School of Public & International Affairs
UNIVERSITY OF GEORGIA

PADP 7580: Local Government Practicum
Department of Public Administration and Policy
Maymester 2020 (May 13 – June 3)

Instructor:	Eric Zeemering, Ph.D.
Office:	Baldwin Hall 202A
University Office Phone:	706.542.2962
Home Office Phone:	706.310.4403
Email:	eric.zeemering@uga.edu
Meeting Scheduling:	www.calendly.com/zeemering

Zoom (Meeting with Instructor)
https://zoom.us/my/zeemering

Zoom (Class Discussion)
https://zoom.us/j/96685493308?pwd=Tnhsa1FRQ1J5czR0WjNMY2hrZHBEQT09
Meeting ID: 966-8549-3308
Password:

Course Description

The local government practicum engages MPA students in a service-learning opportunity with a local government partner, identified through collaboration with the Georgia Municipal Association. Over the next three weeks, we will engage in community research to investigate a question posed by the Geographic Information Office of the Athens-Clarke Unified Government. The task for our practicum is described below:

> *Athens' creative community has long enjoyed an outsized presence on the national stage, but not a lot of effort has been expended to understand its impact on Athens itself. How do the artists, musicians, performers, crafters, makers and creators in our community inform the social systems present in Athens today?*
>
> *This project is intended to investigate key aspects of our creative community's interaction with the overall populace. What are the specific community, economic and social benefits of keeping our town a place where creators feel included and are nurtured? As Athens continues to grow and change, how can we ensure that it continues to be an affordable, friendly space where creativity is respected, and the arts continue to thrive?*

To prepare for this work, we will review theory and research about arts, culture, and community development. Through a series of short online video interviews, we will learn from scholars and community members about the role of arts and culture in community development. Then, we will spend the bulk of our time investigating how arts and cultural organizations and businesses are connected to one another in Athens, how they perceive current economic challenges, and

how they perceive opportunities for a thriving urban future in Athens. This work will be summarized in a report or policy brief for Athens-Clarke County's Geographic Information Office, and we will present our report to city officials through a Zoom meeting at the end of our Maymester course.

This class provides students a framework for thinking about the applied research task, equips students with additional analytical skills, and then provides space for collaboration and self-directed work to produce a report or policy brief for our community partner.

Online Learning

Because of the COVID-19 pandemic, all Summer 2020 courses at the University of Georgia will be online. Our Maymester class will include asynchronous lectures and guest interviews posted to ELC. Asynchronous content can be viewed at your own pace, but the introductory lecture must be viewed by May 15. We will have class discussion synchronously through Zoom on the dates listed in our class schedule. You and your team partner will be asked to interact by phone or Zoom to develop your contributions to our final project. If you have any questions or concerns about this format, please discuss these concerns with the instructor in advance or during the first class meeting. Our class meetings are protected by password to prevent intrusion or interruption. Please do not share our Zoom password with anyone outside our class.

The University of Georgia has develop a variety of online resources for students during this period of online learning. Some of the most salient resources are listed below, but students can also access more information here: https://www.uga.edu/coronavirus/info.php

Writing Support: The Division of Academic Enhancement continues to offer writing support, but in an online format: https://dae.uga.edu/services/tutoring/writing/

Information Technology Support: The University can provide assistance with technology challenges ranging from access to internet services to help with a specific application. IT Services for Business Continuity can be found here: https://eits.uga.edu/continuity/

Zoom Backgrounds: We will spend class time on Zoom interacting synchronously, and recordings of our meetings will be available for students throughout the Maymester class. Individually, you may also be talking with community organizations or businesses through phone or Zoom conversations. The University provides a variety of Zoom backgrounds that you can use for both professionalism and privacy: https://www.dropbox.com/sh/23axv0zjkdkmtht/AAAWvheNeDERt9NKdY23oudja?dl=0

Student Learning Outcomes & MPA Program Competencies

This course is ideal for students in the local government management concentration, but develops basic research skills that may be deployed by public servants contributing to the public policy process in a variety of contexts. This course is an elective, but we have an opportunity to hone core MPA program competencies, as italicized below.

- Students will become familiar with stakeholder analysis in the context of theories of asset-based community development. Students will practice these skills through interviews with community stakeholders.

- Students will be introduced to basics in social network analysis and identify resources to expand their expertise in this area in the future.
- Students will practice managing an applied research task in a constrained time period, similar to a short-term applied research task in a local government.
- *Students will recognize, consider, and respect differing points of view in administrative and policy decisions.*
- *Students will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations.*

Books

One book is <u>required</u> for this course. The paperback version is listed here, but the publisher also offers an e-book and rental options.

Phillips, Rhonda, Mark A. Brennan, and Tingxuan Li. 2020. *Culture, community, and development.* New York: Routledge. ISBN: 97113593961

One book is <u>recommend</u>. I will reference this work periodically, and students may find the information relevant to their work if they continue in community development.

McKnight, John and Peter Block 2010. *The abundant community: Awakening the power of families and neighborhoods.* San Francisco: Berrett-Koehler Publishers, Inc. ISBN: 978-1-60994-081-2

Additional Readings

Links to additional readings will be provided in the class ELC page. All readings are available for free online or through the UGA Library. Students might also be interested in readings from *Economic Development Quarterly* and *Environment and Planning C: Politics and Space*. These journals are available electronically from the library. Our additional readings fall in two categories—background on culture, arts and community development and analytical lenses to support our work. The reading on analytical lenses is required. The background reading on culture, arts and community development is recommended because it provides context for some of our guest interviews posted on ELC.

Analytical Lenses (Required)

Bryson, John M. 2004. What to do when stakeholders matter: Stakeholder identification and analysis techniques. *Public Management Review* 6 (1): 21-53.

Ennis, Gretchen and Deborah West. 2010. Exploring the potential of social network analysis in asset-based community development practice and research. *Australian Social Work* 63 (4): 404-417.

Culture, Arts, and Community Development (Recommended)

Kim, Anna Marazuela, Elizabeth Merrill, Christopher C. Miller, and Christopher S. Yates. 2014. *Thriving Cities Endowment Brief: The Beautiful.* Charlottesville, VA University of Virginia, Institute for Advanced Studies in Culture.

Kretzmann, John and John P. McKnight. 1996. Assets-based community development. *National Civic Review* 85 (4): 23-29.

Florida, Richard. 2014. The creative class and economic development. *Economic Development Quarterly* 28 (3): 196-205.

Wolf-Powers, Laura, Marc Doussard, Greg Schrock, Charles Heying, Max Eisenburger, and Stephen Marotta. 2017. The maker movement and urban economic development. *Journal of the American Planning Association* 83 (4): 365-376.

Grading and Evaluation

This class is an applied service-learning experience, and our success is interdependent. This requires us to think about grading differently. Each person's performance bears upon our collective success. Moreover, the short time period for the class makes the submission of assignments followed by instructor feedback an inefficient method of evaluation. Our work is cumulative, and we will use a work bundle or "specs" approach to evaluate student work and assign grades. The instructor will provide individual feedback during the class, but this feedback will be cumulative and offer guidance on overall progress.

A bundle grading system assigns grades based upon the work you accomplish and submit during the semester. To achieve a higher grade, you must complete the work associated with the next tier of evaluation. Each task is described in the introductory lecture for class, and a brief description for each item is listed below.

Note, some of our work will be evolutionary, and we may adapt our plans for the final report to the city as we complete our work. This evaluation template provides a set of guidelines so you can think about your time investment in class and the tasks you must accomplish over the next three weeks. To achieve each grade, you must complete the tasks within that grade category **plus** the tasks in each lower grade category.

Grade	Task Completion
A	• One additional interview with a community stakeholder (for a total of four), with interview form submitted through ELC. • Participate in the final presentation of the report on Zoom by contributing a slide and taking responsibility for a portion of the final presentation. These responsibilities will be distributed in class on **Monday, June 1.**
B	• One additional interview with a community stakeholder (for a total of three), with interview form submitted through ELC. • View all guest interview/lecture videos on ELC.
C	• Attend or view all class discussion sessions on Zoom. • Pass reading quiz in ELC with a score of 80% or better. • Two interviews with community stakeholders, with interview forms submitted through ELC to document team progress. • Contribute written content to the final team report. Specific work responsibilities for the final report will be assigned on **Tuesday, May 26** and will be one to two pages in length, or will entail a data table with accompanying description.
F	• Students who fail to complete the minimum required work for the class, noted in the category above, will receive a failing grade.

To summarize the information above in a different form, the specific assignments or tasks for this class include:

- *View Guest Interview Videos on ELC:* Four interviews with guest speakers will be posted on the ELC page. These interviews provide background context on arts, culture, and community development. Your completion of viewing is monitored by ELC.
- *Zoom/Phone Interviews with Community Stakeholders:* Students will complete two to four interviews with community stakeholder to help prepare our report. The plan for the interviews and the areas in which each group of students will focus their attention will be assigned during the second or third course meeting. You must submit the information form from your interview through ELC for credit.
- *Written Contribution to Team Report:* As our semester comes to an end, the student groups will coordinate writing their assigned sections of the report. You should expect your contribution to be about two pages in length.
- *Participation in the Final Presentation:* Students seeking an A grade in the class must contribute to the final presentation. This will require discussion of one slide in the final presentation and brief oral remarks in the Zoom presentation to city officials. Note, this must be concise and professional.
- *ELC Reading Quiz:* During the second week of class, I will open a short quiz on ELC. The exercise confirms that you have become familiar with basic facts and information related to our practicum. This must be completed with a score of 80% or better by the end of our class (June 3) in order to receive credit.

University Policies and Instructor Expectations for Students

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:

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

Class Participation: You are expected to maintain consistent engagement with class during the three week Maymester. I understand illness or technology problems may cause problems at times. All of our class discussions on Zoom will be recorded for later viewing and posted to ELC. If you miss a discussion, view the video online. Most importantly, stay in contact with your

partner for the research tasks associated with class. Make sure that you have contact information for one another and check in regularly. If you agree to a meeting schedule, be sure to follow through on your commitments to your colleague.

Late Assignments: Because of the interdependent structure of our work, all work must be submitted on time. Failure to meet a deadline may result in penalties, in line with the grade bundles or specs listed above. If you have concern about a deadline due to your health or unexpected circumstances, communicate with the instructor about possible accommodations.

Communication with the Instructor: I welcome individual discussions about class content, challenges you encounter in your research, or your broader goals and interests in public service. You are welcome to schedule a meeting on my calendar for any reason. Please specify if you prefer a phone call or Zoom meeting when you schedule. I will endeavor to return all email within 24 hours.

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.

Greetings from Athens, 230 W. Clayton Street, Athens, Georgia [Photograph May 8, 2020]
Artist: Taylor Shaw

PADP 7580 Schedule (May 2020)

Date and Time	Activity
Wednesday, May 13 6:00 PM – 7:30 PM	Zoom Discussion: Class Introduction; Culture and Community Development
Thursday, May 14 6:00 – 7:30 PM	Zoom Discussion: Stakeholder and Social Network Analysis Guest: Joseph D'Angelo, Athens-Clarke Unified Government
Friday, May 15 Self-Scheduled	Partner Meeting: Introduction
Monday, May 18 6:00 – 7:30 PM	Zoom Discussion: Team Task Assignment; Data Collection Strategies
Tuesday, May 19 Self-Scheduled	Partner Meeting: Data Gathering Plan
Wednesday, May 20 Self-Scheduled	Partner Meeting: Progress Report on Contacts
Thursday, May 21 6:00 – 7:30 PM	Zoom Discussion: Progress Report – Successes and Challenges
Friday, May 22 Self-Scheduled	Partner Meeting: Reflection on Data Gathering
Monday, May 25 Memorial Day	Class will not meet in observance of Memorial Day.
Tuesday, May 26 6:00 – 7:30 PM	Zoom Discussion: Reflection on Research Progress & Report Planning
Wednesday, May 27 Self-Scheduled	Partner Meeting: Report Contribution Planning and Writing
Thursday, May 28 6:00 – 7:30 PM	Zoom Discussion: Reviewing Project Data and Analysis
Friday, May 29 Calendar Scheduled	Partner Meetings with Instructor: Review Report Contribution
Monday, June 1 6:00 – 7:30 PM	Zoom Discussion: Presentation Preparation
Tuesday, June 2 Self-Scheduled	Individual Work: Presentation Preparation and Slide Submission *Instructor check-in available 9 AM to 8 PM
Wednesday, June 3 6:00 PM – 7:30 PM	Zoom Discussion: Presentation with City