

PADP 7520 – Urban Policy – Spring Semester 2017
Tuesdays, 3:30 - 6:15 pm – 341 Leconte Hall
Dr. Brian N. Williams

Instructor Availability

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Course Description

We have reached what has been described as a “metropolitan moment” in the world where more than half of its population resides in cities and suburbs. The path to this moment has been cleared by a process of urbanization that has been rapid, turbulent, and complex, and has resulted in various problems facing urban settings in the United States and abroad. PADP 7520 focuses on the contemporary issues facing urban environments in America and the resulting managerial challenges. The class is designed to introduce students to the various difficulties facing urban society by developing an understanding and an appreciation of the historical, political, economic and sociological dynamics that have affected these settings. Ultimately, this course seeks to leverage a general understanding of the public policy process to provide students with some of the skills, strategies, and working knowledge necessary to analyze and understand urban problems and politics and to offer potential solutions to the difficulties that face urban environments.

Special emphasis will be placed on public and non-profit organizations as they play a key role in understanding and addressing urban problems. These organizations are charged with implementing policies that reflect public demands and political agendas. Since public and non-profit organizations don't operate within a vacuum, the class will explore the alliances that these organizations make with interest groups, other organizations and institutions, elected officials, and stakeholders to develop and implement urban policy.

Course Format

PADP 7520 has been divided into three sections: (1) an exploration of the urban issues that affect American society; (2) an appreciation for the opportunities to lead and manage in public governance within these urban settings; and (3) applications for professional growth and development. A case-based approach to learning will be utilized throughout the semester.

Course Objectives

This course seeks to accomplish four objectives:

1. To develop a greater understanding of the problems and issues that impact urban settings by appreciating their underlying historical, political, economic and sociological forces;
2. To enhance student's understanding of the public policy process by highlighting important organizational, institutional, communal and individual actors or stakeholders that challenge the role of public administrators during this process;
3. To develop a greater appreciation for the opportunities for public administrators to lead and manage in public governance within urban settings; and
4. To facilitate the development and/or enhance four core skills for effective public service: analytic thinking, team/group-based collaboration and creative problem solving, memo writing and oral presentation.

To accomplish these objectives, the course is composed of readings, lectures, site visits, class discussions, case-based learning exercises as well as individual, team and group-based, in and out of class assignments.

Required Texts

- 1.) CQ Researcher (2016). *Urban Issues: Selections From CQ Researcher*, 8th Edition
- 2.) Robert England, John Pelissero and David Morgan (2016). *Managing Urban America*, 8th Edition.
- 3.) The Brookings Institution 2010 Report, the *State of Metropolitan America: On the Front Lines of Demographic Transformation*, is also required for this course. A copy of this report can be downloaded from on-line.

Required Assignments

- **Individual Portfolio Assignment (35% of grade).** Each student is required to select and research an urban setting *in the U.S.* to identify the various crises and challenges that face that environment. This assignment will culminate in the production of two sets of deliverables: one that highlights a general overview of the various problems (housing, education, crime, economic development, transportation, etc.) that impact that setting and the other that focuses on the development and implementation of the most feasible policy response to address a specific problem that is facing that locale. Both sets of deliverables are due at the beginning of class on **February 28th**. Please note that the Brookings Institution Report will serve as a guide for both sets of deliverables. A description of the types of products for each deliverable is below.
 - **Urban Problems Paper & Annotated Bibliography (20% of grade):**

Each student must research the setting that he or she selects to identify the crises and challenges that face that urban locale. This portion of the individual assignment will result in a 5 - 7 page (double-spaced) paper that identifies and illuminates the various problems (via the incorporation of key facts, statistics, and other supporting data) that impact the urban setting, as well as highlights the resulting implications for public administration, in general, and leading and managing in public governance, in particular. You must also append an annotated bibliography to your urban problems paper. An annotated bibliography is a list of citations to books, articles, and documents that you have consulted. Each citation is required to be followed by a brief descriptive and evaluative paragraph that informs me of the relevance, accuracy, and the quality of the sources cited. At least **10 sources** should be consulted and cited for this project. For more information on how to prepare an annotated bibliography, please visit the following webpage:
<https://owl.english.purdue.edu/owl/resource/614/03/>
 - **Urban Policy Memo and Supporting Appendix/Appendices (15% of grade):**
 - Each student is also required to **focus on one specific crisis or problem facing a particular demographic population** in the setting that he or she has selected in order to produce a 2-page (single-spaced) memo that recommends the most feasible option to address the problem. Your memo should demonstrate your in-depth understanding of the problem environment via your incorporation of relevant facts, statistics and other supporting data, as well as your identification of the key actors, stakeholders, and institutions/organizations within that policy

domain. Likewise, your memo should reflect the analysis you undertook to provide a list of viable options and your rationale for recommending the most feasible option to address the problem. Even though your memo is limited to 2 single-spaced pages, you can append additional documents to support your analysis and rationale.

- **Team Assignment (20% of grade).** Each student will be paired with another student to engage in a phenomenology assignment. Each paired team will select a public or non-profit organization that seeks to address an urban issue (e.g. Boys & Girls Club) to serve as the site for their phenomenological case study. The primary objective for this assignment is to allow students the opportunity to better understand how their organization is in relation to those external institutions, organizations, and individuals within its urban environment. A secondary objective for this assignment is to highlight how organizational phenomena and related external dynamics impact the lived or professional experiences of administrators or managers of that organization.

Two deliverables are associated with this assignment: a written deliverable and an in-class presentation of your organization that illuminates the relevant implications for the development, implementation and administration of urban policy. Each deliverable is worth a maximum of **10%** (or a total of **20%**) of your final grade. The due date for these deliverables is **April 18th**. A more detailed description of this assignment is appended to the syllabus.

- **Group Urban Issue Assignment (45% of grade).** The class will be divided into groups. Each group will select an urban issue that is relevant to Athens-Clarke County (or some urban setting in Metropolitan Atlanta) and (*ideally*) that each group member has an interest in exploring. The ultimate objective for this assignment is the development and presentation of some policy recommendations that addresses an urban issue by leveraging an opportunity to lead and manage in public governance.

Multiple deliverables are associated with this assignment. Each will be described below.

- The **first deliverable** is the production of a two-page written synopsis (excluding the reference page) that contextualizes and describes the environment of your focal locale. Towards this end, each group will engage in some background research on their urban setting to develop a deeper understanding of the problems and issues that impact this location. This background research should surface the underlying **historical, political, economic and sociological forces** that have been at play. Similarly, each group will conduct an environmental scan to identify the various stakeholders at the organizational, institutional, communal and individual levels within their focal jurisdiction. This first deliverable is due on **January 31st** and **will account for 5%** of your final grade. It will provide a general overview of the problem environment and will allow your group to segue into the specific urban policy/problem domain that you will explore relative to focal setting.
- The **second deliverable** builds upon the first. In particular, each group will be required to interview **at least 8 individuals** who represent those pertinent stakeholders that emerge from your environmental scan and are central to your urban issue. Subjects for “*elite interviews*” should have organizational and institutional affiliations (public, private and non-profit) and be active at the governmental/institutional, communal, neighborhood or individual level in the policy domain that your group is exploring. To

provide for more of a panoramic perspective on your urban issue, you are limited to interviewing a maximum of 2 persons from the public, non-profit (inclusive of faith-based) and for-profit sectors. **You must interview at least 2 individuals who are policy advocates or neighborhood activists.** These interviews will allow you the opportunity to gain more insight from key informants relative to your policy domain and expand your professional network. These interviews will also provide an opportunity to gain some perspectives on future challenges facing the residents within your focal urban environment.

The insights that your group will gain and the information that will emerge from these elite interviews will assist your group in developing a 10 to 12 page **Urban Issues Report**. The report will consist of the following sections: Executive Summary, Background Summary, Interviews with Key Informants, Discussion, Lessons Learned, Implications for Urban Policy and Public Administration, and References (*Your group is welcome to append additional documents. These appended documents, like the Reference page, will not be included in page count.*). The second group deliverable **will account for 25%** of your final grade.

- The **third deliverable** for this assignment is the development of a “perspective taking” case based upon your focal urban environment (**4 double-spaced pages max**). Your case should demonstrate your group’s appreciation of the problem environment via the incorporation of relevant facts, statistics and other supporting data. Also this deliverable should identify key actors, stakeholders, and institutions/organizations within the policy domain and their perspectives of your urban issue. Finally, your case should have a cliffhanger effect that highlights the various obstacles yet opportunities to lead and manage in public governance. This particular deliverable **will be worth 10% of your final grade**.
- The **fourth deliverable** for the group assignment is a PowerPoint presentation of your perspective taking case. You must use your presentation to facilitate a discussion that allows the class to appreciate the various perspectives of the problem and to appreciate the resulting implications to lead and manage in public governance. Each group will have a **15-minutes** to present. This deliverable **will be worth 5% of your final grade**.

The due date for the first deliverable is **January 31st**. The due date for the remaining three deliverables is **April 25th**. The grading rubric for each of these assignments will be shared with the class during the class meeting on **January 17th**.

Grading

Final grades will use the following scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D = 60-69
A- = 90-93	B = 84-86	C = 74-76	F = 0 – 59
	B- = 80-83	C- = 70-73	

If a student has a grade dispute, they should submit a one-page memo to me presenting evidence for their case. I will review and re-grade the original assignment. This review can create a grade increase, but may also result in a grade decrease based on the new overall evaluation.

Expectations for Written Assignments:

All memos must be submitted typed, single-spaced, well written, and are required to use 12 font with one inch margins. Please use the *Ford School to Memo Writing* example that will be provided during the second class session as your template. Pay special attention to the header, the headings that are provided for each section and the spacing between sections and paragraphs. Please remember that any appended documents will not count towards the page limits for the memo assignments.

All other papers must be typed, double-spaced, and well written. For each paper/report, include a title page, page numbers and headings (subheading where appropriate). Like the memos, the papers/reports are required to use 12 font and one inch margins. Please note the title page should not be numbered and will not count towards the page limit.

Late Assignments:

Late assignments will not be accepted unless accompanied by a university-approved absence.

Student Honor Code and Academic Honesty Policy:

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

**PADP 7520 – Spring 2017
Class Meeting Schedule**

Session	Date	Class Topic	Readings
		<i>An Exploration of Urban Issues: Problems, Policy Domains, & Politics</i>	
1	1/10	Overview of Course Introduction of Assignments	
2	1/17	Discussion of Grading Rubrics Assembling of Groups and Teams Introduction & Overview of Phenomenology Race, Space, Policies and Practices for Target Populations Wicked Problems and Prospects for Collaborative Capacity Builders	<i>Anderson Article Ford Memo Template Phenomenology readings Schneider & Ingram article Weber and Khademian article</i>
3	1/24	Education	CQ – Chapters 1 & 2
4	1/31	Land Use and Urban Development <i>Due date for 1st Urban Issue Group Deliverable</i>	CQ – Chapters 3 & 4
5	2/7	Public Safety and Public Order in Urban Settings: The Co-Production Challenge	CQ – Chapters 5,6 & 7 <i>Co-production article</i>
6*	2/14	Team Project Workday – No Class Meeting (Kettering Foundation Visit)	
7	2/21	Race and Class	CQ – Chapters 8 & 10
8	2/28	Housing, Homelessness and Poverty <i>Due date for Individual Deliverables</i>	CQ – Chapters 9, 11 & 12
	3/7	<i>SPRING BREAK</i>	
		<i>Opportunities to Lead and Manage in Public Governance</i>	
9	3/14	The Environment of Urban Management: People, Process & Resources	England et al., Chapters 1 – 3 England et al., Chapters 8 - 10
10	3/21	Policymaking and Planning	England et al., Chapters 4 & 5
11	3/28	Making Decisions and Delivering Urban Services	England et al., Chapters 6 & 7
12	4/4	Managing the Urban Future	England et al., Chapter 11
		<i>Applications for Professional Growth and Development</i>	
13*	4/11	Team/Group Project Workday – No Class Meeting.	
14	4/18	<i>Team Project Presentations</i> <i>Due Date for Team Assignments</i>	
15	4/25	Group Project Presentations <i>Due date for final 3 Urban Issue Group Deliverables.</i>	

Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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Team Assignment – Due Date April 18th

*“A Phenomenological Exploration of a Public or Nonprofit Organization in an Urban Environment:
Finding Meaning in Organizations and their Environments”*

Purpose

The purpose of this assignment is to assist students in gaining a basic understanding of a public or non-profit organization in an urban setting, and how this organization is in relation to those external institutions, organizations, and individuals within its environment. It seeks to highlight how external dynamics impact organizations and the lived or professional experiences of their administrators, managers, and executive directors.

Overview

This assignment leverages phenomenology* as a research methodology by requiring each team to select a human service organization (public or non-profit) that interests them. After selecting the organization, each team must engage in two activities: (1) to engage in a phenomenology tour by visiting the building where the organization is housed and (2) to contact and ultimately interview an administrator, manager or executive director of that organization. More detailed information regarding this assignment and its related activities are described below.

Phenomenology Tour: The Where, What, How, and Why of an Organization

During the phenomenology tour both team members must visit the building (all public spaces) where your organization is housed. Pay attention to the organization’s external (*location and surrounding buildings*) and internal environment and all that is happening within that environment – the cultures, discourses, systems, and every day practices. During your tour make sure that you take copious “field notes” that describe the environment and the interactions taking place therein, in particular who you see and what you see.

Mark Vagle (2012) has suggested that researchers ask themselves “wondering” questions to assist with assignments like this. Some examples of these types of questions are: *Why is the organization located here? What is happening here? What is the purpose of this place? What conversations take place here? What practices take place here? What populations are served here? What does this population look like?*

After your tour of the facility, each team member should revisit his or her field notes and begin a process of interpreting what he or she has described. After each team member has completed his or her individual interpretations, then team members can exchange their field notes and interpretive summaries with their partner to compare and contrast their respective observations and interpretations.

Interview: What Does it Mean to be an Administrator within the Organization in this Environment?

The second part of this assignment is an interview with a manager, administrator, or the executive director of your organization. This interview should surface relevant personal and professional facts (educational background, professional journey, years in the organization, areas of responsibility, etc.), but the specific focus is on **“What is it like to be an administrator, manager or executive director within**

this organization in this environment?” After this initial question, feel free to ask natural follow-up, probing, or clarifying questions.

Since both team members will need to be present during the interview, develop a strategy that your team will use to ask the various questions. One strategy could be to alternate asking questions, while another strategy could be to assign specific roles like interviewer and scribe. Select the approach that best fits your team.

Deliverables

Upon completion of this exercise, write a **3 - 5 double-spaced page, document** that describes what you observed, how you interpreted your observations, and how this information can be relevant to better understand urban policy, particularly its development, implementation and administration. Also, utilize pertinent information from the individual interview to shed some light on what is it like to be an administrator, manager or executive director within that organization in that particular environment as it relates to leading and managing in public governance.

In addition to this written deliverable, each team must present their findings and related implications to the class. You can do so by developing a PowerPoint presentation or by using some other format.

*Phenomenology is often defined as the science of phenomena. As a discipline, it endeavors to describe and interpret the essence of how the world is constituted and experienced. For background info on phenomenology, please visit: <http://plato.stanford.edu/entries/phenomenology/>

Phenomenology Grading Rubric – Written & PPT Deliverables

5 Dimensions	Key Questions	Max (Written) Points	Max (Presentation) Points	Points Received
1. Descriptions of observations	What did your team observe?	1.25	1.25	
2. Interpretations of observations	How did your team interpret your observations?	1	1	
3. Relevance to Urban Policy	How is this information relevant for a better understanding of urban policy?	3	3	
4. Implications	What are the implications for managing and leading in public governance to address this urban issue?	4	4	
5. Clarity/Flow/Aesthetics		.75	.75	
TOTAL SCORE		20 points		