

PA 307

Local Politics and Public Administration

Winter 2016

Tuesday 6:00-8:50 pm 2132 AuSable Hall

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Office Hours: Monday 2-4pm, Tuesday and Thursday 12-2, or by appointment (email)

Overview

This course provides a general introduction to the government, politics, and policies of American cities as seen through the imperatives of growth, governance, and space. We will examine the changing nature of governance, politics, and policies in American cities, the important role of cities and local governments in the federal system, the nature and impact of urban decision-making institutions, the financial and economic environment of contemporary American cities, the spatial issues besetting American cities (urban sprawl, suburbanization), efforts and strategies for the revitalization of American cities, major urban issues (crime, poverty, education, housing, infrastructure), and the future of American cities in the post 9/11 global era.

Goals

- Demonstrate a basic knowledge about the key features and issues of urban government, politics, and policy.
- Think critically and analytically about local government, regional politics, and urban policy and how it has evolved throughout American history.
- Be able to effectively observe, analyze, and participate in your own city, town, and metropolitan government.
- Understand and differentiate the theories of urban politics and governance.

Classroom Policies

- **Attendance:** Class time will be devoted to both lecture and discussion. Informed discussions are encouraged and expected. Please do not feel shy or intimidated – your opinions are expected and valued. Additionally, students will be responsible for participating in leading discussions and presenting information on a weekly basis so your attendance is vital for a good grade in this course. After **three absences**, students will be encouraged to drop the course as multiple absences will lower their overall course grade by a half letter grade (A to A-, B+ to B, etc.). **Excused absences** will need to be accompanied with a note.

Materials

The following books can be found at the campus bookstore, both a **required**:

- Judd, Dennis R, Todd Swannstrom. *City Politics*. New York: Routledge, 9th Edition: M.E. Sharpe, 2006
- Woodworth, James, James R. Forrester, and W. Robert Gump. *Camelot: A Role-Playing Simulation for Political Decision Making*. Belmont: Wadsworth, 2005.
- Online E-Reserves at GVSU library website.

Milestones

Tuesday Class Discussions

During the semester students will be responsible for submitting a short writing assignment starting on the second week of class on a topic of their choice. As part of your discussion grade students will also be responsible for answering questions posed by students on the discussion forums posted on Blackboard.

Worth 10% of your final grade.

Exams

There will be two exams in this course. Exams are **closed** book and will include both short answer and essay questions. Exams will include material covered in the class lectures and the assigned readings. The exams are **not** cumulative.

Worth 40% of your grade.

Papers

Two assignments will be given throughout the semester that will analyze the political state in your hometown. These assignments are designed to help you get to know

- **Technology Policy:** So as not to disturb the class, please turn off your cell phone before class begins. Computer use is fine, however if I see students using their computers for something other than taking notes, you will be marked absent for that days attendance, **no exceptions**.
- Additionally, **technological excuses** ("my printer died," etc.) cannot be accepted under any circumstances. Always make back-ups for your work, and plan ahead so that you will have time to use the on-campus computers and printers if necessary. You may submit papers by e-mail. However, you may NOT consider an e-mailed paper to be submitted until you have received a reply from me confirming that I have received it. To this end, all papers should be submitted in .doc, .docx., .pdf, or .txt format only.
- **Email Communications:** Emails will be returned in a timely manner; however, this may not always mean I will answer emails on the day they are received. Emails **must include:** a subject, your name and a salutation as well as the issue that needs to be address. This is practice for the future and also helps me to keep track of which students have issues throughout the course. NOTE: If your email does not have these components, they will not be answered.
- **Withdrawing from the Course:** The final day to withdraw from the course is **March 11th by 5pm**.
- **Students with Disabilities:** If you need academic accommodations because of learning, physical or other disabilities, please contact Disability Support Services at 616-331-2490 or www.gvsu.edu/dss. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can plan accordingly.
- **Late Work:** Work will be accepted **within 12 hours from the end of the class period in which it is due**. All late work will be penalized with a full grade deduction (A papers will be graded as A- as the total points possible). After the twelve hour period is up, no late work will be accepted.
- **Academic Integrity:** Instances of academic dishonesty will be considered a violation of academic ethics. You should consult me if you are uncertain pertaining to an issue of academic honesty prior to submitting an assignment. Please refer to Section 223.01 of the Grand Valley State University Student code for a description of plagiarism.
- **Wikipedia:** At no time during this course should Wikipedia be used as a legitimate source of information.
- For all papers: journal articles, books, newspapers, in person interviews, public documents and government documents are the only sources that will be accepted. For **all papers APA Style** citations are the **only** accepted style for reference pages. Please see: <http://owl.english.purdue.edu/owl/resource/560/01/> for an extensive list of the ways to cite sources. Another good resource is www.citationmachine.net, which will actually format your citations in APA if you provide the source information.

Evaluation

These grades reflect an evaluation of the accuracy, depth, and quality of expression within your work. Although a grade is not a precise measure, each carries a meaning.

- An " A " is reserved for the very best student work; it means that the student has exceeded expectations for the assignment in all aspects- accuracy and depth of response as well as quality of expression.
- An "A-" means the student exceeded expectations in most aspects but not all.
- A "B+" or "B" indicates that, while accurate and adequate in depth and quality of expression, the assignment could still be significantly improved.
- Grades of "B-," "C+," or "C" indicate that the student has met expectations

government and politics of your hometown. Details on the homework assignment requirements can be found at the end of this syllabus.

Worth 20% of your grade.

Issue Analysis Paper

You will be required to work with one, but not more than two students on an assignment whereby you will review a (realistic) policy or local administrative issue. You will present your issue and recommendation in the form of a paper and also as a presentation to the class.

Worth 15% of your grade.

Camelot Simulation

This is an opportunity to apply what you have learned about local politics and policymaking in a city government simulation. Each student will have a role to play in the simulation and will be responsible for preparation for these in class simulation. Your participation will be graded. (Role paper, Participation, Reflection Journal).

Worth 15% of your grade

Attendance

Attendance will be taken during each class period. Class participation in group activities will be monitored, as well as during Discussion Group Thursdays.

Worth 5 % of your grade.

for undergraduate work in the course, but that the work is generally undistinguished in its accuracy, depth, and/or quality of expression.

- Grades of "C-," "D," or "F" indicate that the student's work is below expectations for the course and serious deficiencies exist.

Assignment Descriptions

Term Discussion:

Throughout the semester there will be readings made available via our library course reserve site, through the library reserves, and some are listed below. It will be your responsibility to identify a reading you'd like to discuss and come to class prepared to present and a thorough review of the article or reading you chose to the class (5 minutes each). Your discussion cooperation will be incorporated into your participation grade at the end of the semester so your class attendance, while not required, will be directly impacted by your participation in these class discussions.

At the beginning of the semester each student will be responsible for picking **two** topics to discuss during class throughout the semester. Students will read **one** additional reading on the topic and lead a short group discussion. You must cover the main idea of the reading, any theories presented by the authors, along with any other relevant facts. As part of your discussion, all students must pose **one** question to the class based on your presentation and post it on Blackboard prior to class. The class will then be responsible for answering your question on Blackboard before the next class period. I will grade the discussion, but students will only be graded for five responses throughout the semester (I'll choose the highest grades to enter), therefore you will not be required to respond to each question posed by discussants each week, or answer every question for every topic.

Your duties as a discussion leader are not extensive—you simply need to begin and facilitate our discussion for that particular class on the reading you choose. You need not be an "expert" on the reading that you lead discussion for, but, rather, simply have read the work closely and critically, finding areas of the text that you want to spend more time exploring in our class discussion.

After leading the discussion, students will be responsible for turning in a 2-page (300 words or less) report on their topic. Good discussion leaders will utilize the following techniques:

1. Don't monologue
2. Uncover and explain main points and theories.
3. Ask probing questions (see Bloom's Taxonomy or the Rhodes Typology for examples of higher level order thinking questions)
4. Critique or appraise the validity of the author's argument.
5. Restrict yourself to 1-2 main questions about the reading and post to blackboard. *Please include your question on your memo for reference as well.*

Hometown Politics and Local Election Assignment Guidelines:

Both papers should be approximately 4-6 pages long. All papers should be typewritten, use 12 pt. font, double-spaced, with one-inch margins. Please include a list of works cited, including web pages. Please use APA style for parenthetical (Author, Date) and in your Works Cited Page. Do not use Wikipedia as a source, as their reliability is questionable. Always be aware and cite the source of the web sites you are using. As always, proofread, proofread, and proofread! Use headings and subheadings when appropriate and do not forget to write an introduction and concluding paragraph for all papers.

What Does Your City Look Like Paper?

This paper should provide a section on each of the following topics:

- **City Demographics**
 - This section must include information/data on: the location of your city, current population data, current racial and ethnic distribution, current educational attainment data, % of homeownership to renters. You may also include any other information you may deem relevant to your city.

- **Economic Information**
 - This section must include: data on the top three major manufacturing and/or service industries in your city, current unemployment rate, per capita and per household income data, and your city’s current property tax base. In this section, student should reflect on the fiscal health of their city, comment on whether it is growing or contracting and what is on the horizon for your city in the next ten years. It may be helpful in this section to look at your Mayor or City Manager’s state of the city address, or the Comprehensive Financial Report for the city’s financial position statement. This can often be found on your city’s webpage.
- **Government Information**
 - This section should include information on the type of city government you have (i.e., mayor, city manager-council, township manager, etc.), representational electoral arrangements (ward or at-large system).
- **Current City Challenges:**
 - This section should provide a brief overview of the current challenges your city faces. It could be budget related, a dispute about property taxes, safety or something else. You should read the local newspaper and use this as your primary resource to determining the current “hot” topics your city is dealing with for this section. Note: What I am looking for here is *front page* news, something that is of concern to residents. This should be a story that is less than six months’ old.

Some websites to use: www.city-data.org, your city’s webpage, and www.2010census.gov.

Local Elections Paper: Who Has Power and Who Doesn't?

This paper should examine either a **special** (i.e., not held during on the first Tuesday of November) or **general** election (i.e., held on the 1st Tuesday of November) that took place in your city in the previous three years (i.e, mid-2012-late 2015). It should include the following information:

1. Basic information about the election itself.
2. You must identify: date of the election;
3. Indicate whether it was a special election or a general one;
4. Detail what offices were being contested in the city (i.e., City Treasurer, City Council, Local Judge, etc.);
5. Identify at least three individuals who were running for office (biographic information, not just names. DO NOT copy and paste the entire ballot!);
6. Indicate whether your city votes in a partisan and identify the ward and/or district you live in;
7. Finally, you should tell me whether any city officials were being replaced in that election (i.e., the incumbent was booted from office.
8. Identify and briefly describe any ballot initiatives/proposals or referendums and/or propositions voted or passed by the City Council during (or near) the election your profile. This can include things like a millage increase for a school, an ordinance to require “pooper scoopers” for anyone walking their dogs on public property. Identify local groups that supported and opposed the initiative. You should utilize your local news sources to support your claims. Looking at the minutes of city council meetings and/or the ballot of the election your profile will be required for this section.
9. In your conclusion, reflect on the results of the election and analyze the election in terms of what the results mean for your city.

Issue Analysis and Recommendation Assignment

You will be required to work with one, but more than two, students on an assignment whereby you will review a (realistic) policy or administrative issue. You will present your issue and recommendation in the form of a paper and also as a presentation to the class. The class will be your Board/City Council that will accept or reject your recommendation. Both the paper and presentation must clearly articulate the issue, perspectives, recommendation, and reasoning, as well as ramifications of the recommendation. The instructor must approve your selected issue and each part of the assignment will be due at intervals throughout the semester. A sign-up sheet will be distributed at a future class for the date of the presentation.

Issue: Provide a clear and concise description of the issue that has been selected for this project (10 points).

- A. Background & Literature Review: Provide background and research about the issue. This must include a literature review that references current/past peer reviewed research (25 points).
- B. Research Questions, Perspectives and Impact: Explain who and what this issue impacts and why it is important. Provide perspectives of city/county/township commissioners/council members/citizens. Reference surveys, information, and data that support the perspectives. This section should also present research questions that discuss the potential pitfalls and benefits to your analysis (20 points)
- C. Options: Identify and discuss the policy or administrative options that are available to address the issue. Address funding, staffing, or other issues that may be impacted by the options identified (20 points)
- D. Recommendation/Next Steps: Make a recommendation regarding future action and provide a rationale for your recommendation and describe any potential implications of the recommendation. You must also describe the next steps associated with any recommendation. Your recommendation will be presented during your presentation (15 points).
- E. Presentation: Present your issue, background, perspectives, options, and recommendation to the class. The class will act as your Board and will determine if they will accept or reject your recommendation. (10 points)
- F. Paper Reflection and Group Grade: all students submit include a 2-3 paragraph evaluating the process, progress and success of the group activity throughout the semester. This will be handed in separately and will be kept confidential but should be an honest representation of the work submitted. (10 points)

Some Examples of Previous Issue Analysis Topics:

The impact of GVSU's Pew campus on downtown Grand Rapids: Positive or Negative for the Community?
Impact of the new stadiums in Detroit
Light Rail: An Ace in the Hole for Detroit?
Farmland Preservation in Northern Michigan
Community Empowerment Strategies, Can it work for Naubinway?
The impacts of a tribal casino in Muskegon: Should we build it?
The influence of zoos on the community
Historic districts in Grand Rapids: are they effective economic development tools?
Sports Stadium Development in a City: processes and outcomes
Interlocal Agreements: Are they worth it?
Community foundations as a catalyst for change: Case study GR Community Foundation
Mega-Mall: Build it and will they come?
Impact of Enterprise/Empowerment Zones

Class Schedule

Date	Readings	Assignments
Week 1: Introduction to the Study of Local Politics and Overview of Course Jan 12	Judd Ch. 1-2 Woodworth Ch. 2-3	
Week 2: Machine Politics and the Reform Movement Jan 19	Judd Ch. 3- 4 (pp. 75-86)	Topic Discussion #1
Week 3: Forms of Local Government Jan 26	Judd Ch. 4 (pp. 87-100) Woodworth Ch.7	Group Paper Issue Topic Selection Due Topic Discussion #2
Week 4: Voters and Interest Group Politics Feb 2	Judd Ch. 5 Woodworth Ch. 5-6	Topic Discussion #3 Movie: Street Fight
Week 5: Federalism, Intergovernmental Relations Feb 9	Judd Ch. 7, 8 Woodworth Ch. 3	Topic Discussion #4
Week 5: The City Budget Feb 16	Judd Ch. 12	Local City Profile Paper Due (Tuesday) In Class Activity- Prioritizing the City Budget
Week 6: The City Budget, cont. Exam Review Feb 23		Group Issue Analysis Paper Outline and Schedule of Workload Due
Week 7: Exam 1; City/Suburban Politics Mar 1	Judd Ch. 6, 9 Privatopia, Evan McKenzie (Ebook: Chapter 1) (On-line Reserve)	Exam 1 (In Class)
Spring Break: March 6-13th		
Week 9: Land Use Politics, Segregation and Zoning Mar 15	Judd Ch. 10 Woodworth Ch. 8 E-Reserves: Smart Growth, Saving Open Spaces, Blighted	Topic Discussion #5

	Spaces	
Week 10: Regionalism Mar 22	Judd Ch. 11	Issue Analysis Rough Draft Due Topic Discussion #6
Week 11: The Global Era, What's Next? Mar 29	Judd Ch. 13-15	Topic Discussion #7
Week 12: Intro to Camelot Simulation Apr 5	Woodworth 9-11 (browse)	
Week 13: Camelot Simulation 1 and 2 Apr 12		Camelot Journal 1 and 2
Week 14: Camelot Simulation 3 and 4; Exam Review Apr 19		Issue Analysis Paper Due Camelot Journal 3 and 4
Final Exam (In Class): April 26 6-8:50pm		

Reading List for Discussion Weeks

These are the additional readings that can be used for discussants during their class presentation weeks. Books can be found on reserve at the Steelcase Library, as ebooks, or through the library catalog. I have tried to provide links and full citations when possible. If you have any trouble accessing these resources, please let me know. This list is extensive, but not exhaustive. If you would like to use a different source this is fine, however, sources must be either: a newspaper article in from a reputable source (i.e., not a blog, an editorial, and must be from a periodical published in the United States), a peer-reviewed journal, or a book. When in doubt, check with me first I have several references that aren't listed here that I can suggest for you.

❖ **Cities in a Historical Perspective**

- Emerson, R. W. (1862, April 1). American civilization. *The Atlantic*, Retrieved from <http://www.theatlantic.com/magazine/archive/1862/04/american-civilization/306548/> (ARTICLE)
- Keller, L. F. (2010). Municipal charters. In J. R. Baker (Ed.), *The Lanahan Readings in State and Local Government* (2nd ed.). Baltimore: Lanahan Publishing. (BOOK ON RESERVE)
- Schlesinger, A. M. (1940). The city in American history. *The Mississippi Valley Historical Review*, 27(1), 43-66. Retrieved from <http://www.jstor.org/stable/1896571> (ARTICLE)
- Coursepack: The Sanitary Condition of the Laboring Population of New York (COURSEPACK ON BLACKBOARD)

❖ **Machine Politics and The Urban Reform Movement**

- Caro, R. (2004). Robert Moses of New York City. In D. Simpson (Ed.) *Inside Urban Politics: Voices from America's Cities and Suburbs*. New York: Pearson Longman. (BOOK ON RESERVE)
- Turner, R.S. (2004). Lessons in Miami Politics. In D. Simpson (Ed.), *Inside Urban Politics: Voices from America's Cities and Suburbs*. New York: Pearson Longman. (BOOK ON RESERVE)
- Simpson, D. (2004). The New Machine: Mayor Richard M. Daley of Chicago. In D. Simpson (Ed.), *Inside Urban Politics: Voices from America's Cities and Suburbs*. New York: Pearson Longman. (BOOK ON RESERVE)
- Coursepack: Messiah Mayors and the Gospel of Urban Hype or New Deal City (COURSEPACK ON BLACKBOARD)

❖ Theories of Power in Urban Settings

- Peterson, P.E. (2010). The Interests of the Limited City. In P. Kantor and D. Judd (Eds.), *American Urban Politics in a Global Age* (6th ed.). New York: Longman. (BOOK ON RESERVE)
- Stone, C. N. (2010) Urban Regimes. In P. Kantor and D. Judd (Eds.), *American Urban Politics in a Global Age* (6th ed.). New York: Longman. (BOOK ON RESERVE)
- Cooper, C. A., Nownes, A. J., & Roberts, S. (2010). Perceptions of power: Interest groups in local politics. In J. R. Baker (Ed.), *The Lanahan Readings in State and Local Government* (2nd ed.). Baltimore: Lanahan Publishing. (BOOK ON RESERVE)
- Kraus, N. (2004). The significance of race in urban politics: The limitations of regime theory. *Race and Society*, 7(2), 95-111. (ARTICLE ONLINE)

❖ Mayors, City Managers, and City Government

- Zhang, Y., & Feiock, R. C. (2010). City managers' policy leadership in council-manager cities. *Journal of Public Administration Research and Theory*, 20(2), 461-476.
- Sculley, S. (2012). A view from Aan Antonio: A city manager's perspective. *Public Administration Review*, 72(4), 536-537.
- Nelson, K. L. (2002). Assessing the CAO position in a Strong-Mayor government. *National Civic Review*, 91(1), 41-54.
- Howell, S. E., & Perry, H. L. (2004). Black Mayors/White mayors explaining their approval. *The Public Opinion Quarterly*, 68(1), 32-56.
- O'HARE, W. (1990). City size, racial composition, and election of black mayors inside and outside the south. *Journal of Urban Affairs*, 12(3), 307-313.
- Hayes, K., & Chang, S. (1990). The relative efficiency of city manager and mayor-council forms of government. *Southern Economic Journal*, 57(1), 167-177.

❖ Federalism and Interstate Relations

- Greene, F.R. (2010). Madison's View of Federalism in *The Federalist*. In J. R. Baker (Ed.), *The Lanahan Readings in State and Local Government* (2nd ed.). Baltimore: Lanahan Publishing. (BOOK ON RESERVE)
- Zimmerman, J. F. (2010) Trends in Interstate Relations. In J. R. Baker (Ed.), *The Lanahan Readings in State and Local Government* (2nd ed.). Baltimore: Lanahan Publishing. (BOOK ON RESERVE)
- Kessner, T. (2010) New Deal City. In S. H. Corey and L.K. Boehm (Eds.), *The American Urban History Reader*. New York: Routledge. (BOOK ON RESERVE)
- Devolution and federalism in historical perspective. Encyclopedia of the American Constitution. 2000; 2:775-8. (ARTICLE ONLINE)

❖ Suburbia and Enclave Politics

- McKenzie, E. (2004). Gated Communities. In D. Simpson (Ed.), *Inside Urban Politics: Voices from America's Cities and Suburbs*. New York: Pearson Longman. (BOOK ON RESERVE)
- Caldeira, T.P.R. (2010). Fortified Enclaves: The New Urban Segregation. In J. Lin and C. Mele (Eds.), *The Urban Sociology Reader* (2nd Ed.). New York: Routledge. (BOOK ON RESERVE)
- Blakely, E. & Snyder, M. G. (1993, May/June). Putting up the gates. *National Housing Institute*, Retrieved from <http://www.nhi.org/online/issues/93/gates.html> (ARTICLE ONLINE)
- Coursepack: The Beginning and End of a Modern Ghetto or Class, Status and Residence: The Changing Geography of Black Detroit

❖ Voting Behavior, Local Elections and Interest Group Politics

- Rogers, R.R. (2010). Minority Groups and Coalitional Politics. In P. Kantor and D. Judd (Eds.), *American Urban Politics in a Global Age* (6th ed.). New York: Longman. (BOOK ON RESERVE)
- Mendell, D. (2010). Midwest Cities Among the Nation's Most Segregated. In D. Simpson (Ed.), *Inside Urban Politics: Voices from America's Cities and Suburbs*. New York: Pearson Longman. (BOOK ON RESERVE)
- Gurwitt, R. (2010) Subtle Racial Politics in the Twenty First Century. In D. Simpson (Ed.), *Inside Urban Politics: Voices from America's Cities and Suburbs*. New York: Pearson Longman. (BOOK ON RESERVE)
- Simpson, D., & Gentile, A. (1986). Effective neighborhood government. *Social Policy*, 16(4), 25-30. (ARTICLE ONLINE)

❖ Smart Growth, Regionalism and Land Use Politics

- Rusk, D. (2000). "Growth Management: The Core Regional Issue." In B. Katz (Ed.) *Reflections on Regionalism*. Washington D.C.: Brookings Institute. (EBOOK at GVSU)
- Saunders, W., and Fishman, R. (2005). *Sprawl and Suburbia: A Harvard Design Magazine Reader* (Any Chapter), Minneapolis: University of Minnesota Press. (EBOOK at GVSU)
- O'Toole R. A Portlander's view of smart growth. *The Review of Austrian Economics*. 2004;17(2):203-12.
- Coursepack: White Noose

❖ **Downtown Renaissance**

- Mele, C. (2013). "Casinos, Prisons, Incinerators and Other Fragments of Neoliberal Urban Development." In J. Lin and C. Mele (Eds.), *The Urban Sociology Reader* (2nd Ed.). New York: Routledge. (BOOK ON RESERVE)
- Gotham, K. F. (2007). "Rebranding the Big Easy: Tourism Rebuilding in Post-Katrina New Orleans." *Urban Affairs Review*, 42(6), pp. 823-850 (ARTICLE ONLINE)
- Fogolsong, R. (1994). WHEN DISNEY COMES TO TOWN: From Florida, a cautionary tale. The Washington Post. (ARTICLE ONLINE)
- Clarke, Susan E. "Enterprise Zones: Seeking the Neighborhood Nexus." *Urban Affairs Review* 18.1 (1982): 53-71. (ARTICLE ONLINE).