

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> School of Urban and Regional Planning <b>College</b> Design and Social Inquiry		
<b>Current Course Prefix and Number</b> URP 6115	<b>Current Course Title</b> Urban Governance		
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____  <b>Change course number</b> From: _____ To: _____  <b>Change credits*</b> From: _____ To: _____  <b>Change grading</b> From: _____ To: _____  <small>*Review <a href="#">Provost Memorandum</a></small>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> delete graduate standing prerequisite  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Date (TERM &amp; YEAR)</b> Fall 2017	<b>Terminate course</b> <b>List final active term</b>		
<b>Faculty Contact/Email/Phone</b> Dr. Steven Bourassa/sbourassa@fau.edu/74279			
<b>Approved by</b> Steven C. Bourassa Department Chair _____ <small>Digitally signed by Steven C. Bourassa          DN: cn=Steven C. Bourassa, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=sbourassa@fau.edu, c=US          Date: 2017.02.17 11:56:11 -05'00'</small>		<b>Date</b> 2/17/2017 _____ 2/18/17 _____ 2/20/17 _____ 3-29-2017 _____ 3-29-17 _____	
College Curriculum Chair _____ Diane Sherman <small>Digitally signed by Diane Sherman          Date: 2017.02.18 14:31:44 -05'00'</small>			
College Dean _____ Wesley Hawkins <small>Digitally signed by Wesley Hawkins          DN: cn=Wesley Hawkins, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=whawkins@fau.edu, c=US          Date: 2017.02.18 11:56:11 -05'00'</small>			
UGPC Chair _____ <i>Wm McDaniel</i>			
Graduate College Dean _____ <i>Stephen Key</i>			
UFS President _____			
Provost _____			

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**College for Design and Social Inquiry  
School of Urban and Regional Planning**

**URP 6115 Urban Governance  
Fall 2016 (Update 8/22/16)**

Credits: 3  
Classroom: CU 126  
Class time: Tuesday, 6:30pm – 9:20 pm  
Instructor: Peter J. Henn, J.D., AICP  
Email: [PHenn@fau.edu](mailto:PHenn@fau.edu)  
Office: SO 284  
Office hours: Monday and Tuesday 2:30 pm – 6:00 pm; or by appointment  
Phone: 561-558-3884

#### COURSE OBJECTIVES

The course content draws on theories and applications 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 general planning work together in arriving at a final land use decision.
- Understand how official, semi-official and non-governmental actors interact within the planning and decision-making process.
- Understand how local politics and neighborhood activism- especially given the NIMBY mindset- influence most planning and development outcomes.
- Understand how the principles of negotiation, mediation and conflict resolution are used in planning decisions.
- Understand the role of ethics in planning and collaborative governance.

#### PLANNING ACCREDITATION BOARD CRITERIA:

- 2 (b) Written, Oral and Graphic Communication
- 2 (e) Planning Process Methods:
- 2 (f) Leadership
- 3 (a) Professional Ethics and Responsibility:
- 3 (b) Governance and Participation

#### 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 Forester, *Planning in the Face of Power*, 1989

This is a graduate level course which provides an overview of literature and applications of urban planning and governance, and how to GET TO YES under existing governmental, political and neighborhood constraints. The course is divided in three parts: (1) government, governance and urban

planning; (2) governance in a political environment; and (3) participatory arenas, governance, conflict management and urban planning, include design charrettes.

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-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 21<sup>st</sup> 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.

## TEXTS AND READINGS

There are two required texts for this course (detailed below), as well as readings that are included on Blackboard.

Dale, Herman and McBride. 2013. *The Planning Commissioners Guide- New Edition*. American Planning Association Planners Press. (Available at the FAU Bookstore and/or online).

Saint, Flavell and Fox. 2009. *NIMBY Wars- The Politics of Land Use*. Saint University-Press. (Available at the FAU Bookstore and/or online).

## COURSE REQUIREMENTS AND GRADING POLICY

The basic course format will be lectures and class discussions, with emphasis on practical applications. Students are expected to complete all reading assignments, complete a mid-term and final examination, work in teams to complete a community design projects, and present their team community design projects to the class. More detail will be provided in class. The required textbooks and assigned readings are set forth on the Class Schedule and Assigned Readings attached hereto. All academic policies on academic integrity apply.

Grading for this course will be based on:

Assigned Readings/Attendance/Class Participation	10 %
Mid-term Examination	30 %
Final Examination	10 %
Team Community Design Projects	50 %

**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 <sup>-</sup>	90 - 93
B <sup>+</sup>	87 - 89
B	84 - 86
B <sup>-</sup>	80 - 83
C <sup>+</sup>	77 - 79
C	74 - 76
C <sup>-</sup>	70 - 73
F	less than 70

### 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)

### 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 Student Accessibility Services (SAS)- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) and follow all SAS 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. Campus security will escort individuals, day or night.

**COURSE SCHEDULE AND ASSIGNED READINGS**  
**URP 6115 URBAN GOVERNANCE**

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**August 23**

**Week 1**      *Course Introduction and Overview*  
*AICP Code of Ethics*

**PART 1. Government, Governance and Urban Planning**

**August 30**

**Week 2**      *Government and Governance*

1. *What is a city?*
2. *What do municipalities do? Where do they get their powers?*
3. *What factors affect municipal capacity and autonomy?*
4. *In your view, do local politics and leadership matter?*
5. *What are some of the challenges facing municipalities and municipal systems?*
6. *How does "governance" differ from "government"? What is local/urban governance?*
7. *Will Metropolitan Governance work in south Florida?*

Readings:

GIZ and UN-Habitat. 2015. *Unpacking Metropolitan Governance for Sustainable Development, Discussion Paper*. (Posted on BlackBoard).

McArdle, Andrea. 2014. *Lessons for New York: Comparative Urban Governance and the Challenge of Climate Change*. City University of New York (CUNY Academic Works). (Posted on BlackBoard).

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**September 6**

**Week 3**

Self-guided tour of **Class Study Area #1**: former Wildflower Property (Hillstone Restaurant) in Boca Raton, Florida. Self-guided review of **Class Study Area #2**: three (3) sites contained within the *Pink Zoning Detroit: Design-Led Regulation for Main Street Revitalization* Request for Qualifications (RFQ). Review all relevant materials on Cities' web-sites. These Class Study Areas will be used for the Class Project (Weeks 11-16).

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**September 13**

**Week 4**

*Municipal governance: Local leaders and decision-making processes, reshaping government institutions and planning*

1. *What is the nature of the relationship between local, state and federal government?*
2. *What roles do mayors play as leaders of American cities?*

3. How powerful is the mayor?
4. How does mayoral power compare with the power of leaders of upper levels of government?
5. What are the implications of 'weak mayor systems' for local democracy and governance?
6. Should mayors' formal role be strengthened? If so how and why? And, if not, why not?
7. Will Regional Governance work in south Florida?

Dale, Herman and McBride. 2013. *The Planning Commissioners Guide- New Edition*. American Planning Association Planners Press. (Available at the FAU Bookstore and/or online). Chapters 1-5.

#### *Defining Public Participation*

1. In your view, does the federal government have a role to play in urban affairs? What incentives and disincentives does the federal government have to intervene in urban affairs?
2. When have urban affairs been on the federal government's agenda and 'why'?
3. When did public participation become an important factor in federal policies regarding cities and why?

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## **PART 2. Governance in a Political Environment**

### **September 20**

#### **Week 5**      *Defining the Growth Machine/Government in the Sunshine/All Land Use is Political*

1. What is a "growth machine"?
2. Who are the central actors in growth machines? Why do so many elements of communities support the goal of growth above all else?
3. Which actors/interests might be anti-growth and challenge local 'growth machines'?
4. Why should one be "realistic about urban growth"?
5. Do citizens play a role in urban growth management and how?
6. How to practice government in the sunshine without getting a sunburn?

#### Readings:

*The Planning Commissioners Guide*. Chapters 6-8.

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### **September 27**

#### **Week 6**

Saint, Flavell and Fox. 2009. *NIMBY Wars- The Politics of Land Use*. Saint University Press. (Available at the FAU Bookstore and/or online). Chapters 1-4

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October 4

Week 7

*NIMBY Wars*. Chapters 5-8

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October 11

Week 8

**NO CLASS- Fall Break**

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October 18

Week 9

Review for Mid-term Examination

Watch NCI Design Charrette DVD

*NIMBY Wars*. Chapters 9-11

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October 25

Week 10

Take-Home Mid-Term Exam

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### **Part 3. Participatory Arenas, Governance, Conflict Management and Planning**

**Getting To Yes.....**

November 1

Week 11

Work on Team Community Design Projects

November 8

Week 12

Work on Team Community Design Projects

November 15

Week 13

Work on Team Community Design Projects

November 22

Week 14

Work on Team Community Design Projects

November 29

Week 15

Team Community Design Project Presentations

December 6

Week 16

Team Community Design Project Presentations

December 13

Week 17

Take Home Final Exam