

Urban Politics PUBL 6321 -- Hybrid
Section 159296, 5:30 – 8:30 PM
University of Houston Master of Public Administration Program
Summer 2019 – Session 3, PGH 310
F2F Classes: June 3, 6, 13, & 20 and July 2, 11, 18, & 22
On-line Classes: June 10, 17, 24 & 27 and July 8 & 15.

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Introduction

Urban politics, as used in this course, is more about governance¹ than pure politics. It is concerned with the art and craft of governing in a metropolitan area, and will help you answer such questions as:

- How is public policy adopted and implemented in a metropolitan area consisting of multiple governments, interest groups, private organizations, and non-government organizations (NGOs) with complex public problems that span governmental jurisdictional boundaries?
- How does a local government cope with public problems in overlapping metropolitan government environment with the complexities of urbanization?
- How does a public administrator function in such an environment?

Learning Outcomes

1. Have a greater understanding of urban politics and governance.
2. Be able to think more strategically about your organization’s role in the metropolitan or polycentric context.
3. Be able to identify various solutions to the “Big Challenge.”
4. Be better prepared for a public administration career in complex and diverse public sector environments.

Requirements for the Course (both in-class and on-line)

1. Read the assignments and prepare for each class.
2. If you miss more than three classes without a good valid reason, you are dropped from the course. Notify me in advance if you cannot be present for a class.
3. Regularly participate in the discussions based upon the readings and your experiences.
4. Turn in graduate-level quality work
 - a. Use Blackboard’s Turnitin to submit papers. Late papers will be dropped one letter grade per day.
Mini-papers (due TBD)
Final paper (due July 22)

¹ Governance is the process of implementing the policies promulgated by the structure of government and involves more actors than just the government itself. It is horizontal, pluricentric, and multilateral while government is vertical, monocentric, and unilateral steering [Hendricks 555 –Bevir 2010 or Pierre 2000].

5. On-line Classes and Exercises – There are six (6) on-line classes – June 10, 17, 24 & 27 and July 8 & 15. Course materials will be reviewed through the Blackboard (BB) Discussion Board. The discussion board is open from Friday noon – Tuesday 8 AM. You can work on the assignment online during these times. The discussion process² is as follows:
 - i. Read the assigned material and watch the assigned video. Otherwise, it is extremely difficult to post and respond in a well-thought out and informed manner.
 - ii. Make your initial post about the assigned material before Sunday noon. In the post, you should ask a thoughtful question about the readings; or make a claim contrary to the author's/speaker's position based upon your experience or other readings. Each initial post should be on a new topic in the assignment. One initial post per student is required. No initial posts after Sunday noon.
 - iii. Respond to another student's initial post at any time prior to Monday, 8:30 PM. In the response, you may answer the student's question; counter his/her claim; play devil's advocate; etc. Three responses/student to other students' posts are required.
 - iv. Respond to another student's 1st level response to any initial post at any time prior to Tuesday 8 AM. In your 2nd level responses, you may improve upon or clarify another student's response; challenge another student's response; play devil's advocate; etc. Three second-round responses per student are required.
 - v. If there are more than 3 responses to any initial post, do not post on that topic again unless other posts have three responses.
 - vi. Grades as based upon the number and quality of posts and responses you bring to the discussion board.
6. Writing – See BB Toolbox for two helpful readings on professional writing.
7. Presentations – make one presentation to the class on July 22.

² Purpose of the Discussion Board process:

- Generate discussions among the students.
- Entice students to jump into the discussion board and not wait until last minute. (Practice good time management.)
- Discourage piggybacking/free-riding.
- Have at least seven topics discussed. (The number of topics will equal the number of students.)
- Generate critical thinking for the initial post(s) and via the responses.

Grading

Table 1 - Class Elements and % of Total Grade		Points
1. Participation (50%)	Attendance & participation in eight f2f classes @ 3 ea.	24
	On-line participation in 6 classes @ 5 ea.	30
2. Papers (50%)	2 Mini-papers @ 8 ea. (1-2 pages)	16
	Final paper (6 pages)	20
3. Presentation (last class)		10
Total Score		100

Table 2 - Grading Elements -- Papers
1. Purpose <ul style="list-style-type: none"> Link the content of the course, both theory and practice, with on-going practice and/or <i>your</i> own experiences to demonstrate your understanding of the course's applicability. Demonstrate understanding of course material by referencing it with either citations or footnotes.
2. Evidence-based Reasoning Use concepts, models, methods, etc. from the class
3. Organization Flow of ideas and analysis to facilitate reading and understanding
4. Mechanics and style Use proper grammar with clarity, precision, and brevity

Table 3 - Grading Elements -- On-line										
1. Grammar and Writing Style: See the grading elements for papers.										
2. Quality of Answers – <ul style="list-style-type: none"> Demonstrate substantive knowledge of the material. Link the material to real world situations if possible. 										
3. Follows instructions – <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>Discussion Board Activity Per Student – Minimal #'s</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>Initial Post – new topic</td> <td>1</td> </tr> <tr> <td>1st level responsory post to other students' initial posts</td> <td>3</td> </tr> <tr> <td>2nd level responsory post to other students' responses</td> <td>3</td> </tr> <tr> <td>Total Posts (minimal)</td> <td>7</td> </tr> </tbody> </table>	Discussion Board Activity Per Student – Minimal #'s	#	Initial Post – new topic	1	1 st level responsory post to other students' initial posts	3	2 nd level responsory post to other students' responses	3	Total Posts (minimal)	7
Discussion Board Activity Per Student – Minimal #'s	#									
Initial Post – new topic	1									
1 st level responsory post to other students' initial posts	3									
2 nd level responsory post to other students' responses	3									
Total Posts (minimal)	7									

Table IV - Grading Elements –Presentation	
1. Substance <ul style="list-style-type: none"> ○ Use of class material; use of making an argument; added value to the course; etc. ○ Application of the coursework to your own experiences in the workplace or in other settings such as another governmental/non-profit entity. 	5
2. Presentation <ul style="list-style-type: none"> ○ Body language – professional and compatible with content ○ Eye contact with the audience – don’t read your presentation ○ Voice – projects well with appropriate inflections ○ Pace/speed of presentation – clear and natural ○ Language – no use of fillers; good grammar ○ Timing of presentation to stay within allotted time. ○ Power Point – follows good protocol [font size, limited narrative, etc.]; good flow; consistency Addressed the topic and informed the audience	5
Maximum Points Possible	10

Statement on Academic Dishonesty

Presenting the words or works of others as your own is plagiarism, is dishonest, and is a violation of the University Policy on Academic Honesty. If you are not certain of what is permissible, you should contact the professor prior to submitting the assignment and/or check the UH webpage (www.uh.edu/provost/policies/uhhonesty_policy.html 1). A student found in violation of academic dishonesty may be subject to a failing grade, suspension, or dismissal from the university.

Required Textbooks

Hamilton, David K. 2014. 2nd Ed. *Governing Metropolitan Areas – Growth and Change in a Networked Age*. Routledge: NY.

Assignments

See pages 5-8.

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<p>Week 1</p> <p>The context</p> <p>The issues</p>	<p>Class 1. June 3: Overview of Course and Introduction to Metro Area F2F</p> <p><u>Hamilton 2014. <i>Governing Metropolitan Areas – Growth and Change in a Networked Age</i>. C. 1 Growth in Urban America</u></p> <ul style="list-style-type: none"> • From urban to metro 10-12 • Characteristics of typical metro area 12-15 • Figure 1.3 – the process of change in governing systems • Table 1.9 – Influences on Regional Outcomes • Table 1.10 – Government Responses to Metro Growth & Change 	<p>Class 2. June 6: More introduction F2F</p> <p><u>Hamilton 2014. C. 2 – Public Policy Issues and Regional Governance, 40 – 80.</u></p> <ul style="list-style-type: none"> ○ Sprawl ○ Transportation ○ Competition for eco. development ○ Environmental concerns ○ Inequality ○ Reversing eco. plight of central cities ○ Poverty ○ Violent crime ○ Pros and Cons of sprawl (43-49) ○ Two perspectives on central cities' decline (72)
<p>Week 2</p> <p>Decentralization or Centralization</p>	<p>Class 3. June 10 ONLINE</p> <p>Video – Tony Allender AICP, Urban Planner and Economic Development Specialist, Hawes Hill Calderon LLP</p> <p>https://www.casa.uh.edu/www/tptran24/PUBL6321/2017_SU_PUB_L6321_UrbanPolitics_Thurmond_07062017.P2G/Default.html</p> <p><u>Hamilton 2014. C. 6 – Providing Services in the Decentralized Metropolis 187 – 224</u></p> <ul style="list-style-type: none"> • Special districts • Public Choice approach for justifying decentralized govt. (204) • Neighborhood govt. movements (212) 	<p>Class 4. June 13 F2F</p> <p><u>Hamilton 2014. C. 4 Government Centralization Responses 114 - 156</u></p> <ul style="list-style-type: none"> • Traditional reform structural approach to regional government • Table 4.2 Services to be provided on the regional level • Five general principles for determining at what level to deliver public services 125 <p>Criticisms of regional government 128</p>

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<p>Week 3</p> <p>The County</p> <p>Federal and state policies matter – for better or worse</p>	<p>Class 5. June 17: ONLINE</p> <p>Video – Former Harris County Judge Ed Emmett https://www.casa.uh.edu/www/tptran24/PUBL6321/2017_SU_PUBL6321_UrbanPolitics_Thurmond_07172017.P2G/Default.html</p> <p><u>Hamilton 2014. C. 8 – The County and Regional Governance, 262 – 288.</u></p> <ul style="list-style-type: none"> • Understand why the county is considered as a reasonable alternative to metro government or to city-county consolidation. What do you think? • Why might appointed commissions work better than elected commissioners? (271) 	<p>Class 6. June 20: F2F</p> <p><u>Hamilton 2014. C. 5 – Impact of Federal and State Government Policy on Regionalism, 157 – 186.</u></p> <ul style="list-style-type: none"> • Note the federal and state policies supporting fragmentation (157) and the policies encouraging regionalism (167). • Note on page 179 about the lack of cooperation between central cities and suburbs especially big city mayors.
<p>Week 4</p> <p>Is City of Houston centralized or decentralized?</p> <p>What would Bob Eury reply?</p> <p>Role of cooperation in providing services</p> <p>Interlocal agreements</p>	<p>Class 7. June 24 ONLINE</p> <p>Video: Don Perkins, Chief of Staff, District K council office https://www.casa.uh.edu/www/tptran24/PUBL6321/2017_SU_PUBL6321_UrbanPolitics_Thurmond_06122017.P2G/Default.html</p> <p>Judd, Dennis R. and Todd Swanstrom. 2008. The Powerful Role of Special Authorities. In <i>City Politics The Political Economy of Urban America</i>, 322-326. NY: Pearson Education, Inc.</p> <ul style="list-style-type: none"> ○ Are special authorities good or bad? 	<p>Class 8. June 28: ONLINE</p> <p>Video: Bob Eury, President, Central Houston, Inc. https://www.casa.uh.edu/www/tptran24/PUBL6321/2018_SU_Thurmond_PUBL%206321_Urban%20Politics_1.mp4</p> <p><u>Hamilton 2014. C. 7– Providing Services in the Decentralized Metropolis through Intergovernmental Cooperation and Contracting, 225 - 261.</u></p> <ul style="list-style-type: none"> • Understand cooperation as a concept. (Collaboration is discussed in C. 10, 318.) • Early theories focused on importance of the central city mayor. What happened? (228) • Three types of voluntary formal cooperation. (229) Interlocal service agmt.; Joint power agmt.; & contracting out. • Privatization 230 • Advantages & Disadvantages • Lakewood Plan in California (274) resulted in over 1,600 ILA’s (interlocal agreements) between Los Angeles County and many cities. • COGs – e.g., HGAC in the Houston area (See class 10).

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<p>Week 5</p> <p>A different perspective on addressing big city problems.</p>	<p>Class 9. TUESDAY, July 2: F2F</p> <ul style="list-style-type: none"> Review of Classes 7 and 8. <p><u>Imbroscio, David. 2010. <i>Urban America Reconsidered</i>. Ithaca: Cornell University Press -- a contrary view to many of the readings covered in this course.</u></p> <ul style="list-style-type: none"> Preface and Introduction, 1 – 13 Chapter 3, Reassessing the Shaming of the Inside Game, 53-71 Chapter 4, Rethinking the Dispersal Consensus, 72-91 	<p>July 4th Independence Day No Class. (The day General George Washington’s Union Army defeated General Santa Ana’s British Army at Waterloo.)*</p> <p>* Just checking on your knowledge of American history.</p>
<p>Week 6</p> <p>Planning at the regional level</p> <p>Regionalism – is it centralization or decentralization?</p> <p>New Regionalism</p> <p>Collaboration</p>	<p>Class 10. July 8 ONLINE Speaker: Jeff Taebel, Director Community & Environmental Planning, HGAC</p> <p>https://www.casa.uh.edu/www/tptran24/PUBL6321/2018_S_U_Thurmond_PUBL%206321_Urban%20Politics_3.mp4</p> <p><u>Hamilton 2014. C. 9 – Unique Approaches to -- Regional Governance, 289 – 305.</u></p> <ul style="list-style-type: none"> Start with limited powers; if successful, they can evolve to address more needs. Difficult to create. More desirable than traditional city-county consolidation. Portland, Oregon is frequently used as the prototype for regional entities. (291) What do you think? <p>– Fiscal Regionalism, 305 - 315.</p> <ul style="list-style-type: none"> Tax sharing Regional asset districts <p>Why are these types of regional governance more likely to be implemented if they are approved by state legislative actions rather than by voter approval?</p>	<p>Class 11. July 11 F2F</p> <p><u>Hamilton 2014. C. 10 – Collaborative Regional Governance, 318 – 356</u></p> <ul style="list-style-type: none"> Why is collaboration “beyond” cooperative governance in Chapter 7? “New regionalism”. (320-325) “Vibrant civic sector”. (332) Civic infrastructure Collaboration (325-338) Attributes of collaborative leadership 327 Problems with collaboration 329 Elements for successful collaboration 331 Why is collaboration a long process? <p><u>Thurmond:</u></p> <ul style="list-style-type: none"> Failing into Cross-Sector Collaboration Successfully (Bryan and Crosby 2008) <ul style="list-style-type: none"> Figure 4.1, 56 – continuum of organizational sharing

<p>Week 7</p> <p>Why do local govts. focus on economic development? Why not emphasize the needs of the homeless, poor, etc.?</p> <p>Future of regional governance</p> <p>Examples of successes and tools to use</p>	<p>Class 12. July 15: ONLINE Speaker: Maria Irshad, CAPP, MPA, Assistant Director ParkHouston, City of Houston. https://www.casa.uh.edu/www/tptran24/PUBL6321/2018_SU_Thurmond_PU_BL%206321_Urban%20Politics_4.mp4</p> <p><u>Economic Development</u></p> <ul style="list-style-type: none"> • Peterson, Paul E. 2008. City Limits. Interests of Limited City. In American Urban Politics in a Global Age, edited by Kantor and Judd, 7-18. NYC: Pearson Longman. • Kantor and Savitch. 1993. Can Politicians Bargain with Business? In American Urban Politics in a Global Age, edited by Kantor and Judd, 75-88. NYC: Pearson Longman. • Strom, Elizabeth. 2008. Rethinking the Politics of Downtown Development. In American Urban Politics in a Global Age, edited by Kantor and Judd, 32-46. NYC: Pearson Longman. 	<p>Class 13: July 18 F2F <u>Hamilton 2014. C. 12 – Future Directions for Regional Governance in a Global Society, 383 – 399</u></p> <p><u>Pavel, M. Paloma Ed. <i>Breakthrough Communities Sustainability and Justice in the Next American Metropolis</i>, Cambridge, MA: MIT Press.</u></p> <ol style="list-style-type: none"> 1. Sustainability must include social equity and by extensions racial justice. 2. Social equity must be integral to the concept of environmentalists’ sustainability. 3. Address the three E’s = economic progress, environmentally sound, and socially equitable. <ul style="list-style-type: none"> • Introduction, pages ixxx – xli and 3 – 5 • Lerner, Steve. 2009. C. 15 - Opportunity-based Housing in Atlanta, 167-173. • Dorsey, Hattie. 2009. C. 16 - A Regional Approach to Affordable Housing, 175-182. • LeRoy, Greg. 2009. C. 19 - Community Benefits Agreements: A Strategy for Renewing Our Cities, 204 - 212. • Blackwell, Angela Glover and L. Benjamin Stanett. 2009. C. 26 - Building Capacity of the Regional Equity Movement, 309-315.
<p>Week 8</p> <p>We are almost out of here!</p>	<p>Class 14: July 22 F2F</p> <ul style="list-style-type: none"> • Presentations • Wrap-up 	