

DARTMOUTH COLLEGE
Nelson A. Rockefeller Center

Public Policy 48
Policy Analysis and Local Governance

Professor Andrew Samwick
Winter 2012

Professor Andrew Samwick, Office Hours: Mondays, 1:30 ó 3, Rockefeller 112
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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 ó citizens, non-profits, and government agencies at all levels ó in effecting positive change in local public policy outcomes.

Public Policy 48 also serves 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. Our 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 four 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://amzn.to/Fischel>]

Glaeser, Edward L. (2011). *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*. New York: Penguin Press. [<http://amzn.to/Glaeser>]

See also: <http://www.thedailyshow.com/watch/mon-february-14-2011/edward-glaeser>

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

Ravitch, Diane (2010). *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. New York: Basic Books. [<http://amzn.to/i3L8ir>]

See also: <http://www.thedailyshow.com/watch/thu-march-3-2011/diane-ravitch>

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 [<https://blackboard.dartmouth.edu>].

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%
New Hampshire/Vermont Local Public Policy Brief:	25%
Campaign Platform for Local Office:	25%

In the unlikely and unfortunate event that a student does not complete all assignments, we will use our 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 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 other two projects.

2) 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:

Monday, February 20, 3:00 p.m. ó Latest time to submit rough drafts of the project.

Thursday, February 23 ó Oral presentations of projects during class period.

Monday, February 27 ó Latest time to submit final drafts of the project.

Your grade on this assignment is a combination of your grades on the rough draft (20%), the oral presentation (20%), and the final draft (60%).

3) 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 are permissible ó but not recommended ó 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, March 1, 5:00 p.m. ó Latest time to submit rough drafts of the project.

Tuesday, March 6 ó Oral presentations of projects during class period.
Friday, March 9, 5:00 p.m. ó Latest time to submit final drafts of the project.

Your grade on this assignment is a combination of your grades on the rough draft (20%), the oral presentation (20%), and the final draft (60%).

Additional Information:

Class Meetings: Rockefeller 209, TTh 10:00 a.m. ó 11:50 a.m., X-periods W 3:00 ó 3:50 p.m. Selected X-periods are scheduled in advance for this course. Please reserve the others for special activities such as guest speakers. You should check with me before taking on an obligation that would conflict with any X-period should it be needed.

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.

Wednesday, January 4, X-PERIOD: Course Introduction, Design, and Objectives

Assigned Reading:

Hu, Winnie (2011). "School Has a Charter, Students and a Strong Opponent: Its District," *The New York Times*, November 3.
[\[http://nyti.ms/vfxSB4\]](http://nyti.ms/vfxSB4)

Thomas, Hannah (2012). "Neighborhoods: Foreclosure's Silent Victims," *Communities and Banking* (Winter): Federal Reserve Bank of Boston.
[<http://bit.ly/szN6VS>]

Thursday, January 5: The Health and Vitality of Cities

Assigned Reading:

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

Glaeser, Intro, Ch. 1, Ch. 2

Homework Assignment #1 ó Reflective Essay ó Assigned
Must be uploaded to Blackboard by 3 p.m. on Monday, January 9

Tuesday, January 10: 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"

Homework Assignment #2 ó Hometown Education System ó Assigned
Must be uploaded to Blackboard by 10 a.m. on Thursday, January 10

Thursday, January 12: 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"

Kober, Nancy (2006). "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System," Center on Education Policy, July.
[<http://www.cep-dc.org/displayDocument.cfm?DocumentID=112>]

Tuesday, January 17: Concentrated 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>]

Kneebone, Elizabeth, Carey Nadeau, and Alan Berube (2011). “The Re-Emergence of Concentrated Poverty: Metropolitan Trends in the 2000s,” The Brookings Institution, Metropolitan Opportunity Series, No. 26. [<http://bit.ly/BrookingsPoverty>]

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

Glaeser, Ch. 3

Homework Assignment #3 – Your Hometown’s Statistical Profile – Assigned
Must be uploaded to Blackboard by 3 p.m. on Monday, January 23

Wednesday, January 18: The Basics of Working with Data in Excel

In this class period, we will work through the basics of using the Census data tools to retrieve data and Microsoft Excel to manipulate that data. These skills are essential to complete Homework Assignment #3.

Thursday, January 19: More Discussion of Socioeconomic Factors/PRS Project Intro

Assigned Reading: (Some subset of)

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

Newland, Kathleen, Hirokuki Tanaka, and Laura Barker (2007). “Bridging Divides: The Role of Ethnic Community-Based Organizations in Refugee Integration,” Migration Policy Institute and International Rescue Committee. [http://www.migrationpolicy.org/pubs/Bridging_Divides.pdf]

Optional Reading:

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>]

Tuesday, January 24: Poverty Alleviation

Assigned Reading:

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>]

Bartik, Timothy J. (2011). *Investing in Kids: Early Childhood Programs and Local Economic Development*. Kalamazoo, MI: Upjohn Institute Press. Read the Introduction and skim the other chapters available electronically at [http://research.upjohn.org/up_press/207/]

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]

Optional 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://bit.ly/PRS_WIBO]

Homework Assignment #4 ó Mapping Your Hometown Government ó Assigned
Must be uploaded to Blackboard by 3 p.m. on Monday, January 30

Wednesday, January 25: A First Look at Your Campaign Website

Class Visit

Danielle Thompson '97
Assistant Director, Rockefeller Center

Thursday, January 26: The Basics of Local Governance

Assigned Reading:

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

"Local Government: Function Follows Form," Chapter 11 in *Governing States and Localities*, 3rd edition, by Kevin B. Smith, Alan Greenblatt, and Michele Mariani Vaughn. Washington, DC: CQ Press, 2006.

Tuesday, January 31: Housing

Assigned Reading:

Inman, Ch. 5, "Housing: Urban Housing Markets"

Glaeser, Ch. 4 & 6

Homework Assignment #5 "Addressing the Most Pressing Public Policy Issue in Your Hometown Area" Assigned

Must be uploaded to Blackboard by 3 p.m. on Monday, February 6

Thursday, February 2: Transportation

Assigned Reading:

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>]

Optional Reading:

Parry, Ian W.H. (2009). "Pricing Urban Congestion," *Annual Review of Resource Economics* Vol. 1: 461 & 484.

[<http://bit.ly/PricingUrbanCongestion>]

Tuesday, February 7: Land Use and Development

Assigned Reading:

Fischel, Ch. 9, "How Homevoters Remade Metropolitan Areas"

Fischel, Ch. 10, "Sprawl, Metropolitanism, and Local Control"

Glaeser, Ch. 7

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

[<http://www.jstor.org/stable/3216798>]

Thursday, February 9: 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, Ch. 8

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>]

Tuesday, February 14: Education

Assigned Reading:

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>]

Dobbie, Will and Roland G. Fryer, Jr. (2011). "Getting Beneath the Veil of Effective Schools: Evidence from New York City," National Bureau of Economic Research, Working Paper No. 17632, December. [<http://www.nber.org/papers/w17632>]

Thursday, February 16: Choice and Accountability in Education Policy

Assigned Reading:

Klein, Joel. "The Failure of American Schools," *The Atlantic*, June 2011. [<http://bit.ly/sdy8ft>]

Ravitch, *The Death and Life of the Great American School System*

Tuesday, February 21

Class meeting available for group work and feedback on policy briefs

Optional Reading (over the remainder of the term, not necessarily for today)

Glaeser, Ch. 9 & Conclusion

Thursday, February 23

Oral presentations of NH/VT Policy Briefs

Tuesday, February 28

Class meeting available for feedback on campaign websites

Thursday, March 1

No class meeting ó final session to work on campaign websites

Tuesday, March 6

Oral presentations of campaign websites