**PADM 7335 --- Urban Management**

**Spring 2017**

**Professor Michael Craw**

Office: 641 Ross Hall

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Class meeting dates:

Friday, January 20, 6-9 pm & Saturday, January 21, 9 am – 4 pm

Friday, February 10, 6-9 pm & Saturday, February 11, 9 am – 4 pm

Friday, March 3, 6-9 pm & Saturday, March 4, 9 am – 4 pm

Friday, March 24, 6-9 pm & Saturday, March 25, 9 am – 4 pm

Friday, April 14, 6-9 pm & Saturday, April 15, 9 am – 4 pm

**Course objectives**

Cities represent some of the greatest challenges and opportunities for public administrators. Professional city managers must meet the many demands of a densely-situated and heterogeneous population under the multiple policy constraints imposed by a federal system of governance and a complex network of local governments. In this course, we will explore the major challenges facing professional city administrators, analyze their causes, and master strategies city managers use to address them. Special emphases include horizontal collaboration (i.e. regionalism), neighborhood and community development, and responsive city administration under political constraints. By the end of this course, students will have demonstrated their ability to:

--- Critically evaluate arguments about the causes of urban inequalities

--- Apply analytic tools city managers use to address problems

--- Develop solutions to common urban governance dilemmas.

**Plan for the course**

We will meet these goals through careful consideration of five important elements to the governing and administration of cities in the United States. We open the course by examining the economic context in which local governments operate in the United States. Since local governments generally must raise revenues largely from local businesses and taxpayers, they have many characteristics of businesses as well as of governments. This constrains the activities that local governments undertake. In particular, it steers local policymaking and administration towards economic development and away from welfare-related functions. Paul Peterson’s classic analysis of this phenomenon, *City Limits*, will help focus our analysis.

Next, we turn to evaluating the approaches and methods local governments use to undertake one of their chief activities, economic development. Cities that have lost population in recent decades provide excellent case studies for how this might be done. We examine this through Brent Ryan’s recent book on “smart decline”, *Design after Decline*. We consider how local governments use planning and land use controls to encourage urban development. At the same time, we recognize that such tools can also contribute to racial and income segregation, a problem we turn to when considering metropolitan governance and neighborhood development later in the course.

Third, we consider the governance of a metropolitan region as a whole. American cities are divided into complex networks of governments, often with overlapping boundaries and claims of authority. The relationships local governments form to govern the region as a whole are central to understanding differences across cities in levels and quality of services and taxes and to understanding inequalities across jurisdictions within cities. Ronald Oakerson’s *Governing Local Public Economies* provides a detailed overview of how such governance is accomplished.

Next, we consider how neighborhoods contribute to local economic development and the tools local governments use to target revitalization in particular parts of a city. The theory and practice of community development rests on an understanding of the social and economic relationships found within neighborhoods. For perspective on this, we examine Patrick Sharkey’s recent book, *Stuck in Place.*

Finally, we consider governance from the point of view of a municipal or county government. Local governments must manage a complex array of public services under tight economic constraints while remaining responsive to citizens. We will consider the tools local public officials use to balance such concerns. Goldsmith and Crawford’s recent book, *The Responsive City*, provides insight into new technological developments local governments use to remain responsive and efficient.

**Communications**

I encourage and expect contact from you over the semester. The easiest way to reach me is by e-mail (mccraw@ualr.edu). You may also reach me at my cell number above during reasonable hours (between 9 a.m. and 11 p.m.). Or you may see me during my office hours or by making an appointment to see me. I frequently am at my office beyond my posted office hours, so please feel free to come in at other times when my office door is open.

I frequently use UALR e-mail and the course Blackboard system to conduct course business. If you do not use Blackboard and UALR’s e-mail, please be sure to forward messages from those accounts to the e-mail account that you use. I will also place course assignments, handouts and PowerPoint slides on the course Blackboard site whenever possible (usually within 24 hours after class).

**Course materials**

You are required to have four books for this course:

Goldsmith, Stephen, and Susan Crawford. 2014. *The Responsive City: Engaging Communities through Data-Smart Governance.* Jossey-Bass.

Peterson, Paul E. 1981. *City Limits*. University of Chicago Press.

Ryan, Brent. 2013. *Design after Decline: How American Rebuilds Shrinking Cities.* University of Pennsylvania Press.

Sharkey, Patrick. 2013. *Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Equality*. University of Chicago Press.

All other readings are available on the course Blackboard site. You are expected to have electronic or hard-copy access to all readings during class sessions.

**Weather emergencies**

Class sessions that must be canceled owing to weather or other event closing the university will be rescheduled and made up the following Friday and Saturday. Students will have the option of participating in the make-up session or of completing a final examination essay on the topic of the class session missed.

**Course requirements, expectations and grading**

To pass the course, students must satisfactorily complete all the following requirements:

Course participation 20%

Book reviews (2@25% each) 50%

Literature review 30%

Provided that all work for the course is completed, your grade is determined by the weighted average of your scores on each of these three requirements as follows:

A: 90% and above

B: 80-89%

C: 70-79%

D: 60-69%

F: 60% or below

**Attendance**: Because the course format is weekend intensive, you must attend all class sessions. Missing part or all of one session will lower your course grade by 20 percentage points (two letter grades). You may earn some credit for the missed session by completing an essay-style final examination on the topic of the class session missed. Missing part or all of any two class sessions results in automatic failure for the course.

**Course participation**:  During class sessions, we will engage in activities such as discussion and group work that will call on you to apply new ideas from the reading to policy problems. Thus, it is important for you to come to class prepared to participate by having studied the assigned reading and completed a memo on the reading assignment Your participation grade will reflect the following factors:

*Collegiality*: Showing respect for your peers by being in class on time, staying through the entire class, cell phones off, and respecting the views of others in class discussion.

*Preparation*:  Completing reading before class, coming to class prepared with assignments and reading materials, active participation in discussion and small group work.

*Engagement out of class*: Class sessions are not the only opportunity to discuss course ideas with me. I want to know if you are having trouble with the material and what you like and don’t like about the course. You may reach me by e-mail, see me during office hours, make a lunch appointment with me, or drop by anytime my office door is open (I frequently work at my office beyond my posted office hours).

*Annotated bibliography:* As part of the literature review assignment, you will complete an annotated bibliography. This assignment will not be graded, but satisfactory completion is required as part of course participation.

*Memos*:  Prior to each class session, you are responsible for writing a minimum 500 word (two pages) memo that critically examines and responds to the reading assignment for the upcoming session. The memo is due at 11 p.m. on the Wednesday prior to each class session and should be sent to the course listserv so that others may read them. The memos will generally serve as a starting point for class discussion. Half your course participation grade will be based on the number of memos out of 5 that you complete. Late memos will earn no credit.

***Book reviews:*** You will complete two book reviews from among the five assigned books for this seminar. Your first review, due on **Friday, February 24** at 11:00 p.m., will be on one of the first two books we cover (Peterson or Ryan). The second review, due on **Friday, May 5**at 11:00 p.m., will be on one of the final three books we cover (i.e. Oakerson, Sharkey or Goldsmith & Crawford). Each book review should be at least 1500 words (5 pages double-spaced), and should model a book review written for an academic journal or major newspaper. That is, you must not only summarize the book, but react critically to the book, evaluating the strengths and weaknesses of the arguments and evidence, discussing its larger significance, and/or comparing it to other readings.

**Literature review:** Urban management requires that one be able to analyze, make connections between, and draw conclusions from the work of other professionals. You will demonstrate your skill at this by completing a literature review of at least 4500 words (15 pages double-spaced) that addresses a research question in the field of urban management. Your review must use a minimum of five scholarly sources, but it should not merely summarize these sources. Rather, it must analyze by comparing and contrasting approaches to the topic and drawing conclusions about a thesis or research question posed by the readings. Your review may be either argumentative (such as by arguing for adoption or rejection of a particular urban management theory, approach or method) or it may be analytical (such as by evaluating the causes or consequences of an urban management theory, approach or method). A paragraph explaining your research question or thesis and an annotated bibliography will be due on **Friday, March 17.** The completed literature review will be due on **Friday, April 14** at the in-class mini-conference. You should come prepared that day to explain your research problem and discuss what you found in the literature with your peers.

**Submitting assignments**

Memos should be sent to the course listserv, [padm733501@ualr.edu](mailto:padm733501@ualr.edu). In the interest of fairness, memos must be submitted by 11 p.m. Wednesday prior to the class session to earn credit.

The course Blackboard page includes a folder in which the book review and literature review assignments are stored. You may upload your completed assignments here and/or by email to me. I recommend both uploading your assignment to Blackboard AND emailing it to me ([mccraw@ualr.edu](mailto:mccraw@ualr.edu)) to ensure I receive it. It is your responsibility to assure that I have received your work on time. You are also welcome to submit assignments to me in hard copy. These should be delivered to me at my office or to my mailbox on the 6th floor of Ross Hall. In the interest of fairness, late book reviews and literature reviews will receive a penalty of 10 percentage points (one letter grade) for each day late.

**Academic integrity**

Cheating, plagiarism, duplication of work from other courses, and other violations of academic integrity standards will not be tolerated. Any student turning in work that is in violation of UALR academic integrity standards will automatically receive a grade of zero in the course and the matter will be referred to the MPA program coordinator. An overview of academic integrity standards and UALR’s academic integrity policy are at:

<http://ualr.edu/deanofstudents/index.php/home/academic-integrity/>.

**Accessibility**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [ualr.edu/disability](http://www.ualr.edu/disability).

**Course schedule**

These topics and reading assignments may change throughout the course of the semester, depending on our speed and interests. Changes will be announced in class.

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| **Date** | **Topic and reading assigned** |
| **Friday and Saturday, January 20-21** | **Economic constraints in urban management** Peterson, Paul. *City Limits* Tiebout, Charles. 1956. "A Pure Theory of Local Expenditures" (Blackboard) Wade, Richard C. "The Urban Dimension of Western Life" (Blackboard) |
| **Friday and Saturday, February 10-11** | **Planning and urban development** Ryan, Brent. *Design After Decline: How America Rebuilds Shrinking Cities* Levy, "The Tools of Land Use Planning" (Blackboard) Florida, "Building the Creative Community" (Blackboard) Danielson, "Zoning for Fewer People" (Blackboard)  ***Guest speaker:*** Tony Bozynski, director, City of Little Rock Planning Department |
| **Friday, February 24** | **Book review # 1 due at 11 pm** |
| **Friday and Saturday, March 3-4** | **Metropolitan governance** Oakerson, Ronald. *Governing Local Public Economies* (Blackboard) Miller, "The Political Origins of the Lakewood Plan" (Blackboard) Perrenod, "A Tale of Two Districts"(Blackboard) Prager, "Contract City Redux: Weston, Florida, as the Ultimate New Public Management Model City" (Blackboard)  ***Guest speaker***: Jonathan Lupton, Metroplan |
| **Friday, March 17** | **Annotated bibliography due at 11 pm** |
| **Friday and Saturday, March 24-25** | **Neighborhoods and community development** Sharkey, Patrick. *Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Equailty* Jacobs, Jane. "The Uses of City Sidewalks" (Blackboard) DeFilippis, "Community Control and Development: The Long View" (Blackboard) Mayer and Keyes, "City Government's Role in the Community Development System" (Blackboard)  ***Guest speakers***:  Victor Turner, Interim Director, Little Rock Department of Housing and Neighborhood Programs Joe Busby, president, University District Neighborhood Association |
| **Friday and Saturday, April 14-15** | **City administration** Goldsmith and Crawford, 2014, *The Responsive City* Coase, 1937. "The Nature of the Firm" (Blackboard) Frederickson, Johnson and Wood. 2004. "The Changing Structure of American Cities: A Study of the Diffusion of Innovation." (Blackboard)  ***Guest speaker:*** Bryan Day, executive director, Little Rock Port Authority  **Literature review due at beginning of in-class mini-conference** |
| **Friday, May 5** | **Book review #2 due at 11 pm** |