**CJ 620: Seminar in Urban Administration**

Spring 2012

Wednesdays: 7:00 –9:40 pm
PSFA 436

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Office hours: Wednesday 5:30-6:30 pm and Thursday 3:30-4:30 pm
And by appointment

**Course Description**

In this graduate seminar, we will discuss the political, legal, and managerial principles that drive the administration of urban policy in the United States. We will rely on scholarly writing and news coverage of current events to examine in some detail the actors, institutions, and complex relationships that define the subject. As many of these concepts are illuminated by local issues, where possible we will focus on the City and County of San Diego. Together we will examine several topics, including direct democracy; redistricting; race, class, and ethnicity; suburbanization and sprawl; regional governance; policing and public safety; education; economic development and growth; and the ongoing financial crisis.

Upon completion of the course, students will have a sophisticated understanding of:

- The complex legal, political, and organizational environments that shape urban policy
- Various theoretical principles that shape academic and practical inquiries into issues of urban administration
- The dominant role that race, class, and ethnicity play in the politics of urban governance
- Several current issues critical to the administration of policy in urban America and in San Diego

**Course Material**


Additional materials available via Blackboard.
Assignments and Grading

Graded materials for this course will consist of:

1. **Attendance and Class Participation**  
   25% of final grade  
   Class participation is a key component of this course. This class is built around open and informed dialogue – from all students. Though I will not take attendance, you are expected to attend each class session and come prepared to discuss the topic of the day. I will evaluate the quality and quantity of your comments, your leadership in conversation, and your civility in talking with other students and the instructor. See Appendix 1 for grading rubric.

2. **Reading Responses/Discussion Leadership**  
   25% of final grade  
   Beginning in Week 2 (Jan. 25), students will be asked to lead discussion on several of the assigned articles/chapters. In your twenty (or so) minute presentation, your goal here should be to engage your classmates in a critical, thought-provoking examination of the reading. A 1-2 page write-up should be printed for all students and for the instructor (as of Jan 18, the total count is 13). I will grade you on your ability to stimulate conversation and to promote a deep understanding of the literature in addition to key course themes. The presentation schedule will be posted on Blackboard after our first meeting. See Appendix 2 for assignment specifics and Appendix 3 for the grading rubric.

3. **Final Paper**  
   35% of final grade  
   This assignment asks you to write a 15-20 page literature review exploring one of the key thematic issues addressed in our course. The topic is largely up to you. At the end of our meeting on February 22, each of you will be asked to give a 1-2 minute update on your paper topic. The final paper is due on Wednesday, May 16 by 5:00 pm (via email is preferred). See Appendix 4 for the grading rubric.

4. **Final Paper Presentation**  
   15% of final grade  
   I have reserved our two final meetings for student final paper presentations. You should plan on speaking for 10 to 15 minutes and then taking questions for an additional 5 to 10 minutes. The goal of your presentation should be to introduce the rest of us to your paper, discuss pertinent findings, and identify possible research questions. This is a formal presentation, designed to mirror an academic conference presentation. See Appendix 5 for grading rubric.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>Below 60</td>
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</tbody>
</table>


Protocol

Attendance at all classes is expected. If you have a legitimate emergency and will not be able to make it, please email/text/call me before class. This is especially important if an emergency prevents you from leading the class discussion. I will do my best to accommodate any student with a legitimate emergency, but I will not reschedule assignments, etc. for students with non-emergency conflicts (such as work, family gatherings, vacations, etc.).

Classroom decorum: Should you choose to come to class, please plan on listening and participating actively. Please silence your cell phones during class and do your best to avoid texting, reading the newspaper, talking to your neighbors, etc. These kinds of things are distracting and get in the way of a productive learning environment. Please also do your best to arrive on time and avoid walking out of class until we are done for the day.

Professor contact: I will do my best to respond in a timely way to all reasonable emails, but cannot respond to inquiries made right before class, late at night, etc. I will not conduct ‘virtual office hours’ nor discuss class materials in detail over email. Please try to see me during scheduled office hours or make an appointment.

Plagiarism and cheating: Please (please!) do not plagiarize or cheat. If I catch you doing so, you will fail the assignment and I will report the incident to the Center for Student Rights and Responsibilities. By this point in your academic careers, there should be no ambiguity as to what constitutes either cheating or plagiarism. If you have any questions, please refer to SDSU’s definition of plagiarism here (http://www.sa.sdsu.edu/htc/plagiarism.pdf) and see me to discuss in detail.
**Course Schedule**

Unless otherwise noted, assigned articles/chapters are included either in required course books or are posted on the course Blackboard site. I reserve the right to alter the course reading schedule and content to fit evolving circumstances in the class.

1/18  **Syllabus, Introductions, etc.**
   - No assigned reading

1/25  **The State of Metro U.S. and the State of San Diego**
   - Pelissero, Chapter 1 – “The Political Environment of Cities in the Twenty-first Century”
   - JS, Chapter 1 – “The Evolution of City Politics in America: An Introduction”
   - Peterson – “Chapter 2: Interests of the Limited City”
   - Erie, Chapter 1 – “America’s Finest City?”
   - Erie, Chapter 2 – “Never, Never La-La Land”
   - Aguilera and Weisberg – “Last Decade of Growth in County was Slowest Ever”

2/1  **Race and Ethnicity**
   - Pelissero, Chapter 4 – “Urban Racial and Ethnic Politics”
   - Boer et al. – “Is There Environmental Racism? The Demographics of Hazardous Waste in Los Angeles County”
   - Stivers – “‘So Poor, So Black’: Hurricane Katrina, Public Administration, and the Issue of Race”
   - Meier – “Latinos and Representative Bureaucracy”
   - Kyle – “Racial Diversity’s Impact on San Diego Politics”
   - Kogan – “The Politics of San Diego Redistricting”
   - Florido – “What SD’s New Political Lines Would Look Like”

2/8  **Political Institutions**
   - Pelissero, Chapter 6 – “Mayoral Politics”
   - Gerber and Hopkins – “When Mayors Matter”
   - Gustafson – “Should S.D. Keep Strong-Mayor System?”
   - Dillon – “The Mayor’s Last Year”
   - Dillon – “Four Big Questions in the Mayor’s Race”
   - Pelissero, Chapter 7 – “City Councils”
   - Pelissero and Krebs – “City Council Legislative Committees and Policy-making in Large United States Cities”
   - Dillon – “Everyone Likes Tony Young”
   - Gustafson – “Republicans Seek Majority on San Diego Council”
2/15 Political Participation, Social Capital, and Direct Democracy
- Pelissero, Chapter 3 – “Political Participation in Cities”
- Broder – Democracy Derailed, Chapter 5
- Matsusaka – “Direct Democracy Works”
- Putnam – “Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America”
- Thomas and Melkers – “Explaining Citizen-Initiated Contacts with Municipal Bureaucrats”
- Fung – Empowered Participation, Chapter 1
- Taibbi – “How I Stopped Worrying and Learned to Love the OWS Protests”
- Williams – “Calif. Marks 100 Years Since Political Reforms”
- Thomas and Melkers – “Explaining Citizen-Initiated Contacts with Municipal Bureaucrats”

2/22 City Managers and Executive Branch Administration
- Pelissero, Chapter 8 – “City Managers and the Urban Bureaucracy”
- Sparrow – “Chapter 6: San Diego: Switch from Reform to Representative”
- Svara – “The Myth of the Dichotomy”
- Svara – “The Shifting Boundary between Elected Officials and City Managers in Large Council-Manager Cities”
- Kearney, Feldman, and Scavo – “Reinventing Government: City Manager Attitudes and Actions”

2/29 Federalism
- Pelissero, Chapter 2 – “The Intergovernmental Environment”
- Nivola – “Federal Prescriptions and City Problems”
- Posner – “Mandates: The Politics of Coercive Federalism”
- Peterson, Rabe, and Wong – “Chapter 3: The Local Context for Implementing Federal Programs”
- Kincaid and Stenberg – “Big Questions’ about Intergovernmental Relations and Management: Who Will Address Them?”
- Freed – “California’s Medical Marijuana Morass”
- Wood – “Confusion reigns over medical marijuana as states and Feds clash”
- Cadelago – “San Diego approves sweeping medical pot limits”
- Cadelago and Moran – “62% of marijuana outlets shut down”
- Frontline: The Pot Republic (Linked via BB)

3/7 The Suburbs, Urban Sprawl, and Regional Governance
- JS, Chapter 6 – “The City/Suburban Divide”
- JS, Chapter 11 – “Governing the Fragmented Metropolis”
- Feiock – “Rational Choice and Regional Governance”
- Warm – “Local Government Collaboration for a New Decade: Risk, Trust, and Effectiveness”
- Erie, Chapter 7 – “Regional and Binational Infrastructure”
- Legislative Analyst’s Office – “SANDAG: An Assessment of Its Role in the San Diego Region”
3/14  Finance and Budgeting

- JS, Chapter 12 – “The Metropolitan Chase”
- Mullins and Wallin – “Tax Expenditure Limitations: Introduction and Overview”
- Hoene – “Fiscal Structure and the Post-Proposition 13 Fiscal Regime in California’s Cities”
- Posner – “Braving Twin Deficits”
- Malveaux – “Broke cities should awaken nation”
- Erie, Chapter 3 – “Paradise Insolvent”
- Erie, Chapter 4 – “Paradise Impoverished”
- Dillon – “Pension Reform – A Reader’s Guide”
- Dillon – “For San Diego's Broken Roads, Broken Promises Too”

3/21  Service Delivery: Efficiency, Equity, and Other Values

- Pelissero, Chapter 11 – “Urban Services”
- Savas – “On Equity in Providing Public Services”
- Moore, Nolan, and Segal – “Putting Out The Trash: Measuring Municipal Service Efficiency in U.S. Cities”
- Rosenbloom – “Reinventing Administrative Prescriptions: The Case for Democratic-Constitutional Scorecards”
- New York Times – “Is Privatization a Bad Deal for Cities and States?”
- “Mayor Sanders calls for privatizing more city functions”
- Radin – “Chapter 2: The Performance Mindset”
- Schlick – “CompStat and the LAPD”
- Baker and Goldstein – “Police Tactic: Keeping Crime Reports Off the Books”

3/28  NO CLASS (SPR BREAK)

4/4  Law Enforcement and Security

- Weisburd and Eck – “What Can Police Do to Reduce Crime, Disorder, and Fear?”
- Rosenfeld, Fornango, and Baumer – “Did Ceasefire, Compstat, and Exile Reduce Homicide?”
- Kelling, “Broken Windows and Police Discretion”
- Tyler – “Enhancing Police Legitimacy”
- Kennedy – “Chapter 9: Race and the Administration of Criminal Justice in the United States”
- Kyle – “Understanding San Diego’s Crime Drop”
- Kyle – “San Diego Police’s New Identity”
4/11 Education
- Orfield et al. – “Losing Our Future”
- Bassok and Raymond: “Chapter 15 – Performance Trends and the Blueprint for Student Success”
- Chubb and Moe – “Politics, Markets, and the Organization of Schools”
- Zimmer and Buddin – “Chapter 15 – Performance Trends and the Blueprint for Student Success”
- Medina – “Next Question: Can Students Be Paid to Excel?”
- Kowba – “New Cuts Could Push San Diego Schools to Insolvency”
- Winerip – “For San Diego Schools, a Fear That Larger Classes Will Hinder Learning”
- Dillon – “Dumanis Wants Mayor to Have Big Role in Schools”

4/18 Economic Development
- Pelissero, Chapter 10 – “Economic Development Policies”
- JS, Chapter 13 – “Renaissance of the Metropolitan Center”
- Erie, Chapter 5 – “Eyes Wide Shut”
- Erie, Chapter 6 – “Redevelopment, San Diego Style”
- Rosenthal – “Chapter 4: Shared Risk, Shared Return”
- Berg – “Why Do Some Neighborhoods Get Overrun with Chain Stores, While Others Don’t?”
- Zimmerman – “The Folly of Corporate Relocation Incentives”
- Goodman – “Radical Renewal”
- Donohue – “What Redevelopment’s Death Means for San Diego”

4/25 The Financial Collapse and the Future
- Erie – “Chapter 8: Paradise Ungoverned”
- Florida – “How the Crash Will Reshape America”
- Jimenez and Hendrick – “Is Government Consolidation the Answer?”
- Weigel – “Can a technocrat save the Michigan city that democracy failed?”
- Glaeser – “Unleash the Entrepreneurs”

5/2 Presentations 1

5/9 Presentations 2

5/16 Final Papers DUE
Appendix 1: Class Participation Grading Rubric

Class participation is a central component of this course. Much of what we do relies on informed discussion and an active, friendly dialogue. Participation is also a significant piece of your final grade (25%). As such, I hope this makes clear what my expectations are in terms of your role in class.

“A” Level Participation (3 points/week)
- Student demonstrates ability to articulate a deep and thorough understanding of the reading and the concepts. Ability to connect over-arching themes, previous material/topics, etc.
- In terms of quantity, high-level participation equates to several comments per class period. In other words, our seminar should be a conversation with many participants.
- In addition to quality and quantity, leadership is a big part of high-level participation. Students should strive to engage their classmates in conversation, move the discussion into new and relevant areas, and contribute to broadening the classroom learning.

“B” Level Participation (2 points)
- Student appears to have read all of the assigned material, but fails to engage regularly with the rest of the class.
- Student comments offer limited insight and/or fail to connect the issue of the day to broader course themes.
- Student shows limited ability to serve in a leadership role. Comments rarely take the conversation into new areas.

“C” Level Participation (1 or 0 points)
- Little or no participation.
- Student was either unprepared for class or simply failed to engage in classroom discussion.

In general, several things can negatively affect your participation grade, including:
- Rude or disrespectful treatment of colleagues or instructor.
- Web surfing. There is a huge (and easily identifiable) difference between taking notes on your laptop and updating your Facebook status, reading news, etc. The former will not count against you; the latter surely will.
- Texting. Use of phones should be reserved for breaks, lunch, etc.
- Lack of preparation. If called upon, you should be able to discuss the issues.

Grade Transparency, etc.
- Class participation is hard to grade and somewhat subjective. If you would like to discuss your participation with me at any point during the term, please let me know. Please DO NOT wait until the last minute (and especially after the final grades have been submitted) to inquire.
- I also recognize that some people are more comfortable talking in class than others. If you feel like being an active participant is something you might struggle with, please come and see me after class to discuss.
Appendix 2: Class presentation/write-up assignment

Purpose
The primary purposes of the class presentations are to give you an opportunity to conduct a critical review of some of the literature and to facilitate class discussion.

Structure of Presentation/Write-up
Both your oral presentation and your write-up should attempt to accomplish the following:

• **Summarize** the significant points of the article/chapter that you are reviewing.

• **Critique** the reading. What are its principle contributions? What are the problems with the logic, argumentation, or method used? Does the author omit anything important? What questions were unanswered or treated superficially?

• **Implications for policy:** How is the article/case relevant to questions about policy processes or policy substance? Does it have important lessons for policy makers?

• **Implications for management:** What lessons and/or implications does this work hold for public administration practitioners? Do current management practices need to be changed? What specific contributions does it make to our knowledge about the practice of management?

• **What questions should we consider?** How strong are the arguments made by the authors? What, if any, key assumptions underlie the author(s)’ position? What conditions or circumstances not examined in the piece should be considered before accepting the lessons for policy makers and practitioners?

Please note that these presentations are intended to facilitate discussion. As such, please **keep your presentation brief**. You should not exceed ten to twelve minutes, max.

Sometimes students spend too much time summarizing the work. You should assume that your colleagues have done the reading and your summary should serve as a quick reference for your more detailed critique and discussion of implications. Your presentation should emphasize what you think about the author(s)’ work rather than what the author said.

Finally, you should try to keep your write-up to a page or two. There should be no real need to go beyond that.
## Appendix 3: Article Presentation/Write-up Grading Rubric

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<thead>
<tr>
<th>Criteria (Points)</th>
<th>Exemplary (3)</th>
<th>Above Average (2)</th>
<th>Acceptable (1)</th>
<th>Your Score</th>
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<tr>
<td><strong>Comprehensive, accurate content review</strong></td>
<td>• Each assigned article/chapter was presented and written-up thoroughly and accurately</td>
<td>• All content discussed, but done so haphazardly; some key points either missed or glossed over unnecessarily.</td>
<td>• Either some material was not covered, or was covered inaccurately or superficially.</td>
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| **Critical analysis and engagement**      | • Thoughtful, critical analysis of the assigned reading offered by presenters or discovered through a class activity.  
   • Discussion advanced understanding of theoretical and practical value of text.  
   • Class was actively engaged, willing, and able to participate in the discussion.  
   • Key tensions in reading were identified and addressed with insight. | • Analysis advanced key ideas, but did so sporadically or inconsistently  
   • Questions with some depth were posed, but the discussion was either halting or less engaged.  
   • Tensions in literature identified, but not thoroughly addressed or synthesized in a helpful manner. | • Analysis added little to overall understanding of the reading and/or where it ‘fit’ into the big picture of our course.  
   • Questions posed were largely superficial or lacking in sufficient analytical depth.  
   • Class discussion was hard to generate; students less interested or able to engage with material. |            |
| **Implications drawn, tied to broader themes of course** | • Implications explored were realistic and thoughtful. Made insightful connections between assigned material, key theoretical concepts, broader course themes, as well as with practical and community-based issues. | • Some effort made to identify implications of text, but incomplete job done to tease out their importance to theory or practice.  
   • Some connections drawn between reading and concepts of curriculum, instruction, or the community. | • Presentation/discussion largely failed to identify key implications and little or no effort made to link findings with broader themes/concepts. |            |
| **Reflection on useful knowledge gained from reading is shared** | • Highly thoughtful, reflective summary of knowledge gained: What does this stuff mean and why is it important? | • Student offers some reflection on knowledge gained, but failed to fully engage with material | • Student offers limited insight or reflection on knowledge gained |            |
| **Creativity, Interactivity**             | • Seminar was interactive, creative and fun! If applicable, both/all group members participate equally. | • Seminar was engaging, but left us wanting more or exhausted. Presenters may not share equally in leadership. | • Seminar was neither engaging nor creative. Presenters do not share equally in leadership. |            |

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<tr>
<th>Your final grade</th>
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<th></th>
<th>Out of 15</th>
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Appendix 4: Final Paper Grading Rubric

Administrative Requirements:
Footnotes, endnotes, or parenthetical references will satisfy the citation requirements. I don’t have a preference for which citation method you use, as long as you follow a standard format (APA, Chicago, Bluebook, etc) and are consistent in its use. When paraphrasing an author’s work, a student MUST give credit to the author paraphrased. You MUST indicate any word for word use with quotation marks and a citation. A quote used without quotation marks is tantamount to plagiarism, even if the author is cited. Papers should be typed, 12-point font, double-spaced, with 1-inch margins.

Grading
Your grade will be determined using the following criteria.

Topic
- Does the chosen topic present a controversial issue, with a current debate among scholars and other experts?
- Does the topic provide fertile ground for an interesting, lively, relevant discussion?
- Is the topic germane to our course discussion?

Research
- Does the student present a thorough review of the issue, describing all sides of the issue?
- Is the student’s review of the literature comprehensive? Does it provide a full, accurate description of the matter?
- To what extent does the student incorporate a level of insight, understanding, and knowledge of the subject?
- Has the student identified ongoing tensions in the existing literature?
- Has the student identified unanswered questions and assessed the value of such issues, both in terms of future research and ongoing policy development?

Reference Material
- Does the student rely on the most relevant, highest quality literature?
- Is the literature review current?
- Are there references to or use of inappropriate source material?

Organizational Structure, Language, Etc.
- To what extent is the paper organized in way that is easy to read and understand?
- Has the student successfully organized the material in terms of substance? Are the main themes in the literature identified and grouped together so as to facilitate broad understanding?
- Has the student spell-checked, proofread, and revised his/her work? Does this look and feel like a polished piece of writing?
- How well does the student write? Are the ideas conveyed clearly?
### Appendix 5: Final Paper Presentation Grading Rubric

<table>
<thead>
<tr>
<th>Criteria (Points)</th>
<th>Exemplary (3)</th>
<th>Above Average (2)</th>
<th>Acceptable (1)</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject knowledge</td>
<td>• Student demonstrates full knowledge (more than required) of subject matter and excellent preparation.</td>
<td>• Student appears at ease and confident in presentation. Preparation less thorough, however, and student stumbles in places.</td>
<td>• Student appears uncomfortable with information and is unprepared for the presentation.</td>
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</tr>
<tr>
<td>Question and Answer</td>
<td>• Student shows deep understanding of subject matter by answering all class questions with thorough explanation, elaboration, and care.</td>
<td>• Student is able to answer most questions in depth, but does so with less expansive knowledge and/or understanding.</td>
<td>• Student is able to answer only rudimentary questions and fails to elaborate. No depth of knowledge conveyed.</td>
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<tr>
<td>Organization</td>
<td>• Student presents information in logical, interesting sequence which audience can follow.</td>
<td>• Student presents information in logical sequence which audience can follow.</td>
<td>• Audience has difficulty following presentation because student jumps around.</td>
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<tr>
<td>Visual Aids, etc.</td>
<td>• Student's visual aids explain and reinforce the presentation.</td>
<td>• Student's visual aids relate to the presentation, but are less informative and/or distracting.</td>
<td>• Student either lacks visual aids or uses visual aids that rarely support the presentation.</td>
<td></td>
</tr>
<tr>
<td>Presentation mechanics</td>
<td>• Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td>• Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>• Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
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<td></td>
<td>• Student maintains eye contact with audience, seldom returning to notes.</td>
<td>• Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>• Student occasionally uses eye contact, but still reads mostly from notes.</td>
<td></td>
</tr>
<tr>
<td>Your final grade</td>
<td></td>
<td></td>
<td></td>
<td>(Out of 15)</td>
</tr>
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