UP 614: Collaborative Planning
Fall 2016

Course Staff and Schedule

Instructor: Prof. Robert Goodspeed
Email: rgoodspe@umich.edu
Office: 2223C Art & Architecture Building
Tel.: (734) 615-7254
Office Hours: T&Th 2:40 – 4 PM (Sign up via Canvas link)

Class Schedule: T&Th, 1-2:30 PM, 2210 Art & Architecture Building

Course Overview

This course provides students the opportunity to learn skills and techniques of collaborative planning, the practice of engaging diverse people and groups to resolve disputes and come to agreement. Topics covered will include interest-based negotiation, stakeholder analysis, facilitation, mediation, the consensus building approach to multi-party negotiation, and the design of urban planning processes. Special attention will be paid to race, gender, and cultural diversity, as well as the role of power and expert knowledge in the planning process. Students will explore these topics through in-class exercises and simulations, case analysis, readings, and discussion.

Learning Goal and Objectives

The course goal is to foster the development of reflective practitioners who are knowledgeable of existing collaborative planning methods and are attuned to the importance of context and interpersonal dynamics in professional practice. At the end of the course, students will be able to:

- Summarize the theory and methods of interest-based negotiation and the consensus building approach;
- Demonstrate intrapersonal skills required for collaborative planning developed through in-class exercises and written reflection assignments;
- Constructively evaluate and contribute to the design of a collaborative planning process;
- Analyze the role of race, gender, culture and expertise in collaborative planning, and propose actions that improve the inclusiveness of planning practices.

Materials

Textbooks

Available for purchase at the North Campus Bookstore or online.

- Susskind, Lawrence, and Jeffrey L. Cruikshank. 2006. Breaking Robert's Rules: The
New Way To Run Your Meeting, Build Consensus, And Get Results. New York: Oxford University Press. ISBN: 978-0195308365

Readings
All course readings not from the textbooks will be posted to the course Canvas website. The materials listed under “Additional Readings” are not mandatory, but are suggested for students interested in exploring the topics more deeply, PhD students, or those who are facilitating the discussion that week.

Professional Guides
There is a substantial “grey literature” on many of the topics discussed in the course, including professional reports, guidebooks, tools, and other resources. Some of these are listed below as additional readings. If you are aware of materials such as these, I will gladly share them with the class. The course website includes copies of the following reports, which complement the assigned readings and may be useful for your case study reports:

Books Available Through UM Library

Website
This course will utilize the Canvas learning management system, and the course website is available through the CTools Gateway, or at this URL: https://umich.instructure.com/courses/89313

Grading and Assignments

Self-Assessment (5%) – Students will complete a short self-assessment assignment, due Sept. 14, at 12:00 noon.
Attendance (10%) – Class attendance is required. Students may be able to receive credit for classes missed due to unavoidable personal or family emergencies or religious observance by following the following procedure: 1) notify the instructor at least a week before, or as early as possible, 2) identify an article or report related to the topic of the missed class session and, 3) after confirming the article or report with the instructor, prepare a 500-word reaction paper synthesizing its contents and relationship to the class content. The paper is due within three weeks of the missed session.

Class Discussion Facilitation (10%) – Students will select a week as individuals or as a group of two to lead the class discussion of the topic. Students should post to the class forum by noon on Monday the week of the discussion 1) a working definition or brief summary of the topic to be discussed; 2) a set of questions that will be used to organize the discussion about the readings and the topic in general. Students may choose to provide additional examples, readings, activities or other materials, however these should be introduced during the class period. Students are encouraged to review the “Additional Resources” provided for each week, as well as discuss their plans with the instructor during office hours the week previous. The following materials, posted on Canvas, may be useful as students develop ideas for how to facilitate the discussion:

- Frederick, Peter. “The Dreaded Discussion: Ten Ways to Start”

Planning Process Profile (10%) – Students will complete a short analysis of a planning process. Additional guidance and suggested processes will be provided separately. Assignment will be due Nov. 4.

Journal (25%) – Students keep a journal throughout the semester, submitting it in weekly installments in Canvas forum. The journal is a place to reflect on class readings and discussion, and serves to begin a dialog continued in class. Each journal must contain a substantive reference to all of the class readings assigned that week. Students should submit journal entries of 400 words or longer for 10 of the 12 sessions with reading assignments. Journals are due by 12 noon on Mondays.

Case Study Presentation (10%) and Report (30% - 10% for each part) – Students will work in groups to complete a case study of a public sector dispute or planning process. The case study is divided into three parts, and further instructions will be provided in a separate assignment. Part I is due Sept. 28, Part II is due Oct. 19, Part III is due Dec. 7.

Policies
The Urban and Regional Planning Program is part of the Rackham Graduate School. Policies that apply to students in this course may include the Rackham Academic and Professional Integrity Policy, Taubman College Academic Policies, and other University policies.

Academic Integrity
The Taubman College Policy on Plagiarism reads in part:

*Plagiarism is knowingly presenting another person’s ideas, findings, images or written work as one’s own by copying or reproducing without acknowledgement of the source. It is intellectual theft that violates basic academic standards. In order to uphold an equal
evaluation for all work submitted, cases of plagiarism will be reviewed by the individual faculty member and/or the Program Chair. Punitive measures will range from failure of an assignment to expulsion from the University."

Accommodations for Students with Disabilities
It is Taubman College policy to "meet the educational needs of all persons, including those with physical or perceptual limitations, who are interested in the study of architecture, urban planning and/or urban design." If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Grading
The following scale will be used for grading in this course.

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Course Outline

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<th>Module</th>
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| 1. Introduction and Theoretical Foundations (3 weeks) | • Democratic Theory  
• Skills of Collaborative Planning  
• Collaborative Planning Theory | • Introductory Exercises  
• Appleton v. Baker | • Self-Assessment (9/14) |
| 2. Negotiation Theory, Methods & Roles (7 weeks) | • Negotiation  
• Intersectionality and Gender  
• Mediation  
• Multiparty Negotiation/Consensus Building  
• Stakeholder Analysis  
• Facilitation | • Negotiated Development in Redstone  
• Chestnut Drive/Bunyon  
• Flooding II  
• Westville | • Case Study Part I (9/28)  
• Case Study Part II (10/19)  
• Process Profile (11/4) |
| 3. Implementing Collaborative Planning (4 weeks) | • Designing Processes & Community Benefits Agreements  
• Race, Ethnicity & Power  
• Expertise and Technology | • Guest Speakers | • Case Study Part III (12/7)  
• Case Presentation I |

Schedule

Module 1 – Introduction and Theoretical Foundations

Week 1. Introduction

Tues., Sept. 6: Introduction and Overview, Short Exercises “Negotiated Eggs” and “Lost at Sea”

Thurs., Sept. 8: Film Viewing and Discussion
- Assigned: Thomas-Kilmann Instrument & Self-Assessment

Week 2. Democratic Theory

Tues., Sept. 13: Democratic Theory


**Wed., Sept. 14th: Self-Assessment Due by Noon**

**Thurs., Sept. 15: Skills of Collaborative Planning**


**Week 3. Collaborative Planning Theory**

**Tues., Sept. 20: Introduction to Collaborative Planning Theory**


**Additional Readings:**

- Mattila, Hanna. 2002. "Aesthetic justice and urban planning: Who ought to have the right to design cities?" *GeoJournal* 58 (2):131-138. (Recommended for PPD students)


- **Key Books in Collaborative Planning Theory**

Module 2 – Negotiation Theory, Methods & Roles

Week 4. Negotiation

Tues., Sept. 27: Discussion
1. *Getting to Yes*, all chapters, including “Ten Questions”

Wed., Sept. 28: Case Study – Part 1 Due at 12 Noon

Thurs., Sept. 29: Exercise - “Negotiated Development in Redstone”

Week 5. Collaboration and Inclusion I: Intersectionality and Gender

Tues., Oct. 4: Gender and Racial Identity

Suggested Readings:
- There is a substantial literature in the areas of how to promote equality among groups defined by gender, sexual orientation, ethnicity, or other characteristics through public policy and urban planning. A few key citations include:


Tacoli, C. and D. Satterwaite. April 2013. Gender and Urban Change Theme Issue, *Environment and Urbanization*. [http://eau.sagepub.com/content/25/1.toc](http://eau.sagepub.com/content/25/1.toc)

**Thurs., Oct. 6:** Collaborative Problem Solving Workshop

**Week 6. Mediation**

**Tues., Oct. 11:** Mediation

Additional Readings

**Thurs., Oct. 13:** Exercise – “Westville”

**Week 7. Fall Break Week**

**Tues., Oct. 18:** No Class – Fall Break

**Wed., Oct. 19:** *Case Study – Part 2 due at 12 noon*

**Thurs., Oct 20:** Case Study Discussion: “Brazil - The Point of New Return: informal Settlement Upgrading”

**Week 8. Multiparty Negotiation/Consensus Building**

**Tues., Oct. 25:** Multiparty Negotiation

Additional Readings
Thurs., Oct. 27: Exercise – “Chestnut Avenue / Bunyon Brothers”

**Week 9. Stakeholder Analysis**

Tues., Nov. 1: Stakeholder Theory and Analysis

Additional Resources:

Thurs., Nov. 3: No Class (Group Work)

Fri., Nov. 4: Process Profile Due at 12 noon

**Week 10. Facilitation**

Tues., Nov. 8: Facilitation
- **Assigned:** Flooding Exercise Preparation


Additional Reading:
Thurs., Nov. 10: Exercise – “Flooding: Helping Cities Adjust to Climate Change Risks (II)"

Module 3 – Implementing Collaborative Planning

Week 11. Designing Collaboration and Community Benefits Agreements

Tues., Nov. 15: Designing the Planning Process and Community Benefits Agreements
5. The U.S. Legal Context of Collaborative Planning (handout), see also “Making Public Participation Legal” report on Canvas.

Additional Resources:

Thurs., Nov. 17: CBA Speaker
1. Readings will be announced

Week 12. Collaboration and Inclusion II: Race, Ethnicity, and Power

Tues., Nov. 22: Inclusion II
Additional Resources:

Thurs., Nov. 24: No Class (Thanksgiving)

**Week 13. Expertise and Technology**

Tues., Nov. 29: Expertise and Technology

Additional Reading:

Thurs., Dec. 1: “Entering, Engaging, and Exiting Community,” Ginsberg Center Workshop

**Week 14. Course Wrap-Up and Case Presentations**

Tues., Dec. 6: Collaborative Planning in the 21st Century

Additional Reading:

Wed., Dec. 7: Case Study – Part 3 due at 12 noon

Thurs., Dec. 8: Case Presentations

Week 15

Mon., Dec. 13: Case Presentations
3 School/Comprehensive Educational Plan (S/CEP) Development Timeline Actions Timeframe

The S/CEP planning cycle launches with the Spring 2016 Comprehensive April 16, 2016 Educational Planning Conference. Schools access their S/CEPs in the iplan Portal. April 18, 2016 Schools develop their S/CEPs using iplan and align with their proposed school-based April 18–June 30, 2016 budgets.

Collaborative Planning allows planners to limit the sharing by setting up security rules. The following formula depicts the calculation that ASCP uses to calculate safety stock level: For time bucket $n$, you can provide your suppliers with view-only access to the Oracle Advanced Supply Chain Planning Planner Workbench through Oracle Collaborative Planning.