

Lecture: Wednesday 2:00pm - 4:40pm, Hayes 402
Instructor: Rob Silverman
Office: Hayes 329
Office Hours: Monday 1:45pm – 2:45pm, Wednesday 12:45pm – 1:45pm (and by appointment)
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The Course:

This is an urban planning skills building course that 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 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 13** the paper will be discussed. The paper is due on **February 27** [course objective 1].

Microaggressions in Local Planning Discourse Assignment: On **March 6** 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 1**. The student papers are due on **May 8**. [course objectives 1, 2 & 3].

Discussion Boards: Students will contribute to discussion boards (DBs). DB#1 opens **January 30** and is due **February 13**. DB#2 opens **March 13** and is due **March 27** [course objectives 1, 2 & 3].

Simulations: Students will participate in simulations on the following dates: **February 6, February 13, March 13, and May 8** [course objectives 1, 2 & 3].

The Art of War Roundtable: On **February 6** the roundtable will be discussed. **February 20** the roundtable will take place. [course objective 1].

Community Organizing Roundtable: On **February 27** the roundtable will be discussed. On **April 3** 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.

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:

- 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) 645-2960; 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; <http://www.buffalo.edu/english-language-institute.html> .

READINGS AND ASSIGNMENTS

January 30: 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 6: People and Interests

Assigned Readings:

- Fisher et. al. Ch 2&3

Other Activities:

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

February 13: 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 13**
- Positional Bargaining Paper Discussed

February 20: The Art of War Roundtable

February 27: Power Games

Assigned Readings:

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

Other Activities:

- Community Organizing Roundtable Discussed
- Positional Bargaining Paper due by noon on February 27

March 6: 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)
- 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 13: 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 20: SPRING BREAK – NO CLASS

March 27: 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 on March 27

April 3: 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 10: 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 17 and 24: NO CLASS – APA Conference (4/13-4/16) and UAA Conference (4/24-4/27)

Other Activities:

- Work on the microaggressions in local planning discourse assignment

May 1: Microaggression in Local Planning Discourse Group Presentations

Assigned Readings (to cover for May 8 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 8: NIMBY Simulation

Other Activities:

- In-Class Simulation #4
- Microaggressions in Local Planning Discourse Paper Due by noon on May 8