

PADP 7520: Urban Policy
University of Georgia
School of Public and International Affairs
Department of Public Administration and Policy

SUMMER 2019

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Class Schedule: Mondays, 6:15 PM to 10:00 PM
Class Location: Gwinnett Camps, Room 121
Office Hours: Mondays (in Gwinnett), 5:00 PM – 6:00 PM, and by appointment

When the burdens of the presidency seem unusually heavy, I always remind myself it could be worse. I could be a mayor.

Lyndon B. Johnson (1967)

Course Description

Myriad challenges face large cities in the United States as they stake out dynamic positions in the global economy while attending the basic service needs of local residents. The authority of city governments is shaped by the states, and city actions are further influenced by federal programs that place conditions on intergovernmental aid. Our class is designed to help students think about the capacity of cities to respond to public demands and address complex policy problems.

We survey the context for city policymaking. Through reading and discussion, we review the legacy of land-use and zoning decisions for current patterns of physical development and human inequality. We also examine current disruptions to the urban policy landscape from the sharing economy and new technologies. *The goal of this exploration of urban policy is to help students understand the major constraints that cities face as they address public policy challenges, and to highlight opportunities for innovation through civic and multi-sector engagement.*

To facilitate a high-level of engagement in this graduate-level course, students will be asked to complete weekly readings that frame our discussion. Our class discussions will offer a framework for discussing urban policy based upon leading research in the field. We will illustrate key concepts with reference to examples in Atlanta and other cities. Additionally, students will select a major U.S. city to learn about in-depth through the development of an urban policy portfolio. Entries in the policy portfolio will challenge students to demonstrate an understanding of the city's demographic and economic characteristics, demonstrate the ability to identify city ordinances and primary policy documents, and demonstrate the ability to describe and analyze the scope of stakeholder engagement in urban policy debates.

Student Learning Outcomes

Upon completing this class, students will have developed the knowledge and skills to advance the following outcomes:

- ✓ Articulate a basic understanding of the institutional context for urban policymaking in the U.S. federal system
- ✓ Demonstrate familiarity with U.S. Census data and other secondary data sources to describe a city's demographic and economic characteristics over time
- ✓ Demonstrate the ability to investigate a city ordinance and provide a briefing on the policy's origins and background
- ✓ Conduct a basic stakeholder analysis to describe public, private, and nongovernmental actors engaged in a community development project
- ✓ Organize a concise five-minute presentation on a topic in urban policy and engage in discussion as part of a professional panel, similar to that required in a professional conference
- ✓ Demonstrate a strong familiarity with contemporary policy debates in Atlanta and one other major U.S. city

MPA Competencies

As an elective, this class can aid students in their development of at least two core MPA program competencies.

First, the MPA program asks students to understand and ***participate in the policy process*** at the federal, state, and local levels. This class advances our understanding of the policy process at the local level. By reviewing city ordinances and policy documents, and through information provided by guest speakers, we will gain insight into how policy alternatives are discussed in major U.S. cities.

Second, the MPA program asks students to ***communicate with a diverse workforce and citizenry***. By developing an in-depth understanding of Atlanta and one other major U.S. city, students will think about diverse urban communities and learn how public service professionals in government and the non-profit sector engage with the public in policy development and implementation.

Students should consider if any element of their urban policy portfolio provides a strong example of their work to include with the portfolio submitted with their capstone paper at the conclusion of the MPA program.

Required Books

Three books are required for this class. The titles have been provided to the University of Georgia Bookstore and the titles are also available from online retailers.

Betancur, John J. and Janet L. Smith. 2016. *Claiming Neighborhood: New Ways of Understanding Urban Change*. Urbana, IL: University of Illinois Press. ISBN: 978-0-252-08197-2

Goldsmith, Stephen and Neil Kleiman. 2017. *A New City O/S: The Power of Open, Collaborative and Distributed Governance*. Washington, DC: Brookings Institution Press. ISBN: 978-0-8157-3286-0

Trounstone, Jessica. 2018. *Segregation by design: Local politics and inequality in American cities*. New York: Cambridge University Press. ISBN: 978-1-108-45498-8

E-Learning Commons (ELC)

In addition to the required textbooks, additional reading will be made available through the Library’s reserve system and the e-Learning Commons. The E-Reserve password for the semester is *Atlanta*. Students can access online information about our class at <http://elc.uga.edu>. Graduate students should become familiar with searching for journal articles and books using the library’s holdings and electronic databases. Many journals are free to you through your status as a student at the University of Georgia, and you should make use of these resources!

Assignments and Grading

Assignments will be evaluated using a point system, with 100 points possible for the class. Note, the grade “A” indicates “outstanding” achievement. The following scale will be used to assign letter grades in this class:

| | | | | | |
|------------------|----|------------------|----|------------------|---|
| 100 – 94 points | A | 86.9 – 83 points | B | 75.9 – 70 points | C |
| 93.9 – 90 points | A- | 82.9 – 80 points | B- | 69.9 – 60 points | D |
| 89.9 – 87 points | B+ | 79.9 – 76 points | C+ | 59.9 – 0 points | F |

| <i>Assignment</i> | <i>Total Points</i> | <i>Due Date</i> |
|---------------------------------|---------------------|------------------|
| Urban Policy Portfolio – Part 1 | 20 | June 24 |
| Urban Policy Portfolio – Part 2 | 20 | July 15 |
| Urban Policy Portfolio – Part 3 | 20 | July 29 |
| Panel Policy Briefing | 20 | July 8, 15 or 22 |
| Take-Home Final Exam | 20 | August 1 |

Urban Policy Portfolio: The primary assignment for the semester will be the development of an urban policy portfolio. During the first week of class, students will be prompted to select a major U.S. city that they would like to investigate in-depth during the course of the semester. Each week, the syllabus prompts students to investigate specific material related to their city. Students should begin to build a binder or folder to collect primary documents, data, and news coverage from their city. The assignment sheet for the urban policy portfolio provides prompts to write policy briefs related to this material. This project demonstrates the student’s capacity to explore and learn about a new city, collect public documents and primary data, and synthesize information in written form. Detailed instructions will be provided during the first week of class, and this project will be discussed throughout the semester.

Panel Policy Briefing: Students will contribute to our learning by offering a five-minute presentation on a topic in urban policy. The presentation topics will be selected during the first week of class. Students will present their topics as a panel. After the individual presentations, panelists are responsible for identifying common themes from the presentations and facilitating conversation with the class. Students will be evaluated based on the quality of their oral presentation, the quality of the facilitated panel and audience discussion, and the quality of

content presented. A detailed instruction sheet and evaluation rubric will be available online in the ELC.

Take-Home Final Exam: To complete the semester, students will demonstrate their understanding of class content through a take-home final exam. The exam will contain four questions and students will select two questions to answer. Observe a self-imposed time-limit of four hours to complete the exam. Students will have one week to complete the take-home exam and the document must be submitted online through the ELC.

Expectations and Guidelines

All of the University's expectations for your conduct as a student apply in this class.

Academic Honesty: 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://honesty.uga.edu/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.

Plagiarism: Our capacity to learn and synthesize knowledge within the public administration profession depends upon our ability to build on the foundation of existing knowledge and research. Recognizing and documenting the work of others is critical for all students, but especially for graduate students. When writing, students must take great care in how they reference ideas and information sources. Never use someone else's words or ideas in your writing without proper attribution. Serious penalties exist for academic misconduct and plagiarism. Students should read and be familiar with the following resources:

- UGA Academic Honesty Policy: Plagiarism
https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/
- UGA Libraries Research Guide: Writing and Citing
<http://www.libs.uga.edu/researchguide/writing/index.html>

Electronic Devices: Turn off all phones and other electronic noise-making devices while you are in the classroom. Save text messages and emails for the break or after class. Laptop computers or tablets may be used for taking notes and class related activities, but students must refrain from participating in any external online activities during class.

Attendance: Graduate seminars require active participation. Many public administration students have internships or full-time employment in addition to their class responsibilities. Work obligations are not an acceptable excuse for an absence from class. Participation in class discussion is critical to your graduate education, and attendance must be a priority.

Class Discussion: Complete the reading assigned for each class meeting and be prepared for discussion. Make sure everyone has an opportunity for input. We are interested in each person's contribution, so please understand if I ask for brevity or a conclusion to a chain of discussion.

Late Assignments: Deadlines have been structured so that the instructor can provide regular and periodic feedback on your understanding and application of the course material.

Assignments submitted after the class meeting on the due date will receive a 20 percent point penalty. No late assignments will be accepted two weeks after the deadline or after the final class meeting. No late final exams will be accepted. Students should consult with the instructor about extreme or severe circumstances for which these conditions might be waived.

Communication with the Instructor: If you have questions or if there are topics you would like to discuss in greater detail, make use of my office hours or schedule an appointment with me. During office hours and periodically, I will also be available via Skype. Email is the best method to reach me, and I strive to return email within 24 hours. Make use of these communication resources.

Disabilities and Accommodations: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>

Syllabus and Schedule Changes: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The instructor will communicate changes in writing through your UGA email account.

Schedule

Week 1: Delineating Urban Policy (June 10, 2019)

Deslatte, Aaron. 2015. Reassessing “city limits” in urban public policy. *Policy Studies Journal*, 43 (S1): S56-S77

Billingham, Chase M. and Shelley McDonough Kimelberg. 2018. Identifying the urban: Resident perceptions of community character and local institutions in eight metropolitan areas. *City & Community* 17 (3): 858-882.

Imbroscio, David. 2019. The perils of rationalism in American urban policy. *Urban Affairs Review* 55 (1): 74-107.

Task: Identify a city that you would like to study in-depth for the summer semester. Become familiar with the city website, major local newspapers, and alternative news sites online.

Week 2: Are Cities in Decline? (June 17, 2019)

Guest Speaker: Aaron Foley, Chief Storyteller, City of Detroit

Weaver, Timothy. 2017. Urban crisis: The genealogy of a concept. *Urban Studies* 54 (9): 2039-2055.

Hwang, Jackelyn and Jeffrey Lin. 2016. What have we learned about the causes of recent gentrification? *Cityscape: A Journal of Policy Development and Research* 18 (3): 9-26.

Detroit Discussion Example

Eisinger, Peter. 2014. Is Detroit Dead? *Journal of Urban Affairs* 36 (1): 1-12.

Tabb, William K. 2015. If Detroit is dead, some things need to be said at the funeral. *Journal of Urban Affairs* 37 (1): 1-12.

Listen: GovLove Podcast. 2018. Detroit's Chief Storyteller, Aaron Foley
<https://elgl.org/podcast-detroits-chief-storyteller-aaron-foley/>

Task: Review U.S. Census Bureau data for your city over the last several decades. Be prepared to describe major demographic trends in your community. To share your findings, make at least one chart to bring to class to share with colleagues.

Week 3: Land Use and Urban Inequality (June 24, 2019)

DUE: Urban Policy Portfolio Part 1

Trounstine, Jessica. 2018. *Segregation by design: Local politics and inequality in American cities*. New York: Cambridge University Press.

Recommended:

Markley, Scott N. 2018. New urbanism and race: An analysis of neighborhood racial change in suburban Atlanta. *Journal of Urban Affairs* 40 (8): 1115-1131.

Task: Review recent debates on land use policy and zoning within your city. How are the consequences of land use policy described by city officials, the media, and local activists?

Week 4: Self-Study Week (July 1, 2019)

Class will not meet on July 1. Students should use this time to prepare their panel presentation.

Week 5: Policy Disruption and the Sharing Economy (July 8, 2019)

Guest Speaker: Brian No, Head of Policy, Spin

Spicer, Zachary, Gabriel Eidelman, and Austin Zwick. 2019. Patterns of local policy disruption: Regulatory responses to Uber in ten North American cities. *Review of Policy Research* 36 (2): 146-167.

Gurran, Nicole, Glen Searle and Peter Phibbs. 2018. Urban planning in the age of Airbnb: Coase, property rights, and spatial regulation. *Urban Policy and Research* 36 (4): 399-416.

Newman, Lenore Lauri and Katherine Burnett. 2013. Street food and vibrant urban spaces: Lessons from Portland, Oregon. *Local Environment* 18 (2): 233-248.

Task: Bring a copy of your city's e-scooter ordinance to class. If your city has not passed an e-scooter ban or regulatory ordinance, seek out an ordinance on food trucks, ride-sharing, or short-term rentals.

Week 6: Sustainability & Resilience (July 15, 2019)

DUE – Urban Policy Portfolio Part 2

Guest Speaker: Michelle Wiseman, Director of Waste Diversion & Outreach, Atlanta Office of Resilience

Swann, William L. and Aaron Deslatte. 2018. What do we know about urban sustainability? A research synthesis and nonparametric assessment. *Urban Studies* DOI: 10.1177/0042098018779713

Long, Joshua. 2016. Constructing the narrative of the sustainability fix: Sustainability, social justice and representation in Austin, TX. *Urban Studies* 53 (1): 149-172.

Task: In your city, what office is responsible for environmental policy, sustainability, and/or resilience. How is this policy defined in your city? How are local nongovernmental organizations involved in this policy area?

Week 7: Neighborhood Change (July 22, 2019)

Guest Speaker: Tyai Suma, Vice President of Real Estate, Atlanta Neighborhood Partnership

Betancur, John J. and Janet L. Smith. 2016. *Claiming Neighborhood: New Ways of Understanding Urban Change*. Urbana, IL: University of Illinois Press.

Institute on Metropolitan Opportunity. 2019 *American Neighborhood Change in the 21st Century*. Minneapolis, MN: University of Minnesota Law School.

- Available online: https://www.law.umn.edu/sites/law.umn.edu/files/metro-files/american_neighborhood_change_in_the_21st_century_-_full_report_-_4-1-2019.pdf
- Atlanta Supplement: https://www.law.umn.edu/sites/law.umn.edu/files/metro-files/atlanta_incomechange_report.pdf

Task: Identify a Community Development Corporation (CDC) that works in your city. Identify and be prepared to describe recent neighborhood reinvestment initiatives that this CDC has spearheaded. How have government and private-sector actors been involved?

Week 8: Smart Cities (July 29, 2019)

DUE: Urban Policy Portfolio Part 3

Guest Speaker: Mike Carnathan, Atlanta Regional Commission

Goldsmith, Stephen and Neil Kleiman. 2017. *A New City O/S: The Power of Open, Collaborative and Distributed Governance*. Washington, DC: Brookings Institution Press.

Task: Does your city have an open-data portal? Investigate how public data is being used by government and policy advocates in your city.

Note: Students must bring a hard copy of their complete urban policy portfolio, including segments one, two and three to class to submit for final evaluation.

Take-Home Final Exam

Due: Thursday, August 1, 2019, 11:00 PM EDT via E-Learning Commons