Syllabus

This is an online course in Urban Studies. Students are responsible for mastering the technology. See the Technical Requirements Section of the Syllabus. As an upper level undergraduate course it is demanding in the application of theory to learning. Writing is emphasized as the course satisfies the Writing Across the Curriculum requirement (WAC). WAC is part of the General Education Requirements (Gen Ed) and these are explained in the General Education Requirements Section of the Syllabus.

Focus

Public policy in the contemporary American city is the focus of the course. What this means is that public policies and their effects are examined from the perspective of what happens in American cities. The focus requires understanding the rise of the American city, its nature and dynamics, the politics that surround and engulf policy making and implementation and the outcomes for citizens. The understanding demands use of Frameworks, Theories and Concepts (FTC). Daily life, with few exceptions, is lived in cities, from small rural towns to mega cities. How cities are governed is therefore of paramount importance to the quality of daily life. A key part of governance is the setting of public policy, statements of intent as to what is to be done by whom how; and how it is implemented, that is, the follow through after its creation. Policymaking and policy implementation are the essence of politics. The latter is typically studied by Public Administration and the former by Political Science. For a policy to be effective both the creation and implementation must be effectively accomplished. The quality of both largely determines what citizens experience, experientially framing urban life. Thus, the study of urban policy is necessary if urban politics are to be understood and most importantly be democratic.

Scope

Though the larger American city will be the primary focus, the FTC’s apply to all sizes and types of American cities. Typically, state and national governments may also be involved. In addition the politics embrace more topics than policymaking and implementation. However, only the urban politics that affect policymaking and implementation will be examined.

Procedures

All assignments will be through SafeAssign on Blackboard. As the name implies, the submissions are checked against all materials available on the
internet and all assignments submitted in previous courses. *SafeAssign* will note any information in a paper that is found elsewhere. This report will be available to you when you submit. Use the information to determine what information in your paper needs to be footnoted or otherwise acknowledged as to its source.

All readings not in the textbook will be available on Blackboard. Also, bonus readings and other bonus materials may be posted. Bonus material is not a required reading or required other material but provides unusual insight or facts. Students may also submit such materials, not only enlivening the course but potentially contributing to the learning of both students and instructor.

A *General Discussion Forum* will be available on Blackboard. You may post on any political, urban or related topic of interest. It does not have to relate to the course but does need to be about urban or public affairs. Anyone can participate in any general discussion. These are optional and not graded. The instructor will participate as any other participant, not as part of his formal role.

If you do participate in the discussions, you will do so in a professional manner. You will be civil in what you write, thoughtful in what you express and evidence oriented in evaluation. Personal opinions and untested ideologies are red flags that tell the world, and colleagues, that you are not educated person or even ready for serious work in the “real” world.

The *Announcements* feature on Blackboard is used for important course information. You may find it prudent to check Blackboard daily. As a web based program you can use it from any computer, tablet or smart phone with any operating system as long as the browser you use is supported by Blackboard. Blackboard notes which browsers are compatible. Use the browser test capability of Blackboard to check your browser. For example, I access Blackboard from my Linux based computer using Mozilla Firefox, the same browser I use on my Windows 10 computer.

For any course E-Mail or message use the *Course Message Tool* in Blackboard. **Do not use my University E-Mail address for course purposes.** Course messages can easily be lost in the number of messages I receive daily in my University E-Mail. You can also send a message to any student in the course with the *Course Message Tool*.

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The course has four (4) different requirements for students to complete. First, students will participate in six (6) online discussions. Except for the first discussion, the participation consists of responding to a posted question and responding to the post of at least two other students. The first discussion will be posting an introduction to yourself. A Who We Are discussion forum is to be accessed for posting introductions. The professor has posted his introduction as an example. Be sure to post all required information. The Introduction is required and graded. Secondly, students will take five (5) online quizzes. Third, students will answer three (3) short answer forms, focused on what sources have been or will be tapped for researching the requirements of the three (3) papers. Finally, students will write the three (3) papers. The first two (2) will develop components of the final policy research paper. Also, drafts of the first two will be graded with comments and resubmitted based on the comments. Technical requirements for the papers are noted in the first point of the General Education Requirements Section of the Syllabus.

Each requirement is described in the Assignments to be Completed Section below. Dates are in the descriptions as well as in the Critical Dates Section.

All assignments submitted via Blackboard are checked by SafeAssign. SafeAssign examines all of the text of a document and looks for the same content on all available documents on the Web. When a match is found, SafeAssign will highlight the text that is matched and state the source. On any paper submitted I check the report from SafeAssign. Any block of text highlighted by SafeAssign that is not referenced but should be will reduce the grade of the paper by one letter grade. Three or more unreferenced highlighted blocks of text that should be referenced and the paper will be graded an “F.” F means zero (0) points are assessed. You will be able to see the SafeAssign report when you submit your paper and make any corrections necessary. Plagiarism, as noted in the Honor Code for the course which is part of this Syllabus, is a lack of ethics. Any educated person who desires a meaningful career and a place in her/his community must demonstrate ethical behavior.

The Reference Librarian of any library can be a big help with research projects. This is particularly the case with research libraries such the Cleveland Public Library and the Michael Schwartz Library here at CSU. At the CSU Library, Diane Kolosionek is the Librarian for Urban Studies and is very helpful. She is very responsive. You can sign up for an appointment with her online. Her phone number is (216) 802-3358.

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Textbooks and Readings

One textbook is required for the course. The book is listed below. All the other readings are available on Blackboard.


Learning Objectives

Each course in a curriculum should advance your learning of a larger body of knowledge. In addition to the substantive knowledge, a liberal arts degree program should inculcate a sense of ethics, a code of conduct for active citizenship, and more importantly, a core set of personal values that guides the living of a “good life.” At the conclusion of your study of human resource policy and management for public service, you should:

1. understand the origins and development of the American city;
2. know the Constitutional and political philosophical foundations to local government, particularly the governing of the city;
3. apprehend the purpose of public policies and their influences on and the importance to the governing of the city and its quality of life;
4. grasp the politics and social dynamics of urban public policies;
5. understand specific current urban public policies, their origins and how they unfolded over time;
6. write intelligently about urban public policies, explicating the purpose, dynamics, effects and probable future; and
7. appreciate the nature of democratic politics in a viable community.

General Education Requirements

This course fulfills the Writing Across the Curriculum (WAC) General Education (GenEd) requirements. The three (3) paper assignments fulfill Cleveland State University’s

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requirement for WAC (3,000 words total: 500 words, 500 words, and 2,000 words, respectively). Note these are minimums not targets. You must write at least that number of words. The final number should be sufficient to explain to the reader your meaning. Ideally, that should be the minimum sufficient for the purpose but more than the required minimum.

Elements of this course include:

1. Students are required to complete three (3) paper assignments. The first two (2) paper assignments consist of 500 words each and the final paper assignment is a minimum of 2,000 words. You are required to submit a draft and final versions of each of the two (2) paper assignment.

2. The first paper assignment utilizes writing-to-learn strategies that foster experiences in learning. The second writing assignment utilizes writing-to-communicate strategies that foster the student’s respect of the reader’s experience. There are several paper planning assignments designed to step you through the process of completing the assignments. In addition, you will be required to discuss your topic with other students in online discussions, as well as give feedback to others regarding their topics.

3. The writing assignments are complex and may require substantive revision for most students. The professor will give you feedback on all paper preparation assignments, paper drafts, and final papers. Feedback will be focused on writing skills and content. You will receive feedback via the assignment section of Blackboard.

4. Feedback will include comments on and suggestions for discipline-appropriate forms of text, arguments, evidence, style, audience, and citation.

5. Students should familiarize themselves with American Psychological Association (APA) formatting requirements for preparing written assignments. APA is the required format for all writing assignments. For additional information go to: http://owl.english.purdue.edu/owl/resource/560/01/

**Technical Requirements**

You are responsible for managing your technology for this class. This course requires the use of BlackBoard, as well as MS Office or compatible software and Adobe Reader. It may also require the use of multimedia player such as QuickTime or Windows Media Player.

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1. TECHNICAL REQUIREMENTS

Review “technical requirements” and “getting started with BlackBoard” from the Start Here section from the Course Homepage. In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

› If you don’t have Adobe Reader, download it for free from http://www.adobe.com/products/acrobat/readstep2.html.

› Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the BlackBoard site. In addition, assignments submitted as attachments should be in Word format. As a student at CSU, you have access to Office 365 Plus at no additional charge. See http://www.csuohio.edu/messaging-services/office-365-proplus for more information.

2. BROWSER CHECK

Most difficulties encountered by students using BlackBoard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check your browser using the technical requirements from the start here folder.

3. STUDENT TUTORIALS

If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Blackboard YouTube Channel. See https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos/Student_Videos for more information.

4. ADD YOUR PHOTO AND PERSONAL INFORMATION

You can edit your profile in the current version of Blackboard Learn via the Global Navigation Panel in the upper right hand corner of the application window. See https://www.youtube.com/watch?v=J_aZCVQYSj0&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU&index=10

5. NEED HELP?

Cleveland State University has live technical help for Blackboard Learn available 24/7! Students and faculty can get help around the clock by via email, chat or phone. To access, see https://www.csuohio.edu/center-for-elearning/technical-support

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Forget your password? Contact the CSU Call Center via phone (216-687-5050). Call Center hours vary during the academic year.

[This section of the Syllabus provided by Caryn Lanzo, Director, Center for eLearning, CSU]

Honor Code

The Levin College does not have a formal Honor Code. Often, a college requires students to sign such a Code which details the ethics that should guide behavior of both Faculty and students. In this course, we will adhere to the following Honor Code. Any questions about the Code should be asked prior to engaging in any behavior that one thinks may be under its provisions. The students and Professor will enforce an Honor Code that includes but is not limited to the following:

1. Each student shall treat all students and their opinions with respect.

2. Each student shall diligently complete all assignments.

3. A student shall do his or her own work. Any work taken from others will be correctly footnoted and acknowledged.

4. All problems with any aspect of the class or with any other student shall be reported to the Professor in a timely fashion.

5. The Professor shall clearly state course goals and how these relate to professional needs.

6. The Professor shall treat all students in a similar and just fashion, varying any treatment to meet course goals and/or the specific needs of a student.

7. The Professor shall timely return all assignments, complete with explanation of why they received the grades they did.

8. The Professor will answer all relevant and appropriate questions and be available to meet with students at stated times.

Punishment for failure to comply with the above provisions will be fair, formal and clear. In the case of rule 3, conscious plagiarism, the unacknowledged use

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of another’s materials as one’s own with the intent to do so, will result in an **F for the course**. The punishment reflects the nature of the crime; it is repugnant to personal, academic and professional integrity.

**Grading**

Each paper that is turned in will be returned. Both submissions and returns will be by Blackboard. The paper will have two (2) types of comments enclosed in brackets [ ]. One type will be at the end of the paper and summarize the main reasons for the grade. Another type will be in the body of the paper, recording reactions to particular parts of the paper. These second type of comments may congratulate for an insight, criticize a lapse in logic or just note that a point is interesting. These comments may or may not affect the grade. In addition, you will see the following abbreviations, also bracketed ([ ]) - *sp.* for a misspelling and *ww* indicating a wrong word was used. Search for a bracket and you will see all comments. Papers may be composed in any popular word processor.

**All papers are to be word processed double spaced, 12 point typeface (font) and one inch margins on all four sides of a page.** Any word processor, including an open office version, can be used.

The course grade is based on a total number of points. The course grade depends upon the percentage of the total points your work earns. The percentage is then turned into a letter grade according to the grading scale below. Note that plus and minus grades are recorded and official.

Be aware that averages are rounded at ".5" Thus, an "89.5" is an "A-" and an "89.4" is a "B+." Also, a “B-” is not a “B” when a B average is needed.

- **Blackboard Discussion Assignments – 6** 5 points each for a total of 30 points
- **Blackboard Quizzes – 5** 10 points each for a total of 50 points
- **Short Answer Assignments – 3** 10 points each for a total of 30 points
- **Policy Actors Paper**
  - **Draft** 20 points
  - **Final Version** 50 points

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External Policy Actors 70 points
Draft 20 points
Final Version 50 points

Policy Research Paper 100 points

Total Course Points 350 points

Grading Scale

93.5 (327 points) and above = A, 89.5 (313 points) – 93.4 (326 points) = A-;
86.5 (303 points) – 89.4 (312 points) = B+, 82.5 (289 points) – 86.4 (302 points) = B;
79.5 (278 points) – 82.4 (288 points) = B-; 76.5 (268 points) –
79.4 (277 points) = C+, 69.5 (254 points) – 76.4 (267 points) = C;
59.5 (208 points) – 69.4(253 points) = D. 59.4 (207 points) and below = F.

Office Hours

I monitor Blackboard regularly and respond within one day at the latest to any inquiry. If a face-to-face meeting is desired, a mutually convenient place and time can be set.

Electronic Mail

My E-Mail address is l.keller@csuohio.edu. However, all course messages should be sent via the Message tool in Blackboard.

Assignments to be Completed

Discussion Questions (6), questions posed in discussion forums to be answered by the Monday following the second weekend of the posting; the responses posted for a particular question will be given a single grade. Note the first post is a required introduction.

Quizzes (5), short tests that will be available on Blackboard. Each quiz will be available for one day. All quizzes will be on a Monday as detailed in the Critical Dates Section.

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Short Answer Forms (3), forms that record sources used, and to be used, in researching the three (3) papers. These will be available on Blackboard at times noted in the Critical Dates Section.

Two Shorter Papers – First Paper, Policy Actors in the City. After selecting a city and a specific policy, note who will be involved in determining and implementing the policy within the city. Exact names are not necessary but the form of government is. The form of government as well as the nature of the specific policy will indicate probable policy actors and the roles they may play. For example, a mayor in a Council-Mayor form of government will act differently than a mayor in a Council-Manager form of government. Having a city manager will have a different participant in the policy process. The assignment is to note all the possible actors and how they will approach the policy process. Again, the determination of the city is just to set a context such as the form of government. Don't use the current officeholders just the nature of the government and the political dynamics of such a government as detailed in the readings and related information in the course. The analysis should reflect what the effects of the policy are for the city.

Second Paper, External Actors in the Policy Process. The second paper adds the final set of actors to the politics of the specific policy. The actors, external to the city, include state and federal officials representing agencies involved with the policy as well as interest groups outside of the city. Interest groups are actors such as the NRA, the Sierra Club, Moms against Drunk Driving, etc. Often national groups become highly involved in policy processes. Healthcare is a pertinent current example. Most of the main actors may be external to the city even though the policy may have direct and major effects on life in the city.

Policy Research Paper, Using the information from the first two (2) papers, complete the analysis of the dynamics of a current policy. Answer questions such as why is the current policy as it is and what is the likely probability of changes in the near future. Finally what are the consequences of the current policy, who benefits, who pays and who supports/opposes the policy. Be sure to note “why's” in all analysis, that is, why do some support, why do some oppose, etc.

Critical Dates

First Day of Class - Monday, 24 August – Blackboard Accessed no later than this date

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Last Day to Drop with Full Refund – Friday, 28 August

Last Day to Drop – Friday, 4 September

Last Day to Withdraw - Friday, 30 October

Last Day of Class - Friday, 4 December

**Quizzes**, First 7 September; Second 28 September; Third 12 October; Fourth 2 November; Fifth 16 November

**Discussion Fora**, Intro, 22-28 August; Second, 31 August – 6 September; Third, 14-20 September; Fourth, 5-11 October; Fifth, 19-25 October; sixth, 9-15 November.

**Short Answer Forms**, First Form 11-15 September; Second Form 9-13 October; Third Form 20-24 November

**First Paper**, *Policy Actors in the City*, Draft Due – Monday 21 September

**First Paper**, *Policy Actors in the City*, Due – Monday 5 October

**Second Paper**, External *Policy Actors*, Draft Due – Monday 19 October

**Second Paper**, External *Policy Actors*, Due – Monday 2 November

**Final Policy Paper** due - Monday, 30 November

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Version 1.5
October, 2015
Order of Study

Part I Frameworks and Public Policy

Topic I The Process in Action
   It’s a Political System, Stupid

Readings

Michael E. Kraft and Scott R. Furlong, Public Policy: Politics, Analysis and Alternatives, Preface and Chapter 1 [hereinafter Kraft]

Lawrence F. Keller, Forms of Municipal Government [hereinafter Keller]

Topic II The Founders had a Vision
   Checking Authority with Power

Readings

Keller, Philosophical View of American Government (Handout)

Keller, Political Philosophies (Handout)

Kraft, Chapter 2

Topic III Urban History and Policy
   It All started in the City

Readings

Keller, The Reform Movement and the City (Handout)

Keller, Charters as Constitutions

Keller and Murray, Governing the Modern City, Chapter 1 (draft)

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Part II The Art and Science of Public Policy

Topic IV Public Policy 101  
Making the Rules and Playing the Game

Readings

Kraft, Chapter 3


Topic V Policy Analysis and Study  
Finding out what is and ought to be

Readings

Kraft, Chapter 4


Topic VI Problem Definition and Solving  
Politics in all its Chaos and Glory

Readings

Kraft, Chapter 5

Topic VII Alternatives and Decisions  
Deciding whose ox is fed and whose is gored

Readings

Kraft, Chapter 6

Kingdon, Chapter 8, The Policy Window and Joining the Streams

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Topic VIII  Policy Implementation
American Public Administration's Mission

Readings

Part III American Public Policies

Topic IX  Economic and Budgetary Policy
Dollars and Sense

Readings
Kraft, Chapter 7

Topic X  Health Care Policy
Curing the System

Readings
Kraft, chapter 8

Topic XI  Welfare and Social Security Policy
How Much How for Whom?

Readings
Kraft, Chapter 9

Topic XII  Education Policy
What Makes Mikey Tick

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Readings

Kraft, Chapter 10

*Topic XIII* Environmental and Energy Policy
Searching for perpetual motion

Readings

Kraft, Chapter 11

*Topic XIV* Foreign Policy and Homeland Security
Return of the Sioux?

Readings

Kraft, Chapter 12

**Part IV The Future of Policymaking and Implementation**

*Topic XV* Lessons Learned
Beyond Rationality and Political Compromise

Readings

Kraft, Chapter 13

Keller, *Policy Systems and Public Management*

Deborah Stone, *Policy Paradox: The Art of Political Decisionmaking* (3rd edition), Chapters 1, 7 and **Conclusion**

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