

**Lecture:** Wednesday 2:00pm - 4:40pm, Hayes 327  
**Instructor:** Rob Silverman  
**Office:** Hayes 329  
**Office Hours:** Monday 2:00pm – 3:00pm (and by appointment)  
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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 students' 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 1** the paper will be discussed. The paper is due on **February 15** [course objective 1].

**Microaggressions in Local Planning Discourse Assignment:** On **March 8** the assignment will be discussed. There is a group and individual component to this assignment. Each group will attend meetings 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 **April 26**. The student papers are due on **May 10**. [course objectives 1, 2 & 3].

**Discussion Boards:** Students will contribute to the following discussion boards (DBs): **DB#1 due February 24, DB#2 due March 31**. Discussion board will open approx. 1 ½ weeks before the due dates listed in the syllabus. [course objectives 1, 2 & 3].

**Simulations:** Students will participate in simulations on the following dates: **February 15, February 22, March 15, and May 5**. [course objectives 1, 2 & 3].

**Community Organizing Roundtable:** On **March 1** the roundtable will be discussed. On **April 5** 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:

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.

### Accommodations for Disabilities:

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Office of Disability Services (ODS), 25 Capen Hall, (716) 645-2608. ODS 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:

- Graduate students can 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) 645-8604; [gsa-editorial@buffalo.edu](mailto:gsa-editorial@buffalo.edu); <http://gsaedit.wixsite.com/gpa-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://wings.buffalo.edu/gse/eli> .

## **READINGS AND ASSIGNMENTS**

### **February 1: 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:***

- Positional Bargaining Paper Discussed

### **February 8: NO LECTURE, ATTEND CLARKSON LECTURE BY john powell [6pm, Hayes 403]**

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

- powell, j.a., Reece, J., Rogers, K. and Gambhir, S. 2007. *Communities of opportunity: A framework for a more equitable and sustainable future for all*. Columbus: Kirwan Institute for the Study of Race and Ethnicity.

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

- Discussion board #1 Opens

### **February 15: People and Interests**

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

- Fisher et. al. Ch 2&3

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

- In-Class Simulation #1
- Positional Bargaining Paper Due

### **February 22: 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 24**

**March 1: Power Games*****Assigned Readings:***

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

***Other Activities:***

- Community Organizing Roundtable Discussed

**March 8: Microaggressions and Urban Planning*****Assigned Readings:***

- 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.
- 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 15: 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 22: SPRING BREAK – NO CLASS****March 29: 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 noon **March 31**

**April 5: Community Organizing Roundtable*****Assigned Readings:***

- Walls Ch 2, 3, 4, 5, 6, 7, 8

***Other Activities:***

- Community Organizing Roundtable

**April 12: 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.

**April 19: NO LECTURE*****Other Activities:***

- Work on the microaggressions in local planning discourse assignment

**April 26: Microaggression in Local Planning Discourse Group Presentations*****Assigned Readings (to cover for May 3 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 3: NIMBY Simulation*****Other Activities:***

- In-Class Simulation #4

**May 10: Microaggressions in Local Planning Discourse Paper Due**