**Program Name:** Master of Urban and Regional Planning (MURP)

**Effective Date:**

Please explain the requested change(s) and offer rationale below and/or attached:

**Request**
The School of Urban and Regional Planning requests URP 6115 Urban Governance to be listed in the graduate courses for Master of Urban and Regional Planning (MURP). The course can be described as:

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.

**Rationale**
URP 6115 Urban Governance is a newly approved course.

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

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**Approved by:**

Department Chair:

College Curriculum Chair:

College Dean:

UGPC Chair:

Graduate College Dean:

UGPC President:

Provost:

**Date:**

7/31/13

9/3/13

9/10/13

9/12/13

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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.

*FAUprogramchangeGrad—Revised November 2012*
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 into 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 everyday 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-roots 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:

**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:

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<th>Grade</th>
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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:


Planning skills:

Principles of message delivery

September 10
Week 3 Federal Devolution and Building Regional Capacity in Governance and Planning

Readings:


**Planning skills:**
Mapping a message

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**September 17**
**Week 4**
*Building Social Capital and Planning for the Inner City*

**Readings:**


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

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**September 24**
**Week 5**
*Importance of Citizen Participation in Planning & Decision-Making*

**Readings:**


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**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*


- 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

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October 15
Week 8  
*Concepts of Social Network Analysis (SNA)*

*Readings:*


*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:*

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.


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

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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

Chapter 4, pp. 48-66, The Politics of Muddling Through, and
Chapter 6, pp. 82-107, Planning in the Face of Conflict

(Tuxedo NY: Xicom). (Five “specific” styles for negotiating)

Planning skills:

November 12
Week 12 Governance, conflict resolution and planning

Readings:
Processes (Cambridge, MA, MIT Press).
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
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.

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*

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**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](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](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.