FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL[1]

DEPARTMENT: URBAN AND REGIONAL PLANNING | COLLEGE: DESIGN AND SOCIAL INQUIRY

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ URP _____ COURSE NUMBER __6115_____ LAB CODE (L or C) ____

(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)

COMPLETE COURSE TITLE: URBAN GOVERNANCE

EFFECTIVE DATE
(first term course will be offered)
FALL 2013

CREDITS:[2]
3

TEXTBOOK INFORMATION:
THERE IS NO REQUIRED TEXTBOOK ASSIGNED FOR THIS COURSE.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR ___X___ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:
THIS COURSE PROVIDES AN OVERVIEW OF THE LITERATURE ON PLANNING AND GOVERNANCE. THE COURSE FOCUSES ON THE RELATIONSHIP BETWEEN GOVERNMENT AND GOVERNANCE, GOVERNANCE IN THE NETWORKED SOCIETY, AND PARTICIPATORY GOVERNANCE AND CONFLICT MANAGEMENT.

PREREQUISITES *:
NONE

COREQUISITES*:
NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
GRADUATE STANDING

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
MASTER'S DEGREE IN URBAN AND REGIONAL PLANNING OR RELATED FIELDS.
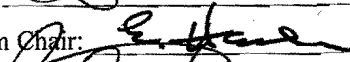
Faculty contact, email and complete phone number:

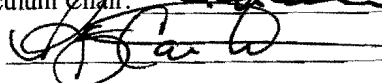Yanmei Li, yli22@fau.edu, 954-762-5037

Please consult and list departments that might be affected by the new course and attach comments.[3]
School of Public Administration and Department of Political Science

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:

11/30/12

12/5/12

12/5/12

1. **Syllabus** must be attached; see guidelines for requirements: www.fau.edu/provost/files/course syllabus.2011.pdf

2. Review **Provost Memorandum: Definition of a Credit Hour** www.fau.edu/provost/files/Definition_ Credit_Hour_Memo_2012.pdf

3. **Consent** from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAUnewcrseGrad—Revised September 2012

URP 6115 Urban Governance

Fall 2013

Credits: 3
Classroom: TBD
Class time: TBD
Instructor: Diana Mitsova, PhD
Email: dmitsova@fau.edu
Office: HEC 1008N
Office hours: Monday, 1:30 pm – 3:30 pm (biweekly), 6:15 pm – 7.00 pm, Tuesday, 6:15 pm – 7.00 pm;
Wednesday, 11:30 am– 3:30 pm, or by appointment
Phone: 954-762-5674

COURSE OVERVIEW

"If planners ignore those in power, they assure their own powerlessness. Alternatively, if planners understand how relations of power shape the planning process, they can improve the quality of their analyses, and empower citizen and community action".
    ---John Forrester, *Planning in the Face of Power*, 1989

This is a graduate level course which provides an overview of the literature on planning and governance. The course is divided in three parts: (1) government and governance; (2) governance in the networked society; and (3) participatory arenas, governance and conflict management.

Among the fields relevant to public decision-making and action, planning is perhaps the most obvious. As part of their every day practice, planners face politics, interagency relationships, support and resistance, rationality and unpredictability. They interact with a host of formal and informal structures and actors involved in the decision-making process. Government is only one of these structures. Governance is a multi-faceted and multi-scalar process involving various participants at local, regional, state and national level including coalitions, interest groups, grass-root organizations and activists, to name a few. As a result, planning is predicated to operate within a complex set of institutional and organizational networks.

In order to simplify the complex web of interactions in which planners operate, over the years planners have subscribed to various models. One of them is the rational planning model. Formulated in the 1950s by Edward Banfield and his colleagues from the University of Chicago's newly established Program in Education and Research in Planning, it provided a framework for problem-solving in public decision-making incorporating numerous economic and social science concepts. By the 1970s, planners recognized that their reliance on science had isolated them from the political context in which they operate. A series of new directions emerged focusing on planner's facilitative role in shaping decisions. Debates focused on defining the planner's role in bringing stakeholders together, gathering and sharing information, and helping social groups learn from their experiences. This "communicative turn" in planning first formulated by John Forrester, and later expanded by Judith Innes, Patsy Healey and Charlie Hoch encouraged community-based planning actions that involved various forms of governance.

The communicative turn in planning followed the devolution of federal responsibilities with regards to urban areas to lower levels of government. The block grants allocated to local governments did not fully replace all pre-existing funding, and other institutions including universities, public-private partnerships, regional coalitions, corporations, philanthropies, non-profit advocacy planning firms and social welfare organizations became involved in initiatives aimed at meaningfully addressing the social and economic issues tearing the fabric of American cities.

The revival of regionalism in the 1990s reflected the vision that regional economy is far more coherent at the metropolitan level than at the level of fragmented municipal economic development efforts. The shift towards larger scales and problem-oriented strategies has been especially tangible at the beginning of the 21st century. Today, we are witnessing large and shifting coalitions dedicated to specific problems ranging from housing to watershed protection, and from climate change to regional transportation.

COURSE OBJECTIVES

The course content is drawing on theories of urban politics, federalism, planning and regional science to look at governance through various lenses. It is consistent with the requirements of the _Planning Accreditation Board_ for acquiring **knowledge** and **planning skills** that are relevant to the profession. At the end of this course, students should be able to:
- Understand how government and governance work in the networked society;
- Understand our multi-level system of governance and how past patterns have produced present trends;
- Explain why we have the contemporary complex multi-tiered set of governance arrangements;
- Understand how official, semi-official and non-governmental actors interact within the planning process and decision-making;
- Develop ability to research current and emerging trends in the policy-making process using the tools of social network analysis;
- Learn the principles of message mapping, negotiation, mediation and conflict resolution.

COURSE REQUIREMENTS AND GRADING POLICY

The basic course format will be lecture and discussion, with emphasis on practical applications. Students are expected to complete reading assignments, prepare individual written assignments, work in teams to complete a small research project, and present well their individual papers and the final research project. All academic policies on academic integrity apply.

There is no textbook assigned for this course. The readings will be posted on Blackboard, except those that are accessible through a hyperlink.

Grading for this course will be based on:

Assignment# 1 (Individual research paper) (10-12 pages)	15 %
Assignment# 2 (Individual social network analysis project) (10-12 pages)	15%
Assignment# 3 (Team project on conceptual GeoDesign)	15 %
Assignment# 4 (Team project on social network analysis)	15 %
Proposal for a hearing topic	5%
Mock-Hearing Exercise	9%
Participation	10 %
Presentations	16 %

Assignment #1: Each student is expected to prepare an individual research paper on a topic of their choice related to the course content. The individual research papers should discuss a particular theme (e.g., inner-city revitalization, economic development, affordable housing, environmental justice, climate change, etc.) in the context of governance and its manifestation in a particular city (or region). The case studies should explore the urban (regional) context as well as the empirical findings related to the topic being examined. The case study presentations are expected to be 10-15 minutes long [approximately 15-20 slides].

In selecting your topics, you may opt to attend a session of Broward, Miami-Dade or Palm Beach Metropolitan Planning Organizations (the agenda and the schedule are usually posted on-line). Your paper should consist of discussion of what you have observed and reflection upon these observations based on the readings covered in class. You may also select among the assigned readings for each class. In this case, your paper should not be a summary of the reading but a reflection on the topic based on your knowledge and experience, whether you agreed or disagreed with the author and why, and whether you found it relevant and useful and why. Yet another way to approach your case study is to do your own literature search. I would recommend the following book published by the American Planning Association:

Bunnell, G. (2002) *Making Places Special: Stories of Real Places Made Special By Planning*. Chicago: American Planning Association.

Assignment #2: This assignment is an individual research examining governance issues using social network analysis. We will use a software package, UCInet, developed by Borgatti et al. (2002) to explore descriptors of size, connectivity, distance, centrality, clustering and power brokerage within networks. The analysis will be based on your review of published materials (reports, research articles, agreements, webcasts, etc.). Assignment #2 will comprise 15% of your course grade. The individual social network analysis papers will be presented in class.

Assignment #3: This assignment is a group project on **_a conceptual design_** of a website using the principles of GeoDesign. The GeoDesign process goes beyond the collection of data and providing access to it. It requires ability to provide access to anyone to design in geographic space while receiving instant feedback as to the impacts of design decisions. Hence, it involves the creation of process, evaluation, and impact models, including key performance indicators by which the impact of various design scenarios could be measured and evaluated by any participant in the virtual space. (Example: *SeaSketch*, developed by the University of California, Santa Barbara). The conceptual GeoDesign projects will be presented in class.

Assignment #4 is a group project using the tools of *social network analysis*. This project will serve the objectives of the Green Living Advisory Board of the City of Boca Raton. The teams will collect information on existing entities in the City of Boca Raton engaged in activities related to recycling, antilittering, land and water conservation, garden clubs, native plant societies, organic produce, slow food movement, green buildings, alternative energy, alternative means of transportation. The project will be conducted in two phases. The final research paper (20-25 pages) will describe the process of data collection, list all major stakeholders and their roles, reveal the results of the social network analysis, and clearly articulate findings, reflections, opinions, and recommendations.

Mock hearing exercise: Each student is expected to submit one-page topic proposal for the mock hearing exercise. The topic proposals should be submitted in class two months early. A class discussion on the proposed topics will be held on the same day. The students are expected to vote on the topic of their choice and assign among themselves the roles they will be playing during the exercise in class. The proposal and the exercise will comprise 14% of the course grade.

Class participation is important. I expect you to contribute to discussions, ask questions, and bring to our attention ideas relevant to the topics we are exploring. In order to facilitate class discussions, I would like you to read carefully the assigned readings and come prepared to discuss them in class.

Final grades are determined according to the following table:

A	94 and higher
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
F	less than 70

Week 1   *Course Introduction and Overview*

PART 1 : GOVERNMENT AND GOVERNANCE

Week 2   *Reshaping government institutions*

Readings:

McNabb, David E. 2009. Chapter 1: Creating a New Face for Government, pp. 1-14, IN: McNabb, D.E. (2009) *The New Face of Government: How Public Managers Are Forging a New Approach to Governance*, Boca Raton, FL: CRC Press.

McNabb, David E. 2009. Chapter 12: Expanding the Delivery Structure of Government, pp. 191-206, IN: McNabb, D.E. (2009) *The New Face of Government: How Public Managers Are Forging a New Approach to Governance*, Boca Raton, FL: CRC Press

Donahue, John D., and Richard J. Zeckhauser. 2011. Chapter 4: Collaboration for Productivity, IN: *Collaborative Governance: Private Roles for Public Goals in Turbulent Times*, Princeton, NJ: Princeton University Press, pp. 63-103.

Planning skills:
Principles of message delivery
USEPA. 2007. The Tools of Message Mapping, EPA/625/R-06/012, www.epa.gov/ord

Week 3   *Federal Devolution and the Process of Building Regional Capacity in Governance*

Readings:

Kodras, Janet E.2000. Restructuring the State: Devolution, Privatisation, and the Geographic Redistribution of Power and Capacity in Governance (Chapter 5). pp. 79-96. In: Staeheli, L.A., J.E. Kodras and Colin Flint (eds.), State Devolution in America, Thousand Oaks, CA: SAGE Publications

Berg, Bruce and Kantor, Paul. 1996. New York: the Politics of Conflict and Avoidance, pp. 25-50, IN: Savitch, H.V. and Ronald K. Vogel, (eds.), *Regional Politics: America in a Post-City Age*, Thousand Oaks, CA: SAGE Publications.

Saltzstein, Alan L. 1996. Los Angeles: Politics Without Governance, pp. 51-71. IN: Savitch, H.V. and Ronald K. Vogel, (eds.), *Regional Politics: America in a Post-City Age*, Thousand Oaks, CA: SAGE Publications.

Stowers, Genie. 1996. Miami: Experiences in Regional Government, pp. 185-205. IN: Savitch, H.V. and Ronald K. Vogel, (eds.), *Regional Politics: America in a Post-City Age*, Thousand Oaks, CA: SAGE Publications.

Swanson, Bert. 1996. Jacksonville: Consolidation and Regional Government, pp. 229-252. IN: Savitch, H.V. and Ronald K. Vogel, (eds.), *Regional Politics: America in a Post-City Age*, Thousand Oaks, CA: SAGE Publications.

Planning skills:
Mapping a message
USEPA. 2007. The Tools of Message Mapping, EPA/625/R-06/012, www.epa.gov/ord

Week 4   *Building Social Capital and Planning for the Inner City*

<u>*Readings:*</u>

Putnam, Robert D. 2007. E Pluribus Unum: Diversity and Community in the Twenty-first Century, The 2006 Johan Skytte Prize Lecture, *Scandinavian Political Studies*, 30(2): 137–174.

Portes, Alejandro. 1998. Social Capital: Its Origins and Applications in Modern Sociology, *Annual Review of Sociology*, Vol. 24: 1-24. URL: http://links.jstor.org/sici?sici=0360-0572%281998%2924%3C1%3ASCIOAA%3E2.0.CO%3B2-D

Coleman, James S. 1988. Social Capital in the Creation of Human Capital, *The American Journal of Sociology*, Vol. 94, Supplement: Organizations and Institutions: Sociological and Economic Approaches to the Analysis of Social Structure, S95-S120, URL: http://links.jstor.org/sici?sici=0002-9602%281988%2994%3CS95%3ASCITCO%3E2.0.CO%3B2-P

The Dudley Street Neighborhood Initiative 2010: A Proposal to Develop a Promise Neighborhood Plan, URL: http://ed.gov/programs/promiseneighborhoods/2010/narratives/u215p100187.pdf

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Week 5   *Importance of Citizen Participation in Planning & Decision-Making*

<u>*Readings:*</u>

Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, 35(4), July 1969, pp. 216-224.

Davidoff, Paul, 1965. "Advocacy and Pluralism in Planning", in Faludi, Andreas, *A Reader in Planning Theory*, 1973, Oxford and New York: Pergamon Press, 277–296.

Innes, J.E. (1996) Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal. *Journal of the American Planning Association.* 62:4.

Innes, Judith Eleanor, 1996, "Group Processes and the Social Construction of Growth Management: Florida, Vermont, and New Jersey," In: Mandelbaum, Seymour J., Luigi Mazza, and Robert W. Burchell, eds., *Explorations in Planning Theory*, Center for Urban Policy Research, Rutgers: State University of New Jersey, 164–187.

<u>*Hearing topic proposal due*</u>
<u>*Class discussion and vote on hearing topic. Assignment of roles*</u>

Week 6   **Assignment #1 due:**
              Individual Research Paper Presentations

PART 2. GOVERNANCE IN THE NETWORKED SOCIETY

Week 7   *Social Transformation and Networks*

Castells, Manuel. 2005. The Network Society: From Knowledge to Policy, IN: Castells, Manuel and Cardoso, Gustavo, (eds.), *The Network Society: From Knowledge to Policy*. Washington, DC: Johns Hopkins Center for Transatlantic Relations, 2005, pp. 3-22.

In: Jacobs, J. 1961. The Death and Life of Great American Cities, Vintage Books (1992)
- Chapter 7. The generators of diversity, p. 143
- Chapter 22. The kind of problem a city is, p. 428
-

Klijin and Skelcher. 2007. Democracy and Governance Networks: Compatible or Not? Public Administration , 85(3): 587-608

Planning skills:
Introduction to Social Network Analysis
a) Preparing the datasets for social network analysis

Week 8   *Concepts of Social Network Analysis (SNA)*

Readings:
Cross, R., Parker, A., & Borgatti, S.P. 2002. Making Invisible Work Visible: Using Social Network Analysis to Support Strategic Collaboration. California Management Review. 44(2): 25-46.

Hanneman, Robert A. and Mark Riddle. 2011. Introduction to Social Network Methods. Available at http://faculty.ucr.edu/~hanneman/nettext/Introduction_to_Social_Network_Methods.pdf

Planning skills:
Introduction to Social Network Analysis
a) Metrics for social networks
b) Introduction to UciNET

Week 9   *Governance, social networks and planning for post-disaster recovery*

Readings:
Comfort, L. (2006) Cities at Risk: Hurricane Katrina and the Drowning of New Orleans. *Urban Affairs Review.* 41.

Reardon, K. (2006) The Shifting Landscape of New Orleans: While planners and developers redraw the city map, displaced residents struggle to have a role. *Shelterforce.* 145.

The State of the Art in Social Network Analysis, pp. 17-21, and SNA for improved disaster preparedness and intervention planning, pp. 33-42. In: . Magsino, Sammantha L., (rapporteur), National Research Council (NRC), Applications of Social Network Analysis for Building Community Disaster Resilience: Workshop Summary, Washington, D.C., National Academies Press, URL: www.nap.edu.

Planning skills: *Working on the individual social network analysis projects*

Week 10   **Assignment #2 due**
                   Presentations on individual social network analysis research papers

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PART 3. PARTICIPATORY ARENAS, GOVERNANCE AND CONFLICT MANAGEMENT

Week 11   *Bargaining, negotiation and mediation*

Thomas, Kenneth W. and Ralph H. Kilmann. 1974. Thomas-Kilmann Conflict Mode Instrument (Tuxedo NY: Xicom). (Five "specific" styles for negotiating)

Fisher, Roger and William Ury. 1983. Getting to YES: Negotiating Agreement Without Giving In. pp. 1-14, pp. 115-55

Planning skills:

GeoDesign, available at http://www.esri.com/technology-topics/geodesign/index.html

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Week 12   *Governance, planning and conflict resolution*

Readings:

John Forester. 1989. *Planning in the Face of Power*, Berkeley: University of California Press.
Chapter 4, pp. 48-66, The Politics of Muddling Through, and
Chapter 6, pp. 82-107, Planning in the Face of Conflict

Forrester, John. 1999. The Deliberative Practitioner: Encouraging Participatory Planning Processes (Cambridge, MA, MIT Press).
E-book: http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=16099
Chapter 4, "Recognition and Opportunities for Deliberation in the Face of Conflict", pp. 85-115.
Chapter 5, "Beyond Dialogue to Transformative Learning: How Deliberative Rituals Encourage Political Judgment in Community Planning Process", pp. 115-155.

Class discussion:

Interpreting Forrester's readings using Thomas-Kilmann Conflict Mode Instrument

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Week 13   *Access and Governance through Technology: Geodesign*

Jack Dangermond. 2009. GIS: Designing Our Future, available at
http://www.esri.com/news/arcnews/summer09articles/gis-designing-our-future.html

Planning skills:
Working on the team conceptual GeoDesign projects

Week 14   **Assignment # 3 due**
                    Presenting Team Project #1: Conceptual GeoDesign

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Week 15
The class on November 27th class will be devoted to a hearing simulation exercise related to an urban crisis issue chosen by the class.

December 4
Week 16   **Assignment #4 due**
                    Final Presentations: Team Project #2
                    Research paper on social network analysis for GLAB

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Coming to class, keeping up with the readings, turning in assignments that are complete and on time, and abiding by the policies of academic integrity will help you do well in the course. Attendance is mandatory, and will be reflected in your class participation grade. Late assignments will be penalized 5% per day late. Time to work in groups in the classroom is not a dismissal time. If you have any special circumstances or problems, please contact me as soon as possible. Due to the participatory nature of this course, please communicate any expected or unexpected absences with the instructor as early as possible. Every effort will be made to work with students with unusual or unexpected obligations outside the course.

USE OF ELECTRONIC DEVICES IN THE CLASSROOM

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular phones and pagers, are to be disabled in class sessions.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at http://www.fau.edu/ssw/public/nondiscrim.html.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

SAFEWALK – Night Owls

Boca Raton 561-297-6695   Davie 954-236-1902   Ft. Lauderdale 954-762-5611   Jupiter 561-799-8700. Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

From:	Yanmei Li
Sent:	Tuesday, November 06, 2012 5:13 PM
To:	Ronald Nyhan
Cc:	Khi Thai; Eric Dumbaugh
Subject:	New course proposal consent from affected departments
Attachments:	Syllabus_ URP6115_Urban Governance_Fall2013.pdf

Dear Dr. Nyhan,

We're proposing a new course <u>**URP 6115 Urban Governance**</u> starting Fall 2013. Before we submit the proposal to the curriculum committees we want to make sure that the School of Public Administration is OK with the course. I attached a syllabus for you to review.

Thank you very much and I look forward to hearing back from you.

Cordially,

Yanmei

Yanmei Li, Ph.D.
Assistant Professor, Graduate Coordinator
School of Urban and Regional Planning
Florida Atlantic University
111 E. Las Olas Blvd.
Ft. Lauderdale, FL 33301
Phone: 954-762-5037
Email: yli22@fau.edu
http://www.fau.edu/surp/

From:	Khi Thai
Sent:	Wednesday, November 07, 2012 5:15 AM
To:	Ronald Nyhan; Yanmei Li
Cc:	Eric Dumbaugh
Subject:	RE: New course proposal consent from affected departments

Hi Yanmei,

This is to confirm that our School of Public Administration supports your new course proposal. The course cover subject that our school does not intend to cover.

Khi V. Thai, Ph.D., Professor
Director, School of Public Administration & Interim Director, School of Criminology & Criminal Justice
Florida Atlantic University
Editor, Journal of Public Budgeting, Accounting & Financial Management
Editor, Journal of Public Procurement
Editor, International Journal of Organization Theory and Behavior

From: Ronald Nyhan
Sent: Tuesday, November 06, 2012 6:11 PM
To: Yanmei Li
Cc: Khi Thai; Eric Dumbaugh
Subject: RE: New course proposal consent from affected departments

Looks great to me.

Ron

From: Yanmei Li
Sent: Tuesday, November 06, 2012 5:13 PM
To: Ronald Nyhan
Cc: Khi Thai; Eric Dumbaugh
Subject: New course proposal consent from affected departments

Dear Dr. Nyhan,

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Thank you very much and I look forward to hearing back from you.

Cordially,

Yanmei

Yanmei Li, Ph.D.
Assistant Professor, Graduate Coordinator

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http://www.fau.edu/surp/

Yanmei Li

Dear Dr. Wagner,

We're proposing a new course **URP 6115 Urban Governance** starting Fall 2013. Before we submit the proposal to the curriculum committees we want to make sure that your department is OK with the course. I attached a syllabus for you to review.

Thank you very much and I look forward to hearing back from you.

Cordially,

Yanmei

Yanmei Li, Ph.D.
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