Professor: Robert Wassmer, Ph.D.

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Home Page: http://www.csus.edu/indiv/w/wassmerr

Office: Room 3037, Tahoe Hall.

Office Phone: (916) 278-6304.

Office Hours: Monday, 4:00 – 5:30 p.m.; Friday before class, 4:00 – 5:30 p.m.; and if necessary by appointment.

Course Held: Room 3006, AIRC, Friday, 6 to 9 p.m. The planned meeting dates (for which attendance is mandatory) are: September 6, September 20, October 4, October 18, November 1, November 15, and December 6.

Required Texts:


Twitter:

I have an account there with the name “@rwassme”. Everyone in class is also to get a Twitter account and subscribe to my Tweets and the Tweets of all in class. (Go to [https://twitter.com](https://twitter.com) to do this.) Please use #ULD when Tweeting about material in this class. Participation will enhance your classroom participation grade.

Scheduled Meetings:
The independent study nature of this class is taken very seriously. Thus we meet only half the normal amount, conduct all meetings as discussions in which all participate, each is responsible for taking the lead on discussing O’Sullivan and Glaeser chapters (as noted in bold in schedule), and leading a one hour presentation or interview of an outside expert on an urban topic of your choice (as noted in italics in schedule). You will need to share with us at least one (no more than three) outside reading(s) on this topic, on at least the meeting before you are scheduled to present. Given its more technical nature, I will assist in the discussion of all O’Sullivan chapters (especially the economic graphics/concepts) but each of you still are responsible for presenting the general ideas in an O’Sullivan chapter and raising questions that you did not understand.

Overview:

The structure of this course is around some of the most pressing problems facing central cities and urban areas in the United States (poverty, education, housing affordability, traffic congestion, urban abandonment/suburban sprawl, edge cities, deteriorating infrastructures, infill development, fiscal stress, segregation, etc.). We will approach all of these issues by first learning some of the economics behind them, look at specific applications in the Sacramento Metropolitan Area and California, and then discuss possible policy solutions. Much of the first half of the course deals with the shape and look of urban areas. While much of the second half of the course looks at contemporary urban issues and problems within urban areas.

The course consists of 7 meetings of 180 minutes each between 6:00 and 9:00 p.m. on Monday night. We will take a 15-minute break at 7:30 p.m. To prepare you for participation in class discussions, I ask that you submit a typed, double-spaced, two-page maximum answer to the numbered discussion questions – in the form you are familiar with from PPA 220A (see rubric at end of syllabus) – listed below for the readings for each meeting that corresponds to the first letter in your last name. You alone must submit these on the day of the meeting due. I will look them over and return them to you by the next class meeting with a grade. Grades assigned based upon not just a “right or wrong” answer, but the writing style (grammar, punctuation, organization, etc.), thought, effort, and thoroughness that I judge you put into your answer. A grading rubric is at the end of this syllabus. One of these write ups is due at our first class meeting (September 6).

You grade will also be based upon: (1) a written literature review of your choosing that is due on December 13, (2) my assessment of how you conduct your assigned classroom discussions from O’Sullivan and Glaeser, and (3) my assessment of how you conduct your presentation/interview of your literature review topic.

If there are concepts or ideas covered in a session that you did not understand, it is important to your overall success that you get these misunderstandings resolved before the next time that we meet. You can do this by talking to your fellow classmates (I would encourage you to form study groups or electronic study networks), visiting me in my office hours, sending an e-mail question to me at rwassme@csus.edu, or phoning me.
at (916) 278-6304. My promise to you is that if I am not in my office, I will respond to your Monday through Friday e-mail within 24 hours.

This class is based upon a student led discussion of the material. To accomplish this, students will need to come well prepared to class in the form of completing all reading assignments, formulating answers to the questions poised each week, and actively participating in the discussion. I will call on students who chose not to participate.

You are expected to attend every meeting. If you know you cannot do that at this time, then you should drop the class. If an emergency arises (that is documented) you may miss one class. Missing more than one class, no matter what the reason, results in a failing grade.

Grading Procedure:

I will assign a number grade to all weekly answers to discussion questions. Your final grade calculated based on these number grades. Anything above a B- in the course is a passing grade.

The average grade assigned to the answers you provide to discussion questions every other week will account for 30 percent of your final grade. The grades assigned to your classroom presentation accounts for an additional 30 percent your grade. While your literature review grade is another 30 percent. My assessment of classroom participation (when you are not the lead facilitator) makes up the remaining 10 percent.

University policy for dropping this course followed. You must complete both the classroom presentation and literature review to receive a passing grade in this course.

Schedule:

The following schedule lists the major topics covered and the assigned reading that accompanies them. I reserve the right to make minor changes and additions to the following schedule. Underlined material is hyperlinked and considered supplemental material that I will present if time allows. Please look over the schedule closely and note your presentation assignments.

Feel free to email outlines to other students on the material you will discuss.

Note the need for those covering Glaeser chapter(s) to formulate a discussion question a week in advance of presenting it in class and email this question to those tasked to answer it.

Meeting 1 (September 6)

- O’Sullivan, Chapter One, Introduction and Axioms of Urban Economics (Pistochini)
- Sacramento 2000 Urbanized Area Map

- Sacramento 2010 Urbanized Area Map

- State of California Metropolitan Area Map

-O’Sullivan, Chapter Two, Why Do Cities Exist? (Garvin)

Anderson, Cotter & Dominguez Question: #11, p. 34.

-O’Sullivan, Chapter Three, Why Do Firms Cluster? (Anderson)

Garvin & Howard Question: #10, p. 65.

-Glaeser, Introduction (Howard)

-Glaeser, Chapter 1, What Do They Make in Bangalore? (Howard)

Pistochini and Tupolo Question: To be created by Howard and emailed to them a week before class

Meeting 2 (September 20)

- O’Sullivan, Chapter Four, City Size (Tupolo)

Garvin & Howard Question: #9, p. 84.

- O’Sullivan, Chapter Five, Urban Growth (Dominguez)

Pistochini and Tuppolo Question: #10, p. 111.

- The Benefits of Growth

- Economic Effects of State and Local Government Capital Projects

- Glaeser, Chapter 2, Why Do Cities Decline? (Cotter)

- Glaeser, Chapter 3, What’s Good About Slums? (Cotter)

Anderson, Cotter, and Dominguez Question: To be created by Cotter and emailed to them a week before class

Meeting 3 (October 4)

- O’Sullivan, Chapter Six, Urban Land Rent (Pistochini)
Anderson, Cotter, and Dominguez Question: #10, p. 149.

- O’Sullivan, Chapter Seven, Land Use Patterns (Howard)

Pistochini and Tuppolo Question: #5, p. 184

- Truly ‘Smart’ Growth

- Glaeser, Chapter 4, How Were the Tenements Tamed? (Dominguez)

- Glaeser, Chapter 5, Is London a Luxury Resort? (Dominguez)

  Garvin and Howard Question: To be created by Dominguez and emailed to them a week before class

Meeting 4 (October 18)

Pistochini Presentation/Interview on Lit Review Topic (CBD/Central City Zoning)

- O’Sullivan, Chapter Eight, Neighborhood Choice (Cotter)

  Garvin & Howard Question: #8, p. 223.

- O’Sullivan, Chapter Nine, Zoning and Growth Controls (Anderson)

  Anderson, Cotter & Domiguez Question: #3, p. 244.

- Sacramento County USB Map

- Sacramento Blueprint Project Video

- Glaeser, Chapter 6, What’s So Great About Skyscrapers? (Garvin)

- Glaeser, Chapter 7, Why Has Sprawl Spread? (Garvin)

  Pistochini and Tupolo Question: To be created by Garvin and emailed to them a week before class

Meeting 5 (November 1)

Tupolo Presentation/Interview on Lit Review Topic (CBD/Infill Redevelopment)

Garvin Presentation/Interview on Lit Review Topic (Land Use/Sprawl/Social Justice)

- O’Sullivan, Chapter Ten, Externalities from Autos (Howard)
Anderson and Cotter Question: #4, p. 279.
- O’Sullivan, Chapter Eleven, Mass Transit (Tupolo)

Dominguez and Garvin Question: #4, p. 302.
- O’Sullivan, Chapter Twelve, Crime (Dominguez)

Howard Question: #4, p. 332.
- Glaeser, Chapter 8, Is There Anything Greener Than Blacktop? (Anderson)

Pistochini and Tupolo: To be created by Anderson and emailed to them a week before class

Meeting 6 (November 15)

Howard Presentation/Interview on Lit Review Topic (CA Inclusionary Housing Element Law)

Anderson Presentation/Interview on Lit Review Topic (Green Building/LEED Certification)

- O’Sullivan, Chapter Thirteen, Why is Housing Different? (Garvin)

Cotter and Dominguez Question: #8, p. 356.
- O’Sullivan, Chapter Fourteen, Housing Policy? (Cotter)

Pistochini, Tuppolo, and Anderson Question: #7, p. 376.
- Glaeser, Chapter 9, How Do Cities Succeed? (Pistochini)

Garvin and Howard Question: To be created by Pistochini and emailed to them a week before class
- Growing Cooler

Meeting 7 (December 7)

Dominguez Presentation/Interview on Lit Review Topic (State Mandated Services Provided by Counties)

Cotter Presentation/Interview on Lit Review Topic (State/Local Fiscal Relationship)
- O’Sullivan, Chapter Fifteen, Role of Local Government (Pistochni)

  Garvin and Howard Question: #1, p. 399.

- O’Sullivan, Chapter Sixteen, Local Government Revenue (Anderson)

  Pistochni and Tupolo Question: #4, p. 426.

- Urban Devolution and Metropolitan Local Governance in California’s Next Half Century of Growth

- Glaeser, Conclusion, (Tupolo)

  Anderson, Cotter, and Dominguez Question: To be created by Tupolo and emailed to them a week before class
Your assignment is to write a (minimum) twelve-page, typed literature review that is double-spaced, 11 font and one-inch margins all around. It is due in electronic form to me by no later than 6 p.m. on Friday, December 13. Each day late will result in a one-grade deduction. Please submit as a WORD attachment to a SacCT e-mail to me. I describe below the requirements for the paper. I also list the points earned by satisfying each of the requirements. I will use this grading rubric for the assignment. All references below to Galvin’s *Writing Literature Reviews* refer to the fourth edition.

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<thead>
<tr>
<th>Required Element</th>
<th>Points Available</th>
<th>Points Earned</th>
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<tr>
<td>(1) Use a <strong>minimum of 10 articles</strong> drawn from academic and preferably refereed journals. You may use more articles that are not regression based.</td>
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<td>(2) Include a <strong>reference list</strong> at the end of the literature review (that does not count toward your page limit of six) that is in <strong>APA style</strong>. References made throughout the review should also follow APA style.</td>
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<td>(3) Read all of your articles in the manner described in Chapter 4 in Galvin for “General Guidelines for Analyzing Literature” and organize your literature review around <strong>three different themes designated as separate sections in your review.</strong></td>
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<td>(4) Review Chapter 5 in Galvin on “Analyzing Quantitative Research Literature.” Note particularly Guidelines 4 (cause and effect issues covered), 9 (differences in variable measurement), 10 (sampling issues), 12 (magnitude and statistical significance of regression coefficients), and 13 (flaws in studies observed) and incorporate these suggestions into your analysis and write up.</td>
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<td>(5) Review Chapter 7 in Galvin “Building Tables to Summarize Literature.” You are to <strong>include a well-crafted table of the type described here</strong> in your review. If you put it in an appendix, it need not count against your six-page limit.</td>
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<td>(6) As discussed in Chapter 8 of Galvin “Synthesizing Literature Prior to Writing a Review” your literature review’s “voice” is suitable for academic writing and differences among studies are noted (Guideline 5), obvious gaps discussed (Guideline 1), relevant theories discussed and how studies advance them (Guidelines 7 and 8), summaries are offered after each section and at end (Guideline 9), conclusions/implications, and suggestions for future research [your own PPA 207 paper] are included (Guidelines 10 and 11).</td>
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<td>(7) You have a coherent essay according to Chapter 10 in Galvin. This means an <strong>overview at start (Guidelines 1 and 2), annotations avoided (Guideline 4), subheadings used (Guideline 5), conclusion at end (Guideline 8), and argument flows well (Guideline 9).</strong></td>
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<td>(8) Style and mechanics follow Galvin’s suggestions in Chapter 11. In particular <strong>Guideline 3 (no overuse of direct quotations), Guideline 4 (correct APA use of citations), Guideline 6 (spell out acronyms), Guideline 9 (avoid slang), Guideline 11 (check your draft using Microsoft Grammar Editor, avoid passive voice), Guideline 12 (concise and descriptive title), and Guideline 14 (absolutely no plagiarism).</strong></td>
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<td><strong>TOTAL</strong></td>
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Grading Rubric for Weekly Discussion Questions

PPA 299 (251)

Fall 2013

Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 7, Poor = 6, Absent = 0

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<thead>
<tr>
<th>Required Content</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
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<tr>
<td>Name and discussion question at top of document that is no more than three typed pages long, with one inch margins and 11 font</td>
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<td>Begins with an appropriate introductory paragraph that describes topic and layout of write-up</td>
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<td>Finishes with an appropriate concluding paragraph that summarizes answer to discussion question asked</td>
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<td>Paragraphs and transitions between them flow smoothly</td>
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<td>Appropriate writing style and language use for a college educated reader not familiar with the topic</td>
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<td>No grammar or spelling errors</td>
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<td>Answer appropriately draws upon outside material relevant to the discussion question and cites this material using APA style</td>
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<td>Answer appropriately addresses discussion question by drawing upon assigned reading related to it (Three times other value)</td>
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<td>27</td>
<td>24</td>
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Total score (100 possible)