

UNIVERSITY OF KANSAS  
SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION

**PUAD 825: Urban Policy and Administration**  
Spring 2022

**Instructor:** Susan Baer, Ph.D.

**Email:** [susan.baer@ku.edu](mailto:susan.baer@ku.edu)

**Online synchronous class meetings:** 6:00 p.m. - 7:00 p.m. CT Tuesdays

**Office hours:** By appointment

**Course Description**

This course provides an introduction to urban policy and administration through the exploration of four main content areas: (1) theories of urban politics and policy and their application; (2) the structures and institutions that determine the incentives that shape local governance; (3) intergovernmental relationships, including horizontal interactions with other local governments in the same region and vertical interactions with state and federal governments and sub-local units; (4) key challenges and opportunities facing urban communities and city governments. Throughout the course, students will be exposed to select topics of importance in local policy and management including methods for improving the efficiency, equity, effectiveness, and responsiveness of public service provision and governance.

**Course Objectives**

This course is designed to enhance professional competencies in the following areas:

- Leading and managing in public governance;
- Participating and contributing to the public policy process;
- Articulating and applying public service perspectives;
- Communicating and interacting productively with a diverse and changing workforce and citizenry.

**Course Readings**

There is no required textbook for this class. All readings will come from articles posted in the folder associated with the relevant class meeting under the “Class Content” tab on the course Blackboard site.

## Online Course Delivery

### Overview

This class will be delivered entirely on-line over a condensed 12-week time period. Much of the work will be asynchronous, meaning that students can complete it according to their own schedules. However, we will also be holding synchronous classes, where we will meet as a group over Zoom to discuss readings and engage with the material in an interactive manner. Students are expected to attend the online class meetings just as they would regular in-person classes.

To prepare for each online class meeting, students will need to (1) complete assigned readings, (2) view a brief online lecture which will clarify and elaborate on key concepts in the readings, and (3) write and submit via Blackboard a three-page, double-spaced reflection. The objective is that students will come to class meetings with a fairly complete understanding of relevant theory and ideas so that class time can be spent discussing how they apply to current policy issues and situations.

### Communicating with me

I will respond to student emails within 24 hours. I am available for conversations with students over telephone or Zoom, but email should always be the first point of contact to set up appointments.

Throughout the semester, ***please communicate proactively with me***. If something comes up that may make it difficult for you to complete your course work in a timely manner, ***proactive communication*** with me will be key. I will work with students to accommodate unexpected situations but can only do so if I am aware of them. Please don't wait until after deadlines are missed to talk to me.

### Etiquette for On-line Courses

The following serve as guidelines for interactions with others in an online learning environment:

- Participate - As in an in-person class, participation in online discussions and other collaboration activities is important to reinforce your own learning and contribute to the learning of the class.
- Be aware of your communication - Be friendly with your classmates. Do not post or use potentially offensive, disrespectful, sarcastic, or culturally insensitive comments or language. *Be aware that your written words cannot be explained in person or interpreted by body language.*
- Respect privacy - Don't share others' personal information online without their permission.
- Stay on topic – In on-line communications staying on topic contributes to the learning process and engagement of the class. It also makes it easier for everyone to locate the information they need when they need it.

- Keep an open mind - Education is designed for the acquisition of knowledge and a mindset that is open to new possibilities is necessary to achieve it. In an online environment, which is new to many of us, it is also important that we engage the process with both an open mind, as well as a bit of patience.
- In accordance with KU's electronic mail policy, students may not send messages through the KU Blackboard system to solicit, advertise, or otherwise communicate for personal financial gain.

## **Assignments**

Grades in this class will be based on students' performance in weekly reading reflections, class participation, and a final take home essay exam. A brief description of each assignment is provided below. More detailed instructions will be given in class and posted on Blackboard.

### ***Reading Reflections*** (50%)

Students will complete and submit 6 reading reflections over the course of the semester. Reflections will be submitted in Blackboard on Mondays, the day prior to the Tuesday class periods. Students can select which six classes to complete reflections for - not counting the first day of class (January 18) and last day of class (April 5) for which reflections will **not** be accepted.

These reflections will provide the opportunity for students to think more deeply about the concepts in the assigned readings and the linkages between them. They are also an opportunity for students to highlight relevant themes or questions they would like to discuss further during class. Reflections can be written in the first person and include personal perspectives on the topic; however, they are not opinion pieces and must demonstrate that readings have been completed and digested. Each reading reflection should be approximately 3 pages long (double-spaced).

The reading reflections must be uploaded to *Blackboard by Monday at 6:00 p.m. CT before Tuesday classes*, so that I have time to review them *prior* to our class meeting. Late assignments will **not** be accepted.

### ***Final Take Home Essay Exam*** (40%)

One essay-based take home exam will be posted in Blackboard on March 30 and is due in Blackboard on April 6. It will consist of overarching questions that tap into several aspects of the material covered during the semester. This is a significant assignment, and students will have one week to complete it. Books and class notes may be used, but students are not allowed to consult each other or any other person for assistance.

### ***Class Participation*** (10%)

Even though this is an online class, participation is still important! This means that students are expected to show up to our synchronous classes (with web cams on) and

engage with the material both in our large group and any break-out groups. Each student is expected to come to class having completed all required reading assignments for each week and be prepared to discuss them. I will be taking informal attendance at each meeting. If for some reason you will not be able to attend a synchronous class meeting, please email me in advance to let me know.

Below is a guide to how class participation will be graded. Our synchronous class meets for only one hour per week, and I will value quality of student comments during class sessions over quantity. Students must use respectful communication to earn a satisfactory class participation grade.

A-level participation will be awarded to those students who:

- Complete **all** weekly reading assignments for each class session
- Come prepared to **each class session** with questions to pose for discussion or topics to explore

B-level participation will be awarded to those students who:

- Complete **most** weekly reading assignments
- Come prepared to **most class sessions** with questions to pose for discussion or topics to explore

C-level participation will be awarded to those students who:

- Complete **some** weekly reading assignments
- Frequently do not come to class prepared to discuss and engage

### **Grading**

Reading reflections – 50%

Final take home essay exam – 40%

Participation – 10%

### **Due Date**

Weekly

April 6

Weekly

The following grading scale is used: 100-94=A; 93-90= A-; 89-87=B+; 86-84=B; 83-80=B-; 79-77=C+; 76-74=C; 73-70=C-; 69-60=D; 59 and below=F. Final course grades will be determined by the cumulative total of the weighted averages listed above.

### **Course Policies**

*Late work* - Students are required to meet all deadlines labeled in the class calendar. Twenty points will be deducted from assignments turned in one day late. I reserve the right not to accept late assignments more than 24 hours after the due date. *Late reading reflections will **not** be accepted.*

If an illness or other serious issue arises which may prevent the on-time completion of assignments, please discuss it with me immediately so alternative arrangements can be made. Last minute extensions are rarely granted.

*Students Needing Accommodations* - The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Please contact me privately in regard to your needs in this course.

*Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty* - As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas. The plagiarist destroys trust among colleagues without which research and work products cannot be communicated safely.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You will be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

Also, course materials prepared by the professor, together with the content of all lectures and presented by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited. A helpful site to assist you in avoiding plagiarism is at: <http://writing.ku.edu/writing-guides>

Information on University of Kansas sanctions for plagiarism can be found at [http://www.writing.ku.edu/~writing/instructors/docs/ku\\_handbook.shtml](http://www.writing.ku.edu/~writing/instructors/docs/ku_handbook.shtml)

### **Additional Resources to Help you Succeed**

Library Assistance: The KU Libraries offers a great collection, much of it available online and reference assistance in person, via phone, via email, and via IM. The Library Liaison for Public Administration is Amalia Monroe-Gulick. She is available through email [almonroe@ku.edu](mailto:almonroe@ku.edu) and in person on the Lawrence Campus. Librarians at the Edwards Campus Library are also available for individual appointments ([http://www.lib.ku.edu/hours/regent\\_hours.shtml](http://www.lib.ku.edu/hours/regent_hours.shtml)).

Writing Center: The KU Writing Center offers a variety of services to assist you in improving your writing. Resources are noted on their web site (<http://www.writing.ku.edu/>). In addition, they offer consultation sessions both in person and online. Please allow 48 hours for a response.

## **Class Schedule**

### **Class meeting 1: January 18: Welcome and Introduction to Urban Policy and Administration**

#### *Readings*

- England, Pelissero, and Morgan. (2015). *Managing Urban America*. Chapter 1.
- Kantor, Paul (2016). "The End of Urban Policy - and the Beginning." Urban Affairs Forum.

### **Class meeting 2: January 25: Theories of Urban Politics and Policy**

- Video Lecture: Lecture on urban politics and urban regime theory

#### *Readings*

- Ostrom, V., Tiebout, C.M., & Warren, R. (1961). The organization of government in metropolitan areas: A theoretical inquiry. *The American Political Science Review*, 55(4), 831-842.
- Peterson, Paul E. (1981). *City Limits*. Chapter 2.
- Mossberger, Karen. (2009). "Urban Regime Analysis." In *Theories of Urban Politics*. Sage.
- Trounstein, Jessica. (2009). All Politics is Local: The Reemergence of the Study of City Politics. *Perspectives on Politics*. 7(3):611-119.

### **Class meeting 3: February 1: Local Political Institutions (and Political Institutions with Local Impact)**

- Video Lecture: Local institutions

#### *Readings*

- Michner, Jamila. (2018). Fragmented Democracy: Medicaid, Federalism, and *Unequal Politics*. (Chapters 1, portions of 2 and 6)
- Clingermayer and Feiock (2001). *Institutional Constraints and Policy Choice*. Chapters 1 and 2.
- Carr, Jared (2015) "What have we learned about the performance of Council Manager Government? A review and synthesis of the research. PAR.

## **Class meeting 4: February 8: Local Governance and Service Delivery**

### **Fundamentals: Doing the Basics Well**

- Video Lecture
- Radio Story: One way Oakland is fighting racial inequality? By fixing potholes

#### *Readings*

- Public Service Values Overview. KU SPAA.
- England, Pelissero and Morgan. 2015. "Urban Service Delivery" *Managing Urban America*.
- Ammons and Rivenbark. 2008. "Factors Influencing the Use of Performance Data to Improve Municipal Services: Evidence from the North Carolina Benchmarking Project." *Public Administration Review*.
- Baldrige Excellence Framework in Government and City of Fort Collins Profile
- "Results-Driven Contracting" Harvard Kennedy School Government Performance Lab.

## **Class meeting 5: February 15: Race, Place, Power, and Local Policy**

- Video Lecture: Community Demographics and Local Policy
- Radio Story: Who is our Neighbor? A conversation on poverty, race, and place in Kansas City.

#### *Readings*

- Brookings Institute. (2010) "The State of Metropolitan America" (executive summary)
- Clarence Stone. (1980). "Systemic Power in Community Decision-making: A Restatement of Stratification Theory," *American Political Science Review*.
- Rothstein, Richard. (2015). Racial segregation in US metropolitan areas (part 1 and part 2). London School of Economics APP blog.
- Wright, James E. and Cullen Merrit. (2020). Social Equity and COVID-19: The Case of African Americans. *Public Administration Review*.
- Steele, Allison and Sean Collins Walsh. (2020). Camden disbanded its police department and built a new one. Can others learn from it? *The Philadelphia Inquirer*. (June 9, 2020).
- Peoples, L. (2020). Brutality and racial bias: What the data say. *Nature*, 583, 22-24.

## **Class meeting 6: February 22: Public Engagement and Satisfaction with Local Government**

- Video Lecture

### *Readings*

- Thomas, John Clayton. 2013. "Citizen, Customer, Partner: Rethinking the Place of the Public in Public Management" *Public Administration Review*.
- Bryson, J. M., Quick, K. S., Slotterback, C. S., & Crosby, B. C. (2013). Designing public participation processes. *Public Administration Review*, 73(1), 23-34.
- Funkhouser, Mark. 2014. The Failure and the Promise of Public Participation. *Governing Magazine*.
- Gurwitt, Rob. The Demise of the Public Hearing. *Governing Magazine*.
- McCall, Bo. (2017) "What Works Cities Blog Post: How a Citizen Satisfaction Survey Led to an \$800 Million Bond to Fix Kansas City's Infrastructure"

## **Class meeting 7: March 1: Regional Governance: Overcoming Collective Action Challenges**

- Video Lecture

### *Readings*

- Skuzinski, T. 2019. *The Risk of Regional Governance*. (page 1-20 and chapter 2)
- Feiock, RC. Metropolitan governance and institutional collective action. 2009. *Urban Affairs Review*. 44(3):356-77.
- Thurmaier K. and Wood, C. 2002. "Interlocal Agreements as Overlapping Social Networks: Picket-Fence Regionalism in Metropolitan Kansas City," *Public Administration Review*, 62(5): 585-598.
- Eligon, John. 2020. Midwest Mayors Debate When to Reopen in a Frank Call. *The New York Times*.

## **Class meeting 8: March 8: Local Economic Development**

- Podcast1: "Job Fairies," This American Life - *Act 3 only*
- Podcast 2: "Why did the Job Cross the Road" Planet Money.
- Podcast3: "Internet for All" - Placemakers podcast

### *Readings*

- Osgood, J. L., Opp, S. M., and Bernotsky, R. L. 2012. Yesterday's Gains Versus Today's Realities Lessons From 10 Years of Economic Development Practice. *Economic Development Quarterly*, 26(4), 334-350.
- Greenbaum and Landers (2014). The Tiff over TIF: A review of the literature examining the effectiveness of Tax Increment Financing. *National Tax Journal*.
- Reese, Laura and Minting Ye. (2011) Policy Versus Place Luck: Achieving Local Economic Prosperity. *Economic Development Quarterly*.
- Macaig, Mike (2018), "Big Business Tax Breaks May Worsen Income Inequality" *Governing Magazine*.

**March 15:** KU Spring Break: **NO** synchronous class meeting



**Class meeting 9: March 22: Sustainability and Resiliency as Lenses for Local Decision-making**

- Video Lecture
- Stockholm Resiliency Center video: Concept of Resiliency
- Stockholm Resiliency Center video: Seven Principles of Resiliency

*Readings*

- Portney (2013). “The Conceptual Foundations of Sustainable Cities: Sustainability, Sustainable Economic Development, and Sustainable Communities.”
- Krause, Hawkins, Feiock (2020) “Introduction to Local Sustainability and Functional Collective Action.” *Implementing City Sustainability*.
- Rogers (2016) “In Kansas City it is about the People”
- Solis, Jose (2017) Two ways of thinking about ‘resilience’ after Harvey. *Houston Chronicle*.

**Class meeting 10: March 29: Housing**

*Readings*

- Lees, L. (2003). Super-gentrification: The case of Brooklyn Heights, New York City. *Urban Studies*, 40(12), 2487-2509.
- Ehrenfeucht, R., & Nelson, M. (2020). Just revitalization in shrinking and shrunken cities? Observations on gentrification from New Orleans and Cincinnati. *Journal of Urban Affairs*, 42(3), 435-449.
- Gabbe, C.J. (2019). Changing residential land use regulations to address high housing prices: Evidence from Los Angeles. *Journal of the American Planning Association*, 85(2), 152-168.
- Krugman, P. (2021, August 27). The gentrification of blue America. *The New York Times*.

**March 30: Final Take Home Essay Exam – posted in Blackboard**

**Class meeting 11: Online Only (no synchronous class meeting)**

- **Capturing the Full Picture: Achieving Understanding through the Policy Sciences**
- Video Lecture

*Reading*

- Clark, Tim (2002) “The Policy Process: A practical guide.”

**Final Take Home Essay Exam: due in Blackboard on or before Wednesday, April 6, 2022, at 11:59 p.m. CT.**