

DARTMOUTH COLLEGE
Nelson A. Rockefeller Center

Public Policy 48
Policy Analysis and Local Governance

Professor Andrew Samwick
Winter 2010

Course Description:

Public Policy 48 analyzes the public policy challenges faced by local communities. Particular emphasis is placed on the problems of urban areas, including education, crime, poverty, economic development, housing, and transportation. Throughout the course, students will use their hometowns (or another area of their choosing) as a case study of how specific communities have attempted to address these challenges. The course examines the roles of various actors – citizens, non-profits, and government agencies at all levels – in effecting positive change in local public policy outcomes.

Prerequisite: Public Policy 5

Course Objective:

The diversity in student backgrounds is an important element of the learning that will take place in this course. All of the assignments involve writing about your hometown in various ways or contributing data from your hometown to class projects. As assignments are shared around the seminar table, you will learn not only about the cities that form the bases of the case studies in the reading and your own hometown but the detailed experiences of the hometowns of your classmates. My goal for the course is that by the end of it, you will be educated and inspired to address the problems facing your hometown.

Course Grading:

This course operates as a seminar. There are no exams. Your grade in the course is determined by your participation in classroom discussions and your performance on writing, research, and speaking assignments. The breakdown of the course grade is:

Class Participation:	30%
Homework Assignments:	30%
Grant Application:	20%
Campaign Platform:	20%

Class participation consists of your contributions to the discussion and analysis of local public policy issues during the class period. To do well in this aspect of the course, you must come to class having done the assigned reading and homework assignments and

having thought about how the material in the reading and assignments relates to the larger objectives of the course.

You should expect a brief homework assignment in almost every class period. Most homework assignments will fall into either of the following two groups. Some homework assignments will be to gather the data discussed in the assigned reading for your hometown. Other assignments will be to assess how the themes from the class discussion relate to your hometown. Homework assignments are designed to be short and graded based primarily on timely completion.

There are two more substantial writing projects in the course. Both will be explained in detail as the course progresses. The first project is a grant application to a foundation, public agency, or non-profit organization in your hometown that is working to address a problem that you find compelling. The grant application is for a project that you might do in an off-term from Dartmouth or after you graduate. In this project, you will diagnose the problem, identify the local actors and institutions that may be part of the solution, devise a solution by using what you have learned in the class, and explain how you would implement that solution if you received funding. This project tests your depth of knowledge on one issue.

The second project is a campaign platform for an elected office that would represent your hometown in a jurisdiction smaller than the whole state (i.e., no governors, senators, or presidents). The platform is something that would be the basis of an “issues” section of a campaign website. In this project, you will identify the local office where you can be most effective, build a case against the incumbent office holder’s handling of key challenges facing your hometown, and build a case for your (better) approach to addressing those challenges. This project tests your knowledge of all of the issues we have discussed in class.

Rough drafts of both projects are due no later than **Friday, February 26 at 5:00 p.m.** However, I strongly advise you to submit rough drafts as early as possible – I will read as many rough drafts as you turn in. You must pick one of these projects to present orally during the last week of the course. All students choosing to present one type of project will present on **Thursday, March 4**. All students choosing to present the other type of project will present on **Tuesday, March 9**. The oral presentation will be included in the grade for the chosen project. Final drafts of both projects are due no later than **Friday, March 12 at 5:00 p.m.**

Course Readings:

There are three assigned texts. All are available at Wheelock Books and at Amazon.com, as linked below.

Fischel, William A. (2005). *The Homevoter Hypothesis: How Home Values Influence Local Government Taxation, School Finance, and Land-Use Policies*. Cambridge: Harvard University Press. [<http://tiny.cc/Fischel>]

Inman, Robert P. (2009). *Making Cities Work: Prospects and Policies for Urban America*. Princeton: Princeton University Press. [<http://tiny.cc/Inman>]

Stone, Clarence N., Jeffrey R. Henig, Bryan D. Jones, and Carol Pierannunzi (2001). *Building Civic Capacity: The Politics of Reforming Urban Schools*. Lawrence, KS: University Press of Kansas. [<http://tiny.cc/CStone>]

You are also expected to read the online version of at least one daily paper that covers your hometown as we investigate public policy issues facing local communities.

All other readings are listed below in the Course Outline, along with links to where they may be downloaded from any Dartmouth computer. Additional course materials will be posted to the course blackboard site [<http://www.dartmouth.edu/~blackboard>].

Additional Information:

Class Meetings: Rockefeller 209, TTh 10:00 a.m. – 11:50 a.m., X-periods W 3:00 – 3:50 p.m. The X-periods are not scheduled in advance for this course. In most weeks, they will be available for additional office hours, but you should check with me before taking on an obligation that would conflict with any X-period should it be needed.

Office Hours: My regular office hours are Monday afternoons from 1:30 – 3:00 p.m. in Rockefeller 112. You may also schedule appointments for other times via e-mail.

Honor Principle: Students are expected to follow the College's guidelines for the proper attribution of sources in the conduct of their own research. While offering assistance to fellow classmates is encouraged, all written, oral, and computer assignments are expected to reflect each student's own individual work.

Equal Access: Students with learning, physical, or psychiatric disabilities who may need disability-related classroom accommodations are encouraged to make an appointment as soon as possible. The Academic Skills Center will be asked to verify that the student is approved for these services. All discussions will remain confidential, although the Student Disabilities Coordinator may be consulted to discuss appropriate implementation.

Course Outline:

Assigned readings are to be completed **before** the class period during which they will be discussed.

Tuesday, January 5

Course preliminaries: Rationale and Learning Objectives for PBPL 48

Thursday, January 7

Inman, Ch. 1, "Introduction: City Prospects, City Policies"
Inman, Ch. 2, "Growth: The Death and Life of Cities"

Sinai, Todd and Joel Waldfogel (2004). "Geography and the Internet: is the Internet a substitute or a complement for cities?" *Journal of Urban Economics* 56, 1 – 24. [<http://dx.doi.org/10.1016/j.jue.2004.04.001>]

Tuesday, January 12

Fischel, Ch. 1, "An Asset Market Approach to Local Government"
Fischel, Ch. 2, "Local Government's Corporate Form"
Fischel, Ch. 3, "Capitalization, Zoning, and the Tiebout Hypothesis"
Fischel, Ch. 4, "The Median Voter in Local Government Politics"

Thursday, January 14

In-class Tax Capitalization project using local real estate listings collected from <http://www.nneren.com>

Dehring, Carolyn A., Craig A. Depken II, and Michael R. Ward (2008). "A direct test of the homevoter hypothesis," *Journal of Urban Economics* 64, 155 – 170. [<http://dx.doi.org/10.1016/j.jue.2007.11.001>]

Tuesday, January 19

Inman, Ch. 7, "Race: The Perplexing Persistence of Race"

Boustan, Leah Platt (2009). "Was Postwar Suburbanization 'White flight'? Evidence from the Black Migration," National Bureau of Economic Research, Working Paper No. 13543, April. [<http://papers.nber.org/papers/w13543.pdf>]

Thursday, January 21

Kolko, Jed and David Neumark (2009). "Do California's Enterprise Zones Create Jobs?" Public Policy Institute of California, June.

[<http://www.ppic.org/main/publication.asp?i=742>]

"Learning from Concentrated Poverty in America: A Synthesis of Themes from the Case Studies," in *The Enduring Challenge of Concentrated Poverty in America: Case Studies from Communities Across the U.S.* Washington: The Federal Reserve System and the Brookings Institution, 2008, 169 – 194.

[<http://www.frbsf.org/cpreport>]

Caitlin Cunningham '09 and Emily Jones '08, "Poverty Reduction Strategies for New Orleans, Louisiana," PRS Policy Brief 0708-14, July 21, 2008

[http://rockefeller.dartmouth.edu/library/New_Orleans_Poverty.pdf]

Monday, January 25

Stephanie McHenry Public Lecture, "Banking to Change the World: Creating Jobs and Empowering Communities," Rockefeller 3, 4:30 – 6:00 p.m.

Tuesday, January 26

Class Visit

Stephanie McHenry '84, President, ShoreBank, Cleveland Region, Ohio

[<http://www.sbk.com>]

"Cleveland, Ohio: the Central neighborhood," in *The Enduring Challenge of Concentrated Poverty in America: Case Studies from Communities Across the U.S.* Washington: The Federal Reserve System and the Brookings Institution, 2008, 35 – 45.

[<http://www.frbsf.org/cpreport>]

Thursday, January 28

Class Visit

Joshua Young, Legislative Liaison & Deputy Director, Community Coordination; Action for Boston Community Development, Inc. (ABCD)

[<http://www.bostonabcd.org>]

Inman, Ch. 8, "Poverty: Poverty among Inner-City Children"

Monday, February 1

Special Session of the Rockefeller Center's Management and Leadership Development Program, Rockefeller 1, 5:45 – 8:00 p.m. [Philanthropy session with Sally Eshleman and Amy Stockman, Dartmouth College Development Office]

Tuesday, February 2

Inman, Ch. 5, "Housing: Urban Housing Markets"
Inman, Ch. 3, "Transportation: Urban Transportation Policy"

Leape, Jonathan (2006). "The London Congestion Charge," *Journal of Economic Perspectives* 20(4), 157 – 176. [<http://www.jstor.org/stable/30033688>]

Thursday, February 4

Inman, Ch. 4, "Space: The Design of the Urban Environment"
Fischel, Ch. 9, "How Homevoters Remade Metropolitan Areas"
Fischel, Ch. 10, "Sprawl, Metropolitanism, and Local Control"

Glaeser, Edward L. and Matthew E. Kahn (2003). "Sprawl and Urban Growth," National Bureau of Economic Research, Working Paper No. 9733, May. [<http://www.nber.org/papers/w9733>]

Nechyba, Thomas J. and Randall P. Walsh (2004). "Urban Sprawl," *Journal of Economic Perspectives* 18(4), 177 – 200. [<http://www.jstor.org/stable/3216798>]

Tuesday, February 9

Class Visit

Karen Liot Hill, Former Mayor, Lebanon, New Hampshire [tentative]

Schrager, Richard C. (2006). "Can Strong Mayors Empower Weak Cities? On the Power of Local Executives in a Federal System," *Yale Law Journal* 115, 2542 – 2578. [Posted to Blackboard, also available at <http://www.yalelawjournal.org/pdf/115-9/Schrager.pdf>]

Levin, Jonathan and Steven Tadelis (2007). "Contracting for Government Services: Theory and Evidence from U.S. Cities," National Bureau of Economic Research, Working Paper No. 13350, August. [<http://www.nber.org/papers/w13350>]

Inman, Ch. 11, "Finances: Financing City Services"

Thursday, February 11

Inman, Ch. 10, "Crime: Crime in the City"

Boustan, Leah Platt (2008). "Escape from the City? The Role of Race, Income, and Local Public Goods in Post-War Suburbanization," National Bureau of Economic Research, Working Paper No. 13311, April.
[<http://www.nber.org/papers/w13311>]

Tuesday, February 16

Fischel, Ch. 5, "*Serrano* and the California Tax Revolt"
Fischel, Ch. 6, "The Fruits of School-Finance Centralization"

Jacob, Brian and Jens Ludwig (2008). "Improving Educational Outcomes for Poor Children," National Bureau of Economic Research, Working Paper No. 14550, December. [<http://www.nber.org/papers/w14550>]

Thursday, February 18

Stone, Introduction
Stone, Ch. 1, "The Scope of the Problem"
Stone, Ch. 2, "The Challenge of Change in Complex Policy Subsystems"
Stone, Ch. 3, "The Urban Context: A First Look at the Case Cities"
Stone, Ch. 4, "Civic Mobilization in Eleven cities"

Tuesday, February 23

Stone, Ch. 5, "Conducting Policy in an Ill-Structured Problem Space"
Stone, Ch. 6, "Civic Mobilization and Policy Effort"
Stone, Ch. 7, "Implications and Recommendations"

Thursday, February 25

Class Visit

Brian Langdon, Director, Replication Project, Workshop in Business Opportunities (WIBO), Alliance for Children and Families.
[<http://www.alliance1.org>]

Steven Cheng '10 and Alicia Modeen '10, "Participant Outcomes of the Workshop in Business Opportunities (WIBO) Program," PRS Policy Brief 0809-11, June 23, 2009.
[<http://rockefeller.dartmouth.edu/shop/PRS%20Policy%20Brief%200809-11.pdf>]

Tuesday, March 2

Fischel, Ch. 7, “The Race to the Top in Environmental Protection”
Fischel, Ch. 8, “‘Beggar Thy Neighbor’ and Landfill Location”

Glaeser, Edward L. and Matthew E. Kahn (2008). “The Greenness of Cities: Carbon Dioxide Emissions and Urban Development,” National Bureau of Economic Research, Working Paper No. 14238, August.
[\[http://www.nber.org/papers/w14238\]](http://www.nber.org/papers/w14238)

Engel, Kirsten H. (2006). “State and Local Climate Change Initiatives: What Is Motivating State and Local Governments to Address a Global Problem and What Does this Say about Federalism and Environmental Law?” Arizona Legal Studies Discussion Paper No. 06-36, September. [\[http://ssrn.com/abstract=933712\]](http://ssrn.com/abstract=933712)

Thursday, March 4

Reserved for Project Presentations

Tuesday, March 9

Reserved for project Presentations