

PMAP 3111(01): Urban Political Economy Spring 2022

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T 12:45-3:15pm
Online Class Via Webex

Course Description:

Hello – Welcome to PMAP 3111: Urban Political Economy! In this course, we will study policy issues at play in urban areas. My name is Christine Roch, and I will be your professor. You can call me Dr. Roch. I am always excited about this class because it lets me discuss some key issues that we see in cities. This class focuses on exploring these issues while using a political economy perspective. This means that we can examine these policy/political issues while using some basic tools of economics – thus via a “political economy” lens. For instance, we can consider the conflict between individual and collective interests that underlie our decisions. For example, economic development may sometimes benefit an elite group of actors but provide limited collective benefits for a neighborhood or city. We also see this conflict when we consider behavior in response to the coronavirus. We can also use other economic ideas such as opportunity costs and factors that affect the functioning of markets when using our political economy perspective. As we move through this class, we will examine -- what do key urban outcomes look like when using a political economy lens? Can we identify levers that will allow us to address outcomes that we see as undesirable or to increase those that provide greater benefits for the city?

This is a theory-oriented class, but one that can be helpful in more applied settings. I hope that this political economy lens will continue to influence your thinking after you leave this class. One of my former students once told me that after reading the Axelrod book, they liked it so much and thought that it was so insightful that it stayed on their night desk all semester. I hope that one of the perspectives that we explore in this class will grab your attention in a similar way.

Course Objectives:

After you finish this class, you should be able to:

- Identify some economic principles of decision-making
- Identify how governments and markets act as constraints on individual decisions
- Identify problems that may arise in collective action.
- Apply economic and collective action principles to issues of local governance.
- Identify key economic and political factors that influence the development of cities and well-being of their citizens.
- Demonstrate the ability to critically evaluate scholarly research

How should this benefit you? This course will:

1. allow you to evaluate outcomes more critically in cities
2. increase your ability to summarize and evaluate arguments made by policy scholars in academic and applied settings.
3. help you to understand the conflict more fully between individual and collective choice within urban areas
4. increase your ability to identify levers that may enhance collective outcomes

Course Assessments:

ASSIGNMENT	PERCENT OF COURSE GRADE
1 st Midterm Exam	20%
2 nd Midterm Exam	20%
Paper	10%
Debate	15%
Participation	10%
Final Exam	25%

Exams

There will be 3 exams: 2 midterms (each 20%) and a final (25%). All exams will be geared to test your understanding of the key points made by the various readings and the course lectures. They will consist of multiple-choice questions, T/F questions, and short answer questions. Each midterm exam will be open book (please complete this exam on your own) and will last 2 hours. You will take the exam on the date that it is scheduled for the first 2 hours of our class (from 12:45pm until 2:45pm). The final exam will last 2.5 hours (again please complete this exam on your own) and will be offered during the regularly scheduled final exam time. The final exam will also be open book.

You will have only 1 attempt at each exam. Please keep in mind that even though each exam is open book, you will only have a limited time to complete the exam so it will still be necessary to study beforehand.

Papers

In this course, you will be asked to write one 3-4 page paper (10%). This paper will apply some of the concepts covered during the first third of the course to a real-world urban issue. The paper assignment will be provided on March 8th. The deadline for the assignment is April 19, 2022.

Debate

Each student will be assigned to a small group (3-4 people). The groups will participate in a debate, as indicated on the course schedule (we will have 5 debates). You will randomly be assigned to one of the debates. In each debate, one group will argue in favor of a given viewpoint, and the second will argue against that viewpoint/in favor of a different perspective. These topics will be closely connected to the course readings. Each group will provide a 2-3 page paper (double-spaced) summarizing their argument. The paper should draw on readings from the course and can draw on outside readings and examples as well. Please upload the paper into the assignments folder before noon on the assigned day for your presentation. Each side will also give a presentation during our virtual class on that day that has a time limit of 10 minutes. All the members of a group will receive the same grade. I ask that all group members do not “shirk” and rely on others in the group to complete their tasks in this project. (15%)

In-class Participation

One key measure of participation will be class attendance. You will also be expected to have read the assigned readings before our online class and to be prepared to participate in class discussions. I may call on you and ask you to respond to specific questions or to do an in-class writing. I will also ask that you participate in the online discussion forums and complete any online quizzes in iCollege (10%).

Grade Breakdown

The final grade will be calculated as follows:

Grade Overall numeric score

A+	97.00-100.00
A	94.00 – 96.99
A-	90.00 – 93.99
B+	87.00 – 89.99
B	83.00 – 86.99
B-	80.00 – 82.99
C+	77.00 – 79.99
C	73.00 – 76.99
C-	70.00 – 72.99
D	60.00 – 69.99
F	<60.00

Course Help

Note that this is course will be completely online. Here are a few tips to get you started:

How Do I Contact You?

I prefer to be contacted via email through my regular email (croch@gsu.edu). I will try to respond to you as quickly as I can.

How Do I Access My Course?

You can login to the electronic version of this course via [iCollege](#). If you need more help, you can review the Welcome to iCollege help-guide. If you have problems accessing your course, please contact help@gsu.edu.

What Are The Required Materials?

Below are the resources required for this course. The textbooks are available through the book store.

- Axelrod, Robert. (2006) *The Evolution of Cooperation*. New York: Basic Books.
- Wilson, William Julius. 2009. *More than Just Race: Being Black and Poor in the Inner City*. New York: Norton.
- Article/book chapters are available on iCollege.

Are There Any Required Meetings?

This course will meet online via Webex on Tuesdays at 12:45pm. The online meetings will also be recorded for those of you that are unable to make one of these online sessions.

Are There Any Additional Fees?

This course has no additional fees.

Schedule

Although this is an online course, we do have a set schedule. Please note that deviations may become necessary as the semester progresses. You'll want to refer to the calendar below frequently as we work together. Please note that deviations may become necessary as the semester progresses.

This course is divided into **12** Modules (plus two weeks for your midterm exams). You'll have **one** week to complete each Module. On the date that the module is due the class will meet for online in-class discussion. For detailed information about what's required for each Module, visit iCollege and check out the Module Introductions.

Modules

FOUNDATION

DATE	TOPIC	MODULE DUE DATE
01/11	<p>Welcome Module: Welcome to the Course</p> <p>Module 1: What is Political Economy</p> <p>*Bickers, Kenneth and John Williams. 2001. <i>Public Policy Analysis: A Political Economy Approach</i>. Boston: Houghton Mifflin. Chpt. 1, p. 3-13.</p>	<p>Your task is to complete the Welcome Module and Module 1 by (01/18)</p> <p>Online Class: 1/11 at 12:45pm</p>
01/11 – 01/18	<p>Module 2: Thinking Like an Economist</p> <p>*Robert H. Frank. 2009. <i>Microeconomics and Behavior</i>. McGraw-Hill: New York. p. 3-7.</p> <p>*Steven Rhoads. 2021. <i>The Economist's View of World And the Quest for Well-Being</i>. Cambridge University Press: Cambridge, "Opportunity Cost." pp. 9-14 and Marginalism pp. 28-31.</p> <p><i>More background information on Marginalism and Opportunity Costs (Optional)</i></p> <p>https://www.econlib.org/library/Enc/Marginalism.html</p> <p>https://www.econlib.org/library/Topics/HighSchool/OpportunityCost.html</p> <p>*Weimar, D. and Vining, A.. "Rationales for Public Policy: Market Failures." <i>Policy Analysis: Concepts and Practice</i>. Pp. 74-101. Focus on text.</p> <p><i>More background information on externalities and public goods:</i></p> <p>https://www.youtube.com/watch?v=OTqeBalYXw</p>	<p>Your task is to complete the Module by (01/18)</p> <p>Online Class: 1/18 at 12:45pm</p>

Collective Action And Cooperation

01/18 – 01/25	Module 3: The Prisoners' Dilemma	Your task is to complete the Module by (01/25)
	Robert Axelrod. 2006. <i>The Evolution of Cooperation</i> . New York: Basic Books. Chapters: 1, 2, 4, and 7.	Online Class: 1/25 at 12:45pm
01/25-02/01	Module 4: Common Pool Resource Dilemmas	Your task is to complete the Module by (2/01)
	<p>*Elinor Ostrom. 1992. <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. Cambridge University Press, p. 30-45, 69-76.</p> <p>*Ostrom, Elinor. 2000. "Collective Institutions and the Evolution of Social Norms" <i>Journal of Economic Perspectives</i> 14: 137-158</p> <p>* Elinor Ostrom on managing "common pool" resources. Youtube Video. https://www.youtube.com/watch?v=D1xwV2UDPAg </p>	Online Class: 2/01 at 12:45pm
2/01-2/08	Module 5: The Logic of Collective Action The Importance of Institutions	Your task is to complete the Module by (2/08)
	<p>*Olson, Mancur. 1965. "Chapter 2: Group Size and Group Behavior," <i>The Logic of Collective Action</i>. Cambridge MA: Harvard University Press pp. 53-65.</p> <p>*North, Douglass C. 1990. <i>Institutions, Institutional Change, and Economic Performance</i>. Cambridge: Cambridge University Press. Chapters 1-3, pp. 3-26</p> <p>* An introduction to Douglas North. Youtube Video. https://www.youtube.com/watch?v=HjouOADLAD4 </p> <p>* Douglas North on formal and informal institutions. Youtube Video. https://www.youtube.com/watch?v=7vpG6w5mAOU </p>	Online Class: 2/08 at 12:45pm

2/08-2/15

*****FIRST MIDTERM EXAM --- Feb.15th: 12:45pm*****

**UNDERSTANDING URBAN DEVELOPMENT AND
POLICY OUTCOMES: USING A POLITICAL
ECONOMY APPROACH**

2/15-2/22

Module 6: The Tiebout Model

Your task is
to complete
the Module
by (2/22)

*Smith, Kevin and Christopher Larimer. 2017. "The Tiebout Model," in *The Public Policy Theory Primer*. Westview Press: Boulder, CO., pp. 52-59.

*Schneider, Mark, Paul Teske, and Michael Mintrom, *Public Entrepreneurs*. Princeton: Princeton University Press. Chapter 10.

*Lapo Salucci, and Kenneth Bickers. 2011. "Exit, Voice, Electoral Turnover." *Urban Affairs Review*, 47 (2): 155-182.

Debate 1

**Online
Class:
2/22 at
12:45pm**

*****March 3rd: Full Semester Midpoint – Last Day to
Withdraw*****

2/22-3/1

Module 7: The Growth Machine

Your task is
to complete
the Module
by (3/1)

*Logan, John and Harvey Molotch. 2007. *Urban Fortunes*. Univ. of California. Chpt. 2 and Chpt. 3.

*Zimbalist 2013. Sports Facilities and Economic Development, *Government Finance Review*., pp. 94-96.

*Schneider, Mark, Paul Teske, and Michael Mintrom, *Public Entrepreneurs*. Princeton: Princeton University Press. Chapter 7.

Debate 2

**Online
Class:
3/1 at
12:45pm**

3/1-3/8

Module 8: The Political Economy of Urban Poverty

Wilson, William Julius. 2009. *More than Just Race: Being Black and Poor in the Inner City*. New York: Norton. Chapter 1-2.

* *William J. Wilson on joblessness and poor neighborhoods*. Youtube Video.

<https://www.youtube.com/watch?v=deI1sq17VTI>

*Fox, Sean. 2013. "The Political Economy of Slums: Theory and Evidence from Sub-Saharan Africa." *World Development* 54: 191-203

Your task is to complete the Module by (3/8)

Online Class:
3/8 at 12:45pm

*****Paper Assignment Made Available*****

*****SPRING BREAK MARCH 15*****

3/8-3/22

Module 9: Social Capital: Collective Benefits from Social Interaction

*Putnam, Robert. 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America," *PS* 24: 664-683.

An overview of more recent work from Putnam (optional)

<https://www.theguardian.com/books/2015/apr/20/our-kids-american-dream-in-crisis-robert-putnam-observer-review>

*Min-Woo Kwon, Jonathan D'Angelo and Douglas M. McLeod. 2013. "Facebook Use and Social Capital: To Bond, To Bridge, or to Escape" *Bulletin of Science, Technology & Society*. Pp. 35-42.

*Daniel P. Aldrich, Kevin Crook. 2008. "Strong Civil Society as a Double-Edged Sword: Siting Trailers in Post-Katrina New Orleans" *Political Research Quarterly*, Vol. 61, No. 3 (Sep., 2008), pp. 379-389

[Debate 3](#)

Your task is to complete the Module by (3/22)

Online Class:
3/22 at 12:45pm

3/22-3/29

*****2ND MIDTERM EXAM -- March 29: 12:45pm*****

3/29-4/5

Module 10: Covid and Mask Wearing: Individual or Collective Choice?

*Eikenberry, Steffen, et al. 2020. "To mask or not to mask: Modeling the potential for face mask use by the general public to curtail the COVID-19

Your task is to complete the Module by (4/5)

Online Class:

pandemic.” *Infectious Disease Modeling*.
<https://doi.org/10.1016/j.idm.2020.04.001>

4/5 at
12:45pm

Read only the Abstract and Introduction (pp. 1-2)

*Haischer MH, Beilfuss R, Hart MR, Opielinski L, Wrucke D, Zirgaitis G, et al. (2020) Who is wearing a mask? Gender-, age-, and location-related differences during the COVID-19 pandemic. *PLoS ONE* 15(10): e0240785.

<https://doi.org/10.1371/journal.pone.0240785>

*Kommelmeier M and Jami WA (2021) “Mask Wearing as Cultural Behavior: An Investigation Across 45 U.S. States During the COVID-19 Pandemic.” *Front. Psychol.* 12:648692.doi: 10.3389/fpsyg.2021.648692

Debate 4

4/5-4/12

**Module 11: Markets in Education:
The Political Economy of Education Reform**

Your task is to complete the module by (4/12)

*Richard E. Matland in Theodolou and Cahn, editors. “Readings in Public Policy” “Synthesizing the Implementation Literature.” Pp. 325-340.

*Smith, Kevin and Christopher Larimer. 2017. “What Should We Do? The Field of Policy Analysis,” in *The Public Policy Theory Primer*. Westview Press: Boulder, CO.

*Smith, Kevin and Christopher Larimer. 2017. “How Does it Work: Policy Implementation,” in *The Public Policy Theory Primer*. Westview Press: Boulder, CO.

Debate 5

**Online
Class:
4/12 at
12:45pm**

4/12-4/19

**Module 12: Urban Regimes and Development Revisited
Good-Bye and Good Luck!**

Your task is to complete the module by (4/19)

*Stone, Clarence. 1989. *Regime Politics*. Univ. of Kansas. Chpt. 9.

*Jones-Correa, Michael and Diane Wong. 2015. “Whose Politics? Reflections on Clarence Stone’s *Regime Politics*” *Urban Affairs Review*. 51(1): 161

**Online
Class:
4/19 at
12:45pm**

*****Paper Due*****

4/26

*****FINAL EXAM*****

*****APRIL 26TH FINAL EXAM (10:45AM-1:15PM)*****

Course Policies

Attendance Policy and Participation

I encourage students to attend this course online. I assess course participation by assessing students' levels of in-class participation in our online class meetings and participation in on-line discussion forums. Participation is particularly important for helping everyone to better understand the theories that we will learn about in this course.

Make-up Exam Policy

If you are unable to complete an exam or other assignment by its due date, I need you to contact me to let me know as soon as possible. Your message should let me know why you are unable to complete this assignment and seek to provide documentation. I will make accommodations for a variety of reasons including health issues that arise for you or a family member. I will not accept reasons such as vacations, family reunion, etc. If I made an accommodation, then I will set an extended due date for completion of this assignment. I will take off 2 points for every work day after this extended due date that this assignment is not completed.

Inclusivity Statement

We understand that students in our program represent a variety of backgrounds and perspectives. The PMAP program is committed to providing a learning environment that respects diversity. To build this community we ask all members to:

- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in this community
- Value each other's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature

GSU Policy Prohibiting Students from Posting Instructor-Generated Materials on External Sites

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

Other Policies

Academic Honesty

The university's policy on academic honesty states "As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work." Please familiarize yourself with this policy. <https://deanofstudents.gsu.edu/student-conductpolicy-on-academic-honesty/>

Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who wish to request accommodation for a disability may do so via the Access and Accommodations Center (AACE) at <https://access.gsu.edu/>. Students may only be accommodated upon issuance of a signed Accommodation Plan by the AACE Center (see: <https://access.gsu.edu/testing-services/>) and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

FERPA

In keeping with USG and university policy, the website for this course will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by law to release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission. For more details on FERPA, [go here](#).

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The Embark program at GSU provides resources for students facing homelessness.