

**Lecture:** Friday 12:00pm - 2:40pm, Crosby 109  
**Instructor:** Robert Silverman  
**Office:** Hayes 329  
**Office Hours:** Tuesdays 1:00pm – 1:30pm (and by appointment)<sup>1</sup>  
**Phone:** (716) 829-5882  
**E-Mail:** rms35@buffalo.edu

### **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 empower disenfranchised communities and promote social justice. Course content and activities include: readings, lectures, discussions, simulation exercises, and fieldwork.

We are scheduled to meet in-person during the semester. If we are required to pivot to remote meetings Zoom links will be posted on the UBLearns 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.
- 2) Walls, D. (2015). *Community organizing: Fanning the flames of democracy*. Cambridge: Polity Books.

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<sup>1</sup> The best way to contact the professor outside of scheduled office hours is via email.

3) Required Reserve Readings are available on UBLearn.

**Course Requirements:**

**Positional Bargaining Paper:** On **February 9** the paper will be discussed. The paper is due by noon on **February 23** [course objective 1].

**Microaggressions and Implicit Bias Assignment:** On **March 1** the assignment will be discussed. There is a group and individual component to this assignment. The groups will use survey research techniques and/or content analysis to measure perceptions of microaggressions and implicit bias in relation to an urban planning topic. Each group will create a PowerPoint and present a summary of the findings from its research. After the presentations, each student will write a paper about microaggressions and implicit bias in relation to the urban planning topic examined by the class and make recommendations to address this problem. The PowerPoint presentations will take place on **April 19**. The individual papers are due by noon on **May 3**. [course objectives 1, 2 & 3].

**Discussion Boards:** Students will contribute to two discussion boards (DBs). DB#1 opens **January 26** and is due by noon on **Wednesday, February 7**. DB#2 opens **March 22** and is due by noon on **Wednesday, March 27** [course objectives 1, 2 & 3].

**Simulations:** Students will participate in four simulations on the following dates: **February 2, February 9, March 8, and May 3** [course objectives 1, 2 & 3].

**The Art of War Roundtable:** On **February 2** the roundtable will be discussed. On **February 16** the roundtable will take place. [course objective 1].

**Community Organizing Roundtable:** On **February 23** 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 and Implicit Bias Assignment	30 %
Discussion Boards	10 %
Simulations	20 %
<i>The Art of War</i> Roundtable	10%
Community Organizing Roundtable	10%

**Grading Scales:**

<b>GRADE</b>	A	A-	B+	B	B-	C+	C	D	F
<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. 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 centers 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**

### **January 26: 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 2: People and Interests**

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

- Fisher et. al. Ch 2 & 3

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

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

### **February 9: 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 on Wednesday, February 7**
- Positional Bargaining Paper Discussed

### **February 16: The Art of War Roundtable**

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

- *The Art of War Roundtable*

### **February 23: 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 23**

### **March 1: Microaggressions and Implicit Bias**

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

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

- Anderson, M.W. and Plaut, V.C. (2012). Implicit bias and the resilience of spatial colorlines, Pp. 24-44, in *Implicit racial bias across the law*, edited by Justin D. Levinson and Robert J. Smith, New York: Cambridge University Press.
- Garcia, I., Jackson, A., Harwood, S.A., Greenlee, A.J., Lee C.A. and Chrisinger B. (2021). Feeling like an “Odd Duck”: The experience of African American/black and Hispanic/Latin/o/a/x planning practitioners. *Journal of the American Planning Association*, 87(3): 326-340.
- Garcia, I., Jackson, A., Harwood, S.A., Greenlee, A.J., Lee C.A. and Chrisinger B. (2021). “Like a fish out of water”: The experience of African American and Latinx planning students. *Journal of the American Planning Association*, 87(1): 108-122.
- 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.
- Steil, J. (2022). Antisubordination Planning. *Journal of Planning Education and Research*, 42(1): 9-18.
- 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 and Implicit Bias Assignment Discussed

### **March 8: 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

### **March 15: No Class – Work on Group Projects**

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

- Work on the community organizing roundtable
- Work on the microaggressions and implicit bias assignment
- Discussion board #2 Opens

### **March 22: Spring Break**

### **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.
- 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 Wednesday, March 27**

### **April 5: 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 12: Community Benefits Agreements**

- **Note**  This is the week of the APA Conference (April 13-16)

#### ***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: Microaggression and Implicit Bias Group Presentations**

***Other Activities:***

- Microaggressions and Implicit Bias group presentations

**April 26: No Class – Work on Assignments**

- **Note**  This is the week of the Urban Affairs Association Conference (April 24-27), in NYC

***Other Activities:***

- Work on Microaggressions and Implicit Bias papers

**May 3: Simulation #4**

***Other Activities:***

- In-Class Simulation #4
- Microaggressions and Implicit Bias Paper Due by noon on **May 3**