

DARTMOUTH COLLEGE  
Nelson A. Rockefeller Center

Public Policy 48  
Policy Analysis and Local Governance

Professor Andrew Samwick  
Winter 2011

**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.

New this year, Public Policy 48 will also serve as a gateway to the Rockefeller Center's Policy Research Shop (<http://rockefeller.dartmouth.edu/shop>), which enables students to conduct research on behalf of state and local government entities in New Hampshire and Vermont and present their findings to interested policy stakeholders.

*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. Many 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 communities 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 local communities in the future, wherever they happen to be.

**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>]

Phillips, E. Barbara (2010). *City Lights: Urban-Suburban Life in the Global Society*. Oxford: Oxford University Press. [<http://tiny.cc/EBPhillips>]

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>].

### **Course Grading:**

This course is a methods course that 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. For students who complete all of the assignments, the final course grade will be determined based on those assignments as follows:

Class Participation:	25%
Homework Assignments:	25%
Campaign Platform for Local Office:	25%
New Hampshire/Vermont Local Public Policy Brief:	25%

In the unlikely and unfortunate event that a student does not complete all assignments, I will use my discretion to award a grade that may be substantially lower than what the formula above indicates.

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

There are three types of research and writing projects in the course. Each will be explained in detail as the course progresses.

#### 1) Homework Assignments

There will be about five assignments that focus on various public policy challenges that are common to all local communities. These assignments are designed to teach you the methods of analyzing and comparing localities along a number of demographic and socioeconomic dimensions. Many of them will help inform the work you do on the next project.

## 2) Campaign Platform for Local Office

This 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; members of the House of Representatives only in very dense urban areas). The platform is something that would be the basis of an “issues” section of a campaign website, which is how the project will be presented. 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.

### Due Dates for this project:

Thursday, February 17, 5:00 p.m. – Latest time to submit rough drafts of the project.

Tuesday, February 22 – Oral presentations of projects during class period.

Friday, February 25, 5:00 p.m. – Latest time to submit final drafts of the project.

## 3) New Hampshire/Vermont Local Public Policy Brief

This project is a team assignment in which you and 2-3 classmates will investigate an issue of concern to policy makers in the local New Hampshire and Vermont area and write and present a policy brief that evaluates competing policies to address the issue. This project is designed to teach you the research methods necessary to write and present a coherent analysis of a public policy challenge whose solution is not immediately apparent. This project will also give you a first look at the work done year-round in the Policy Research Shop.

### Due Dates for this project:

Thursday, March 3, 5:00 p.m. – Latest time to submit rough drafts of the written report.

Tuesday, March 8 – Oral presentations of projects during class period.

Friday, March 11, 5:00 p.m. – Latest time to submit final drafts of the written report.

### **Additional Information:**

**Class Meetings:** Baker 234, TTh 10:00 a.m. – 11:50 a.m., X-periods W 3:00 – 3:50 p.m. Selected X-periods are scheduled in advance for this course. While I do not anticipate using the others, 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 that are not group-based 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:**

This course outline is provisional and subject to change based on the availability of visitors to class associated with the NH/VT local public policy briefs and on the needs of the class as it progresses. The readings and homework assignments have been front-loaded into the early part of the term to allow flexibility toward the end of the term.

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

### **Tuesday, January 4: Course Introduction, Design, and Objectives**

Assigned Reading:

Newspaper articles on education [sent via e-mail]

### **Wednesday, January 5, X-Period: The Health of Cities**

Assigned Reading:

Inman, Ch. 1, "Introduction: City Prospects, City Policies"

Inman, Ch. 2, "Growth: The Death and Life of Cities"

Optional Reading:

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>]

## **Thursday, January 6: An Introduction to the Homevoter Hypothesis**

### Assigned Reading:

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”

### Optional Reading:

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 11: A First Look at Education and Education Finance**

### Assigned Reading:

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

Inman, Ch. 9, “Education: Educating Urban Children”

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>]

## **Wednesday, January 12, X-Period and Public Lecture**

### Class Visit, X-Period

Bruce Rauner ‘78  
Chairman GTCR,  
Member Chicago Public Education Fund [<http://www.thefundchicago.org>]

Public Lecture, Rockefeller 3, 4:30 – 6:00 p.m.

“Public Private Partnerships in Education Reform”

## Thursday, January 13: Understanding Urban Structure and Community

Assigned Reading:

Phillips, Ch. 5, “Urbanization and the Urban System”  
Phillips, Ch. 7, “Metropolitan Community”

## Sunday, January 16, Public Lecture, Rollins Chapel 3:00 p.m. (To be confirmed) [Optional but Encouraged]

“How Students Changed Nashville and the Nation” – Speaker: [Diane J. Nash](#), who was the student leader of the Nashville civil rights movement, founder of SNCC (Student Non-Violent Coordinating Committee). This presentation will be the kick off community celebration for the Martin Luther King week. (Community Faith Celebration begins at 2:00 p.m.)

## Tuesday, January 18: Poverty

Assigned Reading:

“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>]

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

Phillips, Ch. 18, “Producing, Consuming, Exchanging, Taxing, and Spending”

Optional Reading:

Phillips, Ch. 19, “Blue-Collar, White-Collar, No-Collar, Shirtless”

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](http://rockefeller.dartmouth.edu/library/New_Orleans_Poverty.pdf)]

**Wednesday, January 19, Public Lecture, Rockefeller 3, 4:30 – 6:00 p.m.**

Amini Kujunju  
Executive Director, Workshops in Business Opportunities (WIBO)  
“Education and Entrepreneurship: The Great Equalizer”

**Thursday, January 20: Local Entrepreneurship**

Class Visit

Amini Kujunju, Executive Director, Workshops in Business Opportunities

Assigned Reading:

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>]

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>]

**Tuesday, January 25: Race and Immigration**

Assigned Reading:

Inman, Ch. 6, “Immigration: How Immigrants Affects U.S. Cities”

Inman, Ch. 7, “Race: The Perplexing Persistence of Race”

Phillips, Ch. 9, “Movin’ On”

Phillips, Ch. 10, “Identity Crisis”

Optional Reading:

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>]

**Wednesday, January 26, X-Period: A First Look at Your Campaign Website**

Class Visit

Danielle Thompson '97  
Assistant Director, Rockefeller Center

**Thursday, January 27: Crime**

Assigned Reading:

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

Optional Reading:

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.  
[\[http://www.nber.org/papers/w13311\]](http://www.nber.org/papers/w13311)

**Friday, January 28, Spaulding Auditorium, Hopkins Center, 7:30 – 9:30 p.m.  
[Optional but Encouraged]**

Movie: "Waiting for Superman"

This is a documentary about educator Geoffrey Canada and charter schools. A panel discussion featuring area educators will follow. The film is sponsored by the Dartmouth Film Society in conjunction with the Tucker Foundation.

**Tuesday, February 1: The Basics of Local Governance**

Assigned Reading:

Phillips, Ch. 13, "The Skeleton of Power"

Phillips, Ch. 15, "Getting Things Done"

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



## **Thursday, February 3: Getting Young People Involved in Local Government**

Class Visit

Bethany Rubin Henderson, Founder and Executive Director, City Hall Fellows

Assigned Reading:

“Making Public Service Accessible: Opportunities to Improve the Hiring Process for Our Next Generation of Municipal Employees,” City Hall Fellows, City of Houston, July 22, 2009 [Posted to Blackboard]

Public Lecture, Rockefeller 3, 4:30 – 6:00 p.m.

“ Engaging Millenials in Governing Cities”

## **Monday, February 7, Public Lecture, Spaulding Auditorium, Hopkins Center, 4:00 – 6:00 p.m. [Optional but Encouraged]**

“Speaking Out for Children,” Geoffrey Canada, Founder, Harlem Children’s Zone

This lecture is sponsored by the Dartmouth Centers’ Forum in conjunction with the Tucker Foundation

## **Tuesday, February 8: Housing and Transportation**

Assigned Reading:

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.

[\[http://www.jstor.org/stable/30033688\]](http://www.jstor.org/stable/30033688)

## **Thursday, February 10: Land Use and Development**

Assigned Reading:

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”

Nechyba, Thomas J. and Randall P. Walsh (2004). “Urban Sprawl,” *Journal of Economic Perspectives* 18(4), 177 – 200.

[\[http://www.jstor.org/stable/3216798\]](http://www.jstor.org/stable/3216798)

Optional Reading:

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>]

## **Tuesday, February 15: Environmental Concerns**

Assigned Reading:

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>]

Optional Reading:

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>]

## **Thursday, February 17**

No class meeting – final session to work on rough drafts of campaign platforms

## **Tuesday, February 22**

Oral presentations of campaign platforms

## **Thursday, February 24 and Tuesday, March 1**

Class meeting available for group work and feedback on policy briefs

## **Thursday, March 3**

No class meeting – final session to work on rough drafts of policy briefs

## **Tuesday, March 8**

Oral presentations of NH/VT local public policy briefs