

Public Policy & Administration 251: Urban Problems, Economics, and Public Policy

Fall 2020

Mondays 6:00pm – 8:50pm

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COURSE OVERVIEW

Catalog Description: “*PPA 251. Urban Problems, Economics, and Public Policy.* Historical development, economics and possible policy solutions of the most pressing problems facing central cities and urban areas in the U.S. are presented. Problems discussed include poverty, crime, urban abandonment/suburban sprawl, edge cities, deteriorating infrastructures, and fiscal stress..”. Cross-listed as ECON 251.

Prerequisite: Grade of B- or higher in PPA 220A or the equivalent.

PPA 251 is an advanced graduate course which helps build your strength in all of the [PPA learning objectives](#), including recent additions related to systemic racism, decisionmaking, and duty of care (see 1a, 1b, and 3e in the appendix) adopted by the department.

Our scope is urban problems, economics, and policy in the United States. We will focus in our applications and projects on California and the Sacramento metropolitan region in particular. But our inquiry is global and general to the topic, rather than a Sacramento current events meetup group.

We will jump among theory, trends, applications, and evaluation. I am an urban policy practitioner, and our journey will be real and relevant. A central objective will be equipping you to be useful and impactful as professionals. That will mean deep dives into theory and models, and practicing the seamless integration of academic frameworks and professional practice. This semester will be both seminar and practicum.

At nearly every stage of the course, you might get frustrated and want to knock on my door at home demanding to know: “Just tell me exactly what you want me to do and how to do it!” By order of the county public health official, though, I won’t be answering the door. The ambiguity is by design, as it is a central feature of what an advanced public policy and administration professional navigates. Indeed, the capacity to do so is what distinguishes someone with a master’s degree.

Format & Expectations

This is a graduate seminar where we probe, explore, apply, and integrate theory and practice together, as a team, not a traditional undergraduate lecture course. Nearly all of the concept acquisition will occur outside of our sessions, through readings, podcasts, and video you’ll immerse yourself prior to class. Our time together will be focused on understanding, questioning, recombining, and applying the concepts. If you come to class expecting that I will review or summarize the key ideas, and don’t first get your head into the sometimes-complex concepts and frameworks from the reading and instructional materials, you will be lost and fall behind quickly.

This is not a current events class where we meet to share opinions or debate what's happening in cities or regions that week. It is an advanced seminar for students who have progressed through graduate study and are ready to apply frameworks, methods, tools, and models from that study to significant urban problems. You and your colleagues bring a diverse range of disciplinary perspectives to the subject. Our seminar includes advanced graduate students in public policy & administration, environmental studies, civil engineering, and urban land development. There is more to public policy than these disciplinary lenses, and we'll consider sociology, history, design, and anthropology, too. But we won't stay there, as our purpose isn't just deepening our understanding and questioning our intuitive thinking, it is the making and implementation of public policy in a real-world decision and action context. Through our inquiry and our applied work, we will emphasize economics, political science, administration, design, and behavioral/cognitive science. We will analyze systems and structures to surface biases, incentives, and decision constraints.

The format for our time together will vary each week. I will do some mini-lectures with structured discussions in breakout rooms and facilitated inquiry in our main room. We will often do case studies, simulations, and design-thinking work together. We will consider one real urban land development project from start to present with the project developer joining us to dive into land acquisition, project economics and the pro forma, regulatory and land use issues, policy objectives, financing, and other aspects that will make the project succeed (or not). Most weeks, we will devote time for work and feedback on the Project. And we will have frequent guests for interviews and interactive discussions, taking advantage of our distance format to bring in urban policy leaders and thinkers from across the United States. One recurring feature will be off-the-record interviews with dynamic and high-impact mayors from across America, with you posing the questions. Another will be time with entrepreneurs from the civic innovation sector.

This course makes extensive use of Canvas for required readings, assignments, discussions, surveys, games and simulations, updates, and other elements essential to the course. Most assignments will be submitted by you exclusively within Canvas, and I will not accept copies by email. Plan to sign into Canvas on a regular basis—in class and at least twice per week. You'll likely end up signing in almost daily. I will communicate using Canvas and Sac State email (not the private email address you may have on file with Suzi Byrd).

I've completely redesigned PPA 251 this semester, in recognition of the shift to online learning and of the convergence of contemporary issues that are topical at the urban scale right now. I've also done this in order to provide a solid foundation for the new PPA 500 capstone structure, and to deepen multidisciplinary integration while also honing your experience in real-world, client-oriented professional projects. Please share your feedback liberally throughout the semester. I'll make mid-course corrections.

REQUIRED READINGS

Books

There are two required texts, one of which is available to you at no charge via the CSUS Library.

Read *Triumph of the City* in its entirety prior to our first class. It will be relevant during most weeks, so be sure to highlight or take notes to help you recall concepts, ideas, examples, surprises, and controversies in the weeks ahead.

1. Glaeser, Edward. *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*.
ISBN-10: 0143120549
ISBN-13: 978-0143120544
Available used at the Hornet Bookstore for \$13.50 (or rental for \$9.36). Or new at [Amazon](#) for \$11.59.

The second text (free) is to be used at the concept level, rather than read deeply and carefully from cover to cover. You'll use it to understand the theories and models of urban economics. You can skip the mathematics.

2. Brueckner, Jan K.. *Lectures on Urban Economics*, MIT Press, 2011.
<https://ebookcentral.proquest.com/lib/csus/detail.action?docID=3339314>. [free digital version when logged into CSUS library]
If you can't use digital books, you can rent this book at the Hornet Bookstore for \$23.40. I don't recommend this, though; you won't use this book enough to generate such an expense. If you can cope with a digital book, save your money.

A third text (free) is recommended if (and only if) you are an Economics graduate student enrolled in this course as ECON 251 rather than PPA 251. It is a serious economics reference book that you'll use only to dive more deeply into propositional theory and mathematics.

3. Duranton, Giles, Henderson, J.V., Strange, W.C. (eds). *Handbook of Regional and Urban Economics, Volume 5*.
<https://www.sciencedirect.com/handbook/handbook-of-regional-and-urban-economics/vol/5/suppl/C> [free digital version when logged into CSUS library]
Under no circumstances should you buy this book (it is \$299.95 at the Bookstore).

If you have trouble accessing these links, then (1) be sure you are logged into MySacState, (2) go to the University Library page and search for the book by author and title (for the Handbook, be sure to look for Volume 5 and also be sure to avoid reviews of the book), (3) choose the result with "full text access" noted, and (4) download the chapters you need. For Brueckner, downloads last for 21 days. You can always go back and read it online after the 21-day period

has ended. But it may be more convenient to just download the chapters you need and then return later.

Scholarly Readings & Other Instructional Materials

All other required readings are available to you as a CSUS student at no cost. I will post links to articles, videos, podcasts, cases, and other materials each week on Canvas. To access the scholarly readings, be sure that you are logged into your MySacState account and the University Library in order to see the full-text version.

Watch [Stockton on My Mind](#) on HBO prior to the first class. As of August 10, it is available for free for a limited time on HBO without a subscription or providing any credit card or other information beyond an email address. But HBO hasn't said how long this special offer will last, so watch it as soon as possible. Mayor Tubbs is likely to join us at some point this semester.

You must have a Twitter account, and subscribe to the PPA 251 List you can find by navigating to my [@ProfCabaldon](#) twitter page (don't just search for my name, as you may end up at my extracurricular account instead) and choosing from the Lists page. Or just go directly to the [PPA 251 list on Twitter](#).

Four of our principal sources will be Bloomberg CityLab and [CityLab University](#), Sidewalk Labs, Cities Today, and Governing. You will be expected to stay current on CityLab articles each week.

Recommended Summer Supplementary Readings

I sent you an email over the summer with a link to my [Urban Policy & Economics Summer Reading List](#) at Amazon. It includes books on parking, zoning, transit, collaborative governance, automated and shared vehicles, localism, urban design, leadership, systemic racism, jobs and talent, urban economics, and the future of cities. Don't try to read them all, of course—you'll be too exhausted for class. Pick one or two that cover topics or lenses you're not familiar with. If you've already read *Color of Law*, for example, don't pick *Race for Profit*. If you don't know much about zoning or municipal innovation or the geography of jobs or parking and design, dive in on one of those. These are recommendations to stay intellectually sharp and broaden your analytical toolbox, though—they're not required and "summer reading" should never mean stress.

CHECKLIST: BEFORE THE FIRST CLASS

Complete all of the following before our first session on August 31.

1. **Complete the required [Initial Project Survey](#)**, identifying which projects and methods are of greatest interest to you for our [central assignment](#). If you do so by August 20, I'll be able to consider your preferences in assigning students to the main class projects. If you complete the survey after the 20th, I'll assign you to a project without your input.
2. **Project Paragraph.** I'll post the list of student groups and their assigned topics and methods by close of business on Monday, August 24. Then, by August 30, you'll post to canvas a single [paragraph](#) describing how you might conceptualize your project, given your topic and methods. This is a low-stakes assignment rather than a contractual commitment to undertake the project you sketch. We'll construct the actual projects together, starting in Week 1.
3. **Watch the [Stockton on My Mind](#) documentary** (90 minutes). Especially if you don't have HBO, do this as soon as possible while the program is still free to non-subscribers.
4. **Read *Triumph of the City*** in its entirety.
5. **Subscribe to the [PPA 251 list on Twitter](#)** and start browsing, skimming, and reading.
6. **Produce and submit your first [recombination](#)**, drawing from *Triumph of the City*, *Stockton on My Mind*, and Week One Readings posted to Canvas the week before class. You're mashing up at least three sources out of this set. This is to spark your thinking and out discussion, not a cause for perfection or stress; no more than one page or the equivalent.

ASSIGNMENTS

Most assignments are due at 6pm on the Sunday prior to the class session associated with the particular assignment on the course schedule. Submit all assignments in a complete and professional manner via Canvas. Save your files in .doc format (not PDF) using the following naming convention:

Last Name, First Initial, Assignment Title, Date
Example: LanceBottomsK_LitReview_8-24-20.doc

Students everywhere want clear, step-by-step instructions and rubrics for assignments and assessments. “Professor, just tell me exactly what you want and I’ll do it.”

The scientific research on learning, however, is unequivocal: Just-tell-me-what-you-want rubrics and steps result in higher student confidence but lower levels of actual learning—especially for graduate school. This isn’t a vocational program where we memorize an instruction manual. Just as in the real profession of public policy and administration, your assignment isn’t to simply do precisely what a client already knows is needed. Nor is it to serve up opinions that they could’ve generated on their own. Rather, the assignments are ways to demonstrate what you’ve learned and mastered, and what you can do with it.

Do NOT do this for any assignment:

1. Think about the topic.
2. Do some Google/Reddit searching, read a Slate or Atlantic piece or two, dive into a website like demandclimateactionnow.org, head over to Twitter for ideas, and scan a new book on the topic that just hit the bestseller list.
3. Think about it and pick your favorite policy solution ideas.
4. Do some more Google searching for studies or “best practices” that support the policy solution ideas you came up with.
5. Write up your recommendations.

To repeat for emphasis, *never do this*. Anyone can do this sort of “research” and millions of people are doing it right now—no master’s degree required. You are an advanced graduate student, and your degree will validate your ability to apply methodologies and sources that others cannot. In many cases, your boss or your client will be more of a subject matter expert on any given topic than you are. Your unique contribution is your fluency in frameworks, tools, and models that they likely don’t have. Every assignment and every discussion in this seminar is designed to hone that competency. Don’t waste your time or mine with Google search-enhanced opinions.

Now, on to the specific assignments. Refer to the assignment pages on Canvas for more details, clarifications, and the inevitable changes.

PROJECT

The central assignment for the semester is a project where you produce two [methodological contributions](#), use multiple [models or frameworks](#) from our textbooks and/or your academic literature exploration, as part of the investigation of or an application to a [prompted topic](#). I will secure a specific client or audience for the project. The primary objective is to produce new knowledge and insights; recommendations are permissible but they are ancillary. The project will be conducted for a specific client or policymaker, for their real-world use and benefit; we won't be framing this for them as an invitation to look at a "student project".

You will collaborate in a group with three other students, and make a joint, integrated presentation at the end of the semester. The main product of your work, however, is not a group project. Each student is responsible for independently producing at least two complete components of the project. The purpose of the collaboration is to inform and shape each other's inquiry, share ideas and resources, and then present the final project together in class.

Methodological Contributions

1. Mapping and spatial analysis. (GEOG109/110)
2. Statistical analysis and/or forecast. (PPA207)
3. Survey and/or qualitative research. (PPA205)
4. Cost-benefit analysis. (PPA220B)
5. Financial analysis (e.g. pro forma, tax or bond analysis, tax increment forecast, or detailed budget). (MBA220/223/251/253, PPA230)
6. Policymaker strategy memo. (PPA210)
7. Public engagement design or tactical urbanism. (PPA270/272/296M)
8. Statute or ordinance. (PPA210/296M)

You will independently produce two of these contributions (no overlap with other students in your project group). Choose at least one methodology that you're already familiar with, in order to keep your scope of work more manageable. Don't worry that you are likely unfamiliar with one or even most of these methodologies at this point.

Models and Frameworks

You will apply formal models or concepts from Brueckner's *Lecture on Urban Economics*, Glaeser's *Triumph of the City*, the *Handbook of Urban and Regional Economics* (for economics graduate students only), prior graduate coursework, and/or your [focused literature exploration](#). This doesn't mean that the project is necessarily about the model; rather, concepts from the literature will inform and help shape your lens on the problem, the policy, and the specific contribution you're making.

Project Topics

- a) Access to [Telework](#) Jobs and Technology.
- b) Recommendations of the [Mayors Commission on Climate Change](#).
- c) Project [RoomKey](#) & [HomeKey](#).
- d) [Justice](#), Equity, Incarceration: [Fines](#), [Automated Enforcement](#) & [Smart Cities](#).
- e) [Micromobility](#) & [Automated Vehicles](#), during and after the pandemic.
- f) [Road](#) and [Congestion](#) Pricing.
- g) City-Level [Guaranteed Income](#).
- h) [Open Streets](#) & [Tactical Urbanism](#).

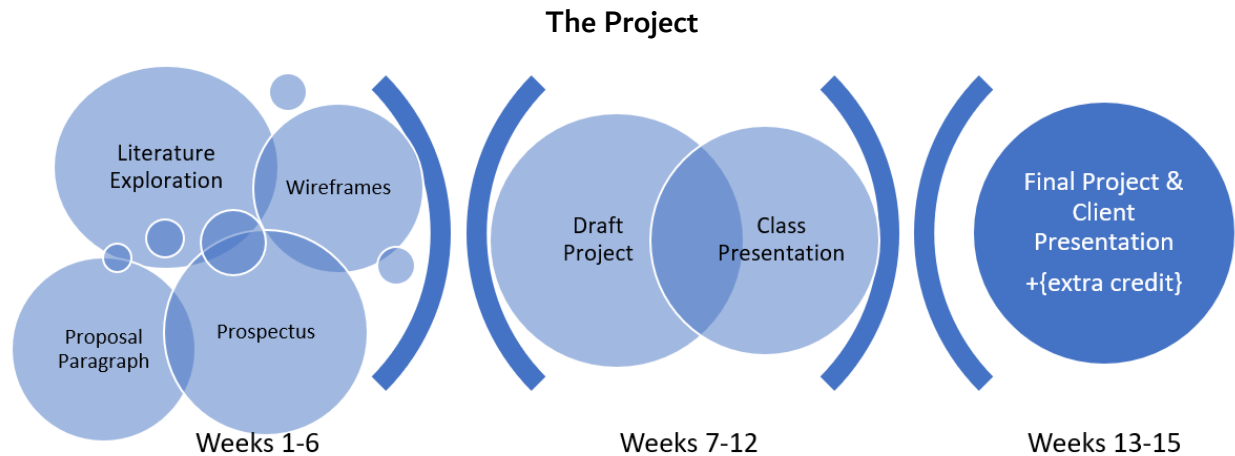
Initial Project Paragraph

To begin, you'll write up a simple paragraph describing how you might approach the topic and methods once I publish the list of groups on August 24 (after you've submitted the [survey](#)). The hyperlinks I've included for each of the project topics above are purely illustrative, to give you a sense of the topic. They don't define the project—that's up to you. Your paragraph will include the following:

1. *Potential project client or audience.* Be as specific as possible; the "State of California" or "local governments" or "communities who have been left out" are all too general.
2. *Project summary.* Define the scope of what you're contemplating. What level—city, county, regional, or other? Which geography—eight cities around the globe, the Town of Winters, the six-county Sacramento region? What questions will you explore, and why are they relevant?
3. *Description of the [methodological contribution](#)* you will make.

You do not need to cover the models and frameworks at this early stage, though if you have something in mind (from a prior course or if you've gotten a head start on your focused literature exploration), I'd encourage you to mention it. Think about what would be useful now to a real agency, policymaker, or interest group, recalling that *useful* means thinking about that agency, policymaker, or group needs and could use. The project must add value in the real world of urban policy.

An example will be posted on Canvas once I've compiled and reported on the project survey. Relax a bit, though. This paragraph merely sparks the work on the project—it isn't the final plan and will almost certainly change, even in the first class. We'll develop the projects together in the initial weeks of the semester, starting in Week One when each group shares the project paragraphs and agrees on a common direction.



This project constitutes a *major artifact* for purposes for the PPA 500 culminating experience. It represents *systematic study* of the topic equivalent to the level expected for a traditional thesis, and may qualify for use in Option 2 (project/policy report) or Option 3 (journal article) of the new PPA culminating experience (it may be also used as one artifact in portfolio prepared in Option 1). For more information on the culminating experience and how major artifacts can be used and extended, see the [official department guidance](#).

Extra credit

At your option, you may earn extra credit of up to 50 points for creating an op-ed, [PA Times](#) column or insights brief or similar professional publication, poster for a relevant academic/professional conference, or one-page brief, suitable and worthy of publishing. You must submit for publication in order to earn credit, but actual publication is not required.

FOCUSED LITERATURE EXPLORATION

You'll write a five-page summary exploring the academic research literature as it applies to your project. This isn't a full literature review. You don't need to integrate all of the literature, probe the differences, examine the methodologies in detail, or write about future research. Instead, you are immersing yourself in the scientific research, summarizing the key findings and implications for the project you are scoping. Professionals without graduate-level training rarely know how to access the full range of science, ideas, and knowledge from published research; this assignment further develops your distinctive skill.

A strong literature exploration can be used as one portfolio artifact prepared in Option 1 of the new PPA culminating experience.

RECOMBINATION

You will mashup key ideas from the week's readings and instructional materials, six times this semester. No more than one page, regardless of the format you choose. These quickfire pieces don't summarize the readings or ask your opinion about them; rather, they recombine them, draw connections, and highlight conflicts and applications between them. These mashups spark and guide our seminar conversation, and demonstrate your mastery of the material by playing with it in novel ways.

In each of the six assigned weeks, you'll recombine ideas from at least three readings, one of which must be scholarly and one of which must be topical (i.e. CityLab article). You may not write your recombination in text, but you have many options for your format, including:

- **Map**
- **Pro Forma**
- **Civic Engagement Prompts**
- Network Diagram
- Mind Map (Concept)
- Annotated Photo Montage
- Qualitative Interview Questions
- Regression Equation (Hypothesis)
- Benefit-Cost Table
- Financial Flow Chart
- Stakeholder Diagram
- Multiple Streams Analysis (Kingdon) Diagram
- Reimagining as a Trolley Situation
- System 1 vs. System 2/Cognitive Load Table
- Economics graph (as in Brueckner)
- Other creative illustration

Three rules: (1) you must use each of the formats in bold at least once during the semester, (2) you may repeat the same format only once, and (3) you must create the product yourself (i.e. do not just find a cool map or chart on the web). Beyond these three parameters, the choice is entirely yours. Do not stress out over the format. The point here is using the format as a stylized, simplified tool to help your brain mash up ideas and frameworks, not to produce a real, usable, perfected benefit-cost table or multicollinearity-free regression analysis.

For week one, all students will produce a recombination. In ten of the subsequent weeks, half of the class will do so. The list of assigned students for each of the ten weeks will be posted on Canvas.

GRADING

Grading is based on many checkpoints rather than a single high-stakes paper or exam. I've designed the assignments to give you the opportunity to use your growing skills and mastery to create, to play, to demonstrate, to apply, and to extend. But relax...the point of this is that at no single moment will your entire grade or future be on the line (even though the project, in total, accounts for just over half of the course grade). Your grade is broken down as shown in the table at right.

Focused Literature Exploration	12%
Project: Proposal Paragraph, Prospectus, Wireframes, Preliminary Draft	12%
Project: Class Presentation	5%
Project: Final Document	25%
Project: Final Presentation	11%
Recombinations	10%
Engagement/contribution/sparks/exit tickets	25%
Optional extra credit	+5%

I understand that you have other personal and professional obligations...because I do, too. The schedule is a shared contract allowing both of us to plan our work in that context. For the first three assignments (project proposal paragraph, recombination #1, & focused literature exploration), late work will be reduced by 10% for each day it is late and will not be accepted at all after two days. For all subsequent assignments, late work will not be accepted.

There are six weeks in which you will create a [recombination](#). You may miss one without penalty; alternatively, I will drop the lowest scoring one from the final grade calculation.

Active presence is the only way to earn graded credit for engagement, presentations & exit tickets, in-class projects, and simulations. It is mathematically impossible to earn an A or B grade without participating in class. This is our collective journey of inquiry, and the learning of other students depends on your participation.

Grade Calculation	
Final numeric score	Final letter grade
93-100	A
89-92	A-
86-88	B+
82-85	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

SCHEDULE

Week	Seminar Topic	Brueckner	Assignment Due	Presentation	Recombo
1 8/31	What, where, why, and who is a city?	1	Project Proposal Paragraph		✓
2 9/7	Economic models of the city	2-3, (6)	Focused Literature Exploration		
3 9/14	Political & admin models of the city	(5), 8			✓
4 9/21	Housing production, affordability, sprawl		Project Prospectus		
5 9/28	Sustainable development, air & climate	4, 9			✓
6 10/5	Gentrification; poverty	7	Wireframes		✓
7 10/12	Taxation & finance	8			✓
8 10/19	Urban governance & civic engagement		Preliminary Draft Project		
9 10/26	Transportation				✓
10 11/2	Mobility				✓
11 11/9	Education, talent, entrepreneurship, work			Project (classmates)	✓
12 11/16	Homelessness	7.4		Project (classmates)	✓
13 11/23	Infrastructure				✓
14 11/30	Crime, policing & justice	10	Final Project		
15 12/7	Inclusive economic development; systems				✓
FINAL 12/14				Final project (client/audience)	

This schedule will change. I adapt the course to you as we progress through the semester, and also to opportunities as events unfold and guest calendars change. Be sure to check for updates on Canvas, which will always have the most current, official schedule/plan/requirements.

CONDUCT & DISCOURSE

This is a course about policy and political topics, so we expect controversy and argument about things that matter. Learning happens when our current knowledge, assumptions, and boundaries are challenged—and it can be uncomfortable or even stressful. Assume positive intent, challenge ideas with civility and respect, and be both brave and humble.

Ours is a stance of inquiry, exploration, and application. Our focus is on concepts, constraints, and ideas, not personal opinion or national and global political ideology. Public policy professionals have enormous influence on policy and politics, but we earn that influence by adhering to professional standards of evidence, integrity, inquiry, role, and ethics.

1. Step up and step back. Engage frequently and concisely.
2. Focus on inquiry, curiosity, humility, not your opinion or declarations.
3. PPA exists within a democratic representative government. Avoid snap judgments and cynicism about politics, politicians, or the public. If democracy and representative government aren't for you, this may not be the best profession to pursue.
4. When you refer to “the public”, thoughtfully consider what you mean, precisely. Might referring to another unit of analysis or dimension of “the public” change what you say?
5. Avoid phrases like this:
 - “I just think...”
 - “Its obvious that what’s needed is...”
 - “What we should do is...”
 - “I saw a study somewhere that said that...”
 - “People are stupid and we just need to listen to the experts.”
 - “That’s just their cognitive bias showing.”
 - “Why bother because all ___ are in the pocket of the ___ anyway.”
 - “It is imperative that we call out systemic inequality and look at this through the lens of racial justice.” [full stop]
6. Engage like this:
 - “Applying a lens of racial justice to this case might involve [collecting/disaggregating a data source/examining the decision process or forum/looking at the composition and content of public testimony/considering an emerging theory/comparing to places or programs with different demographics/etc]”
 - “Perhaps we might think of ___’s observation just now as an example of [a key concept from earlier in the semester].”
 - “The author of [this week’s reading] is ignoring the fact that this issue didn’t just emerge out of nowhere, and could have its roots in [historical antecedent/cognitive load/urban economics/etc].”
 - “I did a project where this phenomenon seemed to be at play, but I’d add that...”
 - “Could that be an example of [a concept from Brueckner or Glaeser]?”
 - “That sounds reasonable for regional decisionmaking. I wonder if it applies at the city level or not, given that...”

- [View the Hornet Honor Code](#)
- [Academic Integrity Policy from Sac State](#)

ZOOM CLASSROOM ETIQUETTE & EXPECTATIONS

1. For each class session, you should do your best to have open simultaneously Zoom and Canvas (split screen on your computer or using multiple devices).
2. Do not use Google or surf the web during class discussions. To optimize learning, your own brain—not the technology-enhanced extension—must be fully challenged.
3. Try to log online to our class meeting from a quiet, distraction-free environment (if possible). We have little time together; let’s try to maximize it. Keep your Audio on mute until you want to speak. We must work together to limit background noise.
4. Enable Video so that we can see you. This is important in a seminar discussion. We depend on visual cues to assess whether concepts are taking hold or whether you might be frustrated or curious. If you do not feel comfortable sharing your image on Video, of course, please turn it off. Remember, though, that many of us are in the Zoom classroom from home, with children and pets running by, unmade beds, a pizza box on the couch, a uniform from work still on, or a five months of uncut hair. Seeing one another isn’t a cause for embarrassment; our humanity is key to our journey of inquiry.
5. If your Internet connection is weak or Zoom says it is unstable, try these steps, most of which will be more effective than turning off your own video:
 - *Wired Connection.* If your Internet router has an option for a wired connection, join with a wired option versus a wireless connection.
 - *Proximity to Router/Hot Spot.* Bring your device closer to your router or hot spot.
 - *Disable HD Video in Zoom:* You can disable the HD video option by selecting video settings in a meeting and unchecking the HD video option.
 - *Mute Microphone When Not Talking:* When you aren't talking mute your audio (click on the microphone icon to mute or unmute).
 - *Close other Applications:* Zoom uses memory and processing from your computer and is not prioritized over other applications - closing applications you do not need will improve your Zoom experience Try to pause downloading updates, if you can.
 - *Avoid Crowding Your Router:* If there are multiple devices joined to your router or hotspot try to avoid video streaming which will affect bandwidth (e.g. Netflix, YouTube TV, etc.)
 - *Switch to Phone Audio:* If you have an unstable connection, you can join the meeting by phone with simultaneous computer/tablet video. Be sure to use only one audio/mic source!
6. On the bottom of the Zoom window, click on “Participants” and “Chat.” Two pop-up windows will open on the right side of your screen.
7. When you want to speak, use the “Raise Hand” feature (on the bottom left of the Participants window). Be sure to unmute yourself to talk.
8. Use the Chat box to make a point or raise a question. This isn’t rude; it augments our discussion and keeps ideas flowing. But stay on topic and in the zone of inquiry.

9. Have a plan for taking notes (paper and pencil, digital notepad, Word/Pages doc). We may post recordings of Zoom sessions on Canvas, but you should also try to capture your thoughts and questions in the moment. The intentional act of capturing is essential to your brain encoding and cataloguing what you learn; a recording can't mimic that.
10. I plan to record all Zoom class sessions and may post excerpts on Canvas in case one of you is not able to attend class on that day.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and require assistance or academic accommodation, please contact Services for Students with Disabilities immediately to discuss eligibility. Reach the Office of Services for Students with Disabilities (SSWD) at 916-278-6955 (Phone), 916-278-7239 (TDD). For a complete listing of services and current business hours visit <http://www.csus.edu/sswd/>.

Sacramento State is committed to ensuring that our online learning tools are usable by all students and faculty including those with disabilities. If you encounter any accessibility issues with course or instructional content, please contact our SSWD office. They will assist you with resolving the issue or, where appropriate, connect you with appropriate staff.

GETTING HELP

Sacramento State offers a wide variety of online academic services. These include tutoring services, library services, advising services, and support for students experiencing hunger, homelessness, mental health, and other challenges. I've provided direct links to these services on Canvas.

If your writing does not meet expectations in the first few assignments, I may refer you to writing support through the campus. But no referral is necessary to access them, so be proactive in sharpening your professional writing based on feedback and grades in prior graduate coursework.

Appendix 1: PPA Learning Objectives

<i>(1) Critical and Integrative Thinking: Synthesize, analyze, and develop process and policy options</i>
a) Diagnose, map, and analyze decision making processes, actors, and context.
b) Analyze systems and practices to surface systemic biases, including structural racism, that advance or impede a more just and equitable society.
c) Construct clear problem definitions with attention to client interests and varied stakeholder perspectives.
d) Identify reasonable alternatives to address problems.
e) Apply context-appropriate criteria to analyze and evaluate alternatives and offer solutions with attention to implementation strategies.
f) Identify, critically examine, and use relevant data to inform policy and administrative decisions.
g) Draw upon multiple disciplines to understand and address policy and administration problems.
h) Critically review literature to help understand and address a problem from various perspectives.
<i>(2) Practical Applications: Apply knowledge and skills in a professional setting</i>
a) Critically use different analytical skills, processes, and tools to address policy and administration problems.
b) Work effectively in groups.
c) Identify and apply effective and inclusive leadership techniques for public policy and administration.
d) Effectively communicate with different audiences to build understanding of public problems and policy and administration strategies.
e) Write clearly and succinctly as appropriate to various audiences.
f) Use effective modes of verbal presentation with an awareness of audience and purpose.
<i>(3) Professional Role: Recognize role of profession in society</i>
a) Recognize the role public servants play in advancing or impeding a more prosperous, just, equitable, and inclusive society.
b) Understand obligations to advance public value consistent with rule of law and an enduring search for reasonable and just action.
c) Consider ethical dimensions of choices in public policy and administration.
d) Understand differences between analysis and advocacy including insider and outsider roles.
e) Recognize professional role and responsibility/duty of care to your organization.

Appendix 2: Initial Project Survey

		METHODOLOGY							
		1) Mapping and spatial analysis	2) Statistical analysis and/or forecast	3) Survey and/or qualitative research	4) Cost-benefit analysis	5) Financial analysis	6) Policymaker strategy memo	7) Public engagement or tactical urbanism	8) Statute or ordinance
TOPIC	a) Access to Telework Jobs and Technology.	1a	2a	3a	4a	5a	6a	7a	8a
	b) Recommendations of the Mayors Commission on Climate Change.	1b	2b	3b	4b	5b	6b	7b	8b
	c) Project RoomKey & HomeKey.	1c	2c	3c	4c	5c	6c	7c	8c
	d) Justice, Equity, Incarceration: Fines, Automated Enforcement & Smart Cities.	1d	2d	3d	4d	5d	6d	7d	8d
	e) Micromobility & Automated Vehicles, during and after the pandemic.	1e	2e	3e	4e	5e	6e	7e	8e
	f) Road and Congestion Pricing.	1f	2f	3f	4f	5f	6f	7f	8f
	g) City-Level Guaranteed Income.	1g	2g	3g	4g	5g	6g	7g	8g
	h) Open Streets & Tactical Urbanism.	1h	2h	3h	4h	5h	6h	7h	8h

By August 20, send me an email with the following:

- Your top three choices for a topic (e.g. (a), (c), and (h)), ranked in order of preference.
- Your top four choices for methodologies (e.g. (2), (5), (6) and (7)), no ranking needed.
- Your top four cells above, match a specific topic and specific methodology (e.g. 2h, 4c, 6h, and 8g), no ranking needed. These cells are likely to align with your two lists above, but that isn't strictly required.