

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—PROGRAM CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 CATALOG _____

DEPARTMENT:
 SCHOOL OF URBAN AND REGIONAL PLANNING

COLLEGE:
 DESIGN AND SOCIAL INQUIRY

PROGRAM NAME:
 MASTER OF URBAN AND REGIONAL PLANNING (MURP)

EFFECTIVE DATE
 (PROVIDE TERM/YEAR)

PLEASE EXPLAIN THE REQUESTED CHANGE(S) AND OFFER RATIONALE BELOW AND/OR ATTACHED:

Request

The School of Urban and Regional Planning requests URP 6251 Planning Urban Services to be replaced by URP 6115 Urban Governance in the **core course listing** of the "Degree Requirements" section of the Catalog.

Rationale

The faculty of the School of Urban and Regional Planning has agreed to use URP 6115 Urban Governance as a core course. URP 6251 will remain in the general course listing but will not be a core course.

Attachment

Current catalog language and Proposed catalog language.

Faculty contact, email and complete phone number:

Yanmei Li, yli22@fau.edu

Consult and list departments that might be affected by the change and attach comments.

None

Approved by:

Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Graduate College Dean: _____
 UFS President: _____
 Provost: _____

Date:

7/31/13
 9/3/13
 9/3/13
 9-10-13
 9-12-13

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.

Current Catalog Language

Degree Requirements

The M.U.R.P. curriculum is a two-year, 48-credit program. It is designed and structured to allow timely completion for both full-time (9-12 credits per semester) and part-time (6 credits per semester) students.

The M.U.R.P. curriculum is structured into four components: core courses (27 credits), areas of specialization (12 credits), electives (6 credits) and synthesis (3 credits).

M.U.R.P. Core Courses		
Planning Process and Skills	URP 6101	3
Legal Aspects of Planning	URP 6131	3
Planimetrics	URP 6200	3
Planning Urban Services	URP 6251	3
Introduction to GIS in Planning	URP 6270	3
Seminar in Urban Planning	URP 6310	3
Urban and Regional Theory	URP 6840	3
Urban Design	URP 6881	3
Planning Workshop	URP 6920	3
Planning Project	URP 6979	3

Proposed Catalog Language

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Urban Design	URP 6881	3

Planning Workshop	URP 6920	3
Planning Project	URP 6979	3

URP 6115 Urban Governance Fall 2013

Credits: 3
Classroom: SO 285
Class time: Tuesday, 7:10 pm – 10:00 pm
Instructor: Diana Mitsova, PhD
Email: dmitsova@fau.edu
Office: SO 284D
Office hours: Tuesday, 5:30 pm – 7.00 pm; or by appointment
Phone: 561-297-4284

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, governance and planning; (2) governance in the networked society and planning; and (3) participatory arenas, governance, conflict management and planning.

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, governance and planning work in the networked society;
- 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 and planning using the tools of social network analysis;
- Learn how to apply the principles of negotiation, mediation and conflict resolution in planning.

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 (Mapping a message)	10 %
Assignment# 2 (Individual research paper) (10-12 pages)	15 %
Assignment# 3 (Individual social network analysis project) (10-12 pages)	15%
Assignment# 4 (Team project on conceptual GeoDesign)	15 %
Assignment# 5 (Team project on Go Solar)	15 %
End-of term exam based on lecture and required readings	15%
Participation	5 %
Presentations	10 %

Assignment #1: Each student will select a topic of their choice and map a message according to the principles of message delivery as discussed in class.

Assignment #2: 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 (October 1st) 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 #3: 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 on October 29th.

Assignment #4: 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 on November 26th.

Assignment #5 is a group project We will build upon an existing initiative – Go SOLAR Broward Rooftop Solar Challenge (<http://www.broward.org/gogreen/gosolar/Pages/Default.aspx>). This is a program funded through a grant by the U.S. Department of Energy. Phase I of Go SOLAR resulted in the Go SOLAR Online Permitting System which gives a Broward County resident the opportunity to obtain a solar installation permit in 24 hours. Over the next phase, the goal is to ensure that local zoning codes do not contain provisions that may become barriers in obtaining permits for solar rooftop installations. We will work with Broward County and three municipalities to compare a model ordinance to existing local code provisions to identify potential bottlenecks. Further details on the assignment will be provided after discussion with Broward County. Final reports are due on December 2nd.

End-of term exam based on lecture and required readings: A take-home exam handed out on December 3, 2013 and due by 4:00 pm on December 10, 2013.

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

 COURSE SCHEDULE AND ASSIGNED READINGS

August 27

Week 1 *Course Introduction and Overview***PART 1 : GOVERNMENT, GOVERNANCE AND PLANNING**

September 3

Week 2 *Reshaping government institutions and planning*Readings:

Kjaer, Anne Mette. 2004. Introduction: The Meanings of Governance, IN: Kjaer, A.M (2004) *Governance*, pp. 1-15. Cambridge CB2 1UR, UK: Polity Press.

Kjaer, Anne Mette. 2004. Governance in Public Administration and Public Policy. IN: Kjaer, A.M (2004) *Governance*, pp. 19-45. Cambridge CB2 1UR, UK: Polity 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

September 10

Week 3 *Federal Devolution and Building Regional Capacity in Governance and Planning*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

September 17

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

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%3ASCIIOAA%3E2.o.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.o.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>

Assignment #1 is due. Students will briefly present their assignment in class.

September 24

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

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.

October 1

Week 6 **Assignment #2 is due:**
Individual Research Paper Presentations

PART 2. GOVERNANCE IN THE NETWORKED SOCIETY AND PLANNING

October 8

Week 7 *Social Transformation, Networks and Planning*

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

Planning skills:

Introduction to Social Network Analysis

a) *Preparing the datasets for social network analysis*

October 15

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](http://faculty.ucr.edu/~hanneman/nettext/Introduction%20to%20Social%20Network%20Methods.pdf)

Planning skills:

Introduction to Social Network Analysis

- a) *Metrics for social networks*
 - b) *Introduction to Ucinet*
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October 22

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

October 29

Week 10 **Assignment #3 is due**
Presentations on individual social network analysis research papers

PART 3. PARTICIPATORY ARENAS, GOVERNANCE, CONFLICT MANAGEMENT AND PLANNING

November 5

Week 11 *Bargaining, negotiation, mediation in Planning*

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

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

Planning skills:

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

November 12

Week 12 *Governance, conflict resolution and planning*Readings:

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

Class discussion:

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

November 19

Week 13 *Access and Governance through Technology: GeoDesign in Planning*

McElvaney, S. 2012. *Geodesign: Case Studies in Regional and Urban Planning*, Ch.1 Game-changing design, pp. 2-16.
 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

November 26

Week 14 **Assignment # 4 due**
Presenting Team Project #1: Conceptual GeoDesign

December 3
Week 15

Assignment #5 is due
Final Presentations: Team Project #2: Go Solar

Take home exam handed out in class.

December 10
Week 16

Take home exam due by 4.00 pm

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.