

Lecture: Friday 9:00am - 11:40am, Hayes 401¹
Instructor: Robert Silverman
Office: Hayes 329
Office Hours: Tuesdays 1:00pm – 1:30pm on Zoom / Hayes 329 (and by appointment)²
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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.

We are scheduled to meet on in-person during the semester. If we are required to pivot to remote meetings Zoom links will be posted on the UBLeads site.

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 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.

¹ If in-person lectures are moved to Zoom meetings, links will be posted on UBLeads and an announcement will be sent to students on their UB email accounts.

² The best way to contact the professor outside of scheduled office hours is via email.

- 2) Walls, D. (2015). *Community organizing: Fanning the flames of democracy*. Cambridge: Polity Books.
- 3) Required Reserve Readings are available on UBLearns.

Course Requirements:

Positional Bargaining Paper: On **February 18** the paper will be discussed. The paper is due by 9am on **March 4** [course objective 1].

Microaggressions in Local Planning Discourse Assignment: On **March 11** 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 discussing how the presentations inform the discussion of racial planning. The PowerPoint presentations will take place on **May 6**. The individual papers are due by 9am on **May 13**. [course objectives 1, 2 & 3].

Discussion Boards: Students will contribute to two discussion boards (DBs). DB#1 opens **February 4** and is due by 9am on **February 17**. DB#2 opens **March 18** and is due by 9am on **April 7** [course objectives 1, 2 & 3].

Simulations: Students will participate in four simulations on the following dates: **February 11, February 18, March 18, and May 13** [course objectives 1, 2 & 3].

The Art of War Roundtable: On **February 11** the roundtable will be discussed. On **February 25** the roundtable will take place. [course objective 1].

Community Organizing Roundtable: On **March 4** the roundtable will be discussed. On **April 22** 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> .

READINGS AND ASSIGNMENTS

February 4: 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 11: People and Interests

Assigned Readings:

- Fisher et. al. Ch 2 & 3

Other Activities:

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

February 18: 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 **9am on Monday, February 17**
- Positional Bargaining Paper Discussed

February 25: The Art of War Roundtable

Other Activities:

- *The Art of War Roundtable*

March 4: Power Games**Assigned Readings:**

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

Other Activities:

- Community Organizing Roundtable Discussed
- Positional Bargaining Paper due by 9am on **March 4**

March 11: 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.
- 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>).
- Goetz, E.G., Williams, R.A. and Damiano, A. (2019). Whiteness and Urban Planning. *Journal of the American Planning Association*, 86(2): 142-156.
- 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.
- Williams, R.A. (2020). From Racial to Reparative Planning: Confronting the White Side of Planning. *Journal of Planning Education and Research*, Online First.

Other Activities:

- Microaggressions in Local Planning Discourse Assignment Discussed

March 18: No Class – Work on Group Projects**Other Activities:**

- Work on the community organizing roundtable
- Work on the microaggressions in local planning discourse assignment
- Discussion board #2 Opens

March 25: Spring Break

April 1: 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

April 8: 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 **9am on Monday, April 7**

April 15: No Class – Work on Group Projects

Note: This is the week of the Urban Affairs Association Conference (April 12-14), in Washington, DC

Other Activities:

- Work on the community organizing roundtable

April 22: 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 29: Community Benefits Agreements

Note: This is the week of the American Planning Association Conference (April 30 – May 3), in San Diego, CA

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 6: Microaggression in Local Planning Discourse Group Presentations***Other Activities:***

- Microaggressions in local planning discourse group presentations

May 13: Simulation #4***Other Activities:***

- In-Class Simulation #4
- Microaggressions in Local Planning Discourse Paper Due by 9am on **May 13**