on Zoom (and by appointment)
Phone: (716) 829-5882
E-Mail: rms35@buffalo.edu¹

The Course:

This is an urban planning skill building course. It is 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 attend class and 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 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 UBLearns.

¹ During the spring 2021 semester, offices hours will be scheduled on Zoom. The best way to contact the professor outside of scheduled office hours is via email.

Course Requirements:

Positional Bargaining Paper: On **February 19** the paper will be discussed. The paper is due by noon on **March 5** [course objective 1].

Microaggressions in Local Planning Discourse Assignment: On **March 12** the assignment will be discussed. There is a group and individual component to this assignment. Each group will examine a local planning domain (i.e. examine local planning documents, news coverage, make site visits, attend relevant public meeting, etc.), 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 **April 30**. The individual papers are due by noon on **May 7**. [course objectives 1, 2 & 3].

Discussion Boards: Students will contribute to two discussion boards (DBs). DB#1 opens **February 5** and is due by noon on **February 19**. DB#2 opens **March 19** and is due by noon on **April 9** [course objectives 1, 2 & 3].

Simulations: Students will participate in four simulations on the following dates: **February 12, February 19, March 19, and May 7** [course objectives 1, 2 & 3].

The Art of War Roundtable: On **February 12** the roundtable will be discussed. On **February 26** the roundtable will take place. [course objective 1].

Community Organizing Roundtable: On **March 5** the roundtable will be discussed. On **April 16** 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	30 %
Discussion Boards	10 %
Simulations	20 %
<i>The Art of War</i> Roundtable	10%
Community Organizing Roundtable	10%

Grading Scales:

GRADE	A	A-	B+	B	B-	C+	C	D	F
POINTS	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. The University’s graduate student academic integrity policy is at the following link: <https://www.buffalo.edu/academic-integrity.html> .

Accommodations for Disabilities:

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Office of Accessibility Resources (AR), 60 Capen Hall, (716) 645-2608, <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html> . AR 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 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:

- Graduate students can contact the Graduate Student Association (GSA) about their editing services. For information about this service, visit the following link: <https://ubwp.buffalo.edu/gsa/gsa-editing-services/> .
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; <http://www.buffalo.edu/english-language-institute.html>; <http://wings.buffalo.edu/gse/eli> .

READINGS AND ASSIGNMENTS²

February 5: 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 12: People and Interests

Assigned Readings:

- Fisher et. al. Ch 2 & 3

Other Activities:

- Discuss the *Art of War* roundtable
- In-Class Simulation #1

February 19: 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 noon **February 19**
- Positional Bargaining Paper Discussed

² During spring 2021, lecture materials will be made available on UBLearns on Tuesdays prior to the class meetings listed in the syllabus. Students should review those materials (PowerPoints, videos, etc.) before coming to class.

February 26: The Art of War Roundtable**Other Activities:**

- *The Art of War Roundtable*

March 5: Power Games**Assigned Readings:**

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

Other Activities:

- Community Organizing Roundtable Discussed
- Positional Bargaining Paper due by noon on **March 5**
- Watch the video for today on UBLearns before attending class

March 12: Microaggressions and Urban Planning**Assigned Readings:**

- Beebeejaun, Y. (2017). Gender, urban space, and the right to everyday life. *Journal of Urban Affairs*, 39(3): 323-334.
- Ellison, C. (2017). Urban planning can't happen without black people in the room – yet it does. *Public Square, A CNU Journal* (<https://www.cnu.org/publicsquare/2017/05/18/urban-planning-can%E2%80%99t-happen-without-black-people-room%E2%80%94yet-it-does>).
- 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)
- 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
- Watch the videos for today on UBLearns before attending class

March 19: Monopoly Simulation**Assigned Readings:**

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

Other Activities:

- In-Class Simulation #3 – aka the Monopoly Simulation
- Discussion board #2 Opens

March 26 and April 2: No Class – Work on Group Projects**Other Activities:**

- Work on the community organizing roundtable
- Work on the microaggressions in local planning discourse assignment

April 9: 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.
- 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 noon on **April 9**
- Watch the video for today on UBLearns before attending class

April 16: Community Organizing Roundtable**Assigned Readings:**

- Walls Ch 2, 3, 4, 5, 6, 7, 8
- Fletcher, A.L. (2020). Smart city visions: Pathways to participatory planning in two American cities. *FORESIGHT*, 27 (5/6): 689-702.
- Gilman, H.R. (2017). Civic tech for urban collaborative governance. *Political Symposium*, July: 744-750. 25(1): 34-42.
- Hassen, G.S. and Falleth, E.I. (2014). Market-oriented urban planning: Constraining citizen participation. *Local Government Studies*, 40(3): 403-428.
- Horelli, L. (2017). Engendering urban planning in different contexts: Successes, constraints and consequences. *European Planning Studies*, 25(10): 1779-1796.
- Kinzer, K. (2016). Missing connections: A critical analysis of interconnections between public participation and plan implementation literature. *Journal of Planning Literature*, 31(3): 299-316.
- Rickford, R. (2016). Black lives matter: Toward a modern practice of mass struggle. *New Labor Forum*, 25(1): 34-42.
- Silverman, R.M., Yin, L. and Taylor, H.L. (2020). Managing competing interests in the public participation process: Lessons from an analysis of residential displacement in Buffalo New York's transitioning neighborhoods. Pp. 211-223, in *Research handbook on community development*, edited by Rhonda Phillips, Eric Trevan and Patsy Kraeger, Cheltenham: Edward Elgar Publishing.

Other Activities:

- Community Organizing Roundtable

April 23: 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.

Other Activities:

- Watch the video for today on UBLearns before attending class

April 30: *Microaggression in Local Planning Discourse Group Presentations*

Other Activities:

- Microaggressions in local planning discourse group presentations

May 7: *Simulation #4*

Other Activities:

- In-Class Simulation #4
- Microaggressions in Local Planning Discourse Paper Due by noon on **May 7**