

## COMMUNITY DEVELOPMENT AND POLITICAL LEADERSHIP

Political Science 233  
Fall 2003  
Hylan 307  
Tuesday: 2-4:40 pm

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### OVERVIEW

**Community development, despite its widespread usage, is a relatively murky term.** To some, the term refers to the historical process by which communities make the transition from a “traditional” to a “modern” state. To others, it involves political activity aimed at mobilizing and organizing citizens to pursue certain social or political goals. Still others approach community development from a public policy perspective, using the term to reference the process by which government, through physical development projects, social programs and other investment incentives, improves the surroundings and living conditions of the populace. The three definitions are not mutually exclusive, and, in fact, intersect naturally in considerations about community development. The third usage of the term will be the focus of this public policy course.

**Which communities and which political leaders are involved in development and why?** The choices for analysis are wide, e.g., urban/suburban/rural; domestic/international; unitary/ federal political systems; national/ regional/state/local. While we will touch on all of these perspectives during the course of the semester, our main focus will be metropolitan communities, cities and suburbs, within the American multi-level federal system.

**What is the role of capital—its physical, human, and social components—in community development?** Governments are location-specific; human and physical capital are not. What financial incentives do political leaders proffer to induce businesses to locate, remain or expand? To individuals to buy or invest in housing? What effects do these incentives have? What difference does social capital (reciprocal social relations/”civic virtue”) make in community development?

## COURSE OBJECTIVES

The objectives of the course are to familiarize you with (1) continuing redefinitions of community development policy and responsibilities at national, state and local levels; and (2) public sector incentives to induce private sector investment; (3) public policies and processes for neighborhood development; and (4) regionalism and local government restructuring.

I have designed this course to achieve these objectives through common, assigned readings, individual papers, and a local field trip.

## TEXTS TO BE PURCHASED

### Required:

Katz, Bruce. *Reflections on Regionalism*. Washington, DC: Brookings, 2000.  
 Miller, David. *The Regional Governing of Metropolitan America*. Boulder, CO: Westview, 2002.  
 Pagano, Michael and Ann Bowman. *Cityscapes and Capital*. Baltimore: Johns Hopkins, 1995.

### Recommended:

Hacker, Diana, *A Writer's Reference*. Boston, Bedford, latest edition  
 Putnam, Robert. *Bowling Alone*. New York: Simon and Schuster, 2000.

## COURSE REQUIREMENTS

1. All assigned readings
2. Two Papers. Paper #1 is due on October 21. Paper #2 is due on December 9. See details below
3. Oral presentation of the first paper. The team presentation should be 15 minutes long, with a 10-15 minute question period following. A 1-page outline is to be distributed to the class at the outset of the presentation. Visual aids are highly recommended.
4. Persuasive oral argument of the second paper. This will be within an overall debate format.
4. Participation in Rochester area community development field trip.

The course requirements will be weighted as follows:

Paper #1.....	30 percent
Paper #2.....	35 percent
Oral presentation #1 .....	15 percent
Oral presentation #2.....	10 percent
Class participation.....	10 percent

## CLASS SCHEDULE

<u>Session</u>	<u>Date</u>	<u>Topic and Assignment</u>
1	9/2	<i>Introduction</i>
2.	9/9	<p><i>The Concept of Community</i></p> <p>® <b>Bellah et al.</b>, <i>Habits of the Heart</i>, Chapters 1, 2, 6, 7, 8.</p> <p>® <b>Putnam</b>, <i>Bowling Alone</i>, Chapters 2 through 6.</p> <p style="text-align: center;">OPTIONAL:</p> <p>® <b>Tocqueville</b>, <i>Democracy in America</i>, “Of The Use Which Americans Make of Public Associations in Civil Life.”</p>
3	9/16	<p><i>Community (continued)</i></p> <p>® <b>Putnam</b>, Chapters 14, 15, 21, and 24.</p> <p style="text-align: center;">OPTIONAL:</p> <p>® <b>Montgomery</b>, “Social Capital as a Policy Resource,” <i>Policy Sciences</i> 33(2000).</p> <p style="text-align: center;"><i>Guest: Deborah Ellwood, Rochester Area Community Foundation</i></p>
4	9/23	<p><i>The Federalism Framework</i></p> <p>® <b>Peterson</b>, <i>The Price of Federalism</i>, Chapters 1, 2.</p> <p><b>Miller</b>, Chapters 1 through 3.</p> <p><a href="http://www.rockinst.org/">www.rockinst.org/</a> New York State Statistics/Local Governments in New York State</p>
5	9/30	<p><i>Local Policy Choices</i></p> <p><b>Pagano and Bowman</b>, Chapters 1, 2, 3</p> <p>® <b>Oliver</b>, <i>Democracy in Suburbia</i>, Chapters</p> <p><a href="http://www.albany.edu/igsp/pdf/nlcpaper.pdf">http://www.albany.edu/igsp/pdf/nlcpaper.pdf</a></p> <p>(Paper on Rochester’s NBN prepared at SUNY, Albany)</p> <p style="text-align: center;"><i>Guests: Vicky Bell and Julie Beckley, City of Rochester</i></p>
6	10/7	<p><i>State Policy Choices</i></p> <p>® <b>Brace</b>, <i>State Government and Economic Performance</i>, Chapters 1, 2</p> <p>® <b>Eisinger</b>, “State Economic Development Policy in the 1990s: Politics and Policy Learning,” <i>Economic Development Quarterly</i> 9 (May 1995):146-158</p> <p>® <b>Peterson</b>, Chapter 4</p>

- 7      10/14      *Targeting Development*  
 ® **Liebschutz**, “Targeting by the States,” *Publius* 19 (Spring 1989):1-16  
 ® **Wolkoff**, “Is Economic Development Decision Making Rational?” *Urban Affairs Quarterly* 27 (March 1992): 340-355  
 ® **Buss et al.**, “The Case Against Targeted Industry Strategies,” *Economic Development Quarterly* 13 (November 1999): 339-370.

*Guest: Rocco Di Giovanni, Monroe County COMIDA*

- 8      10/21      *Neighborhood Development/ Student Presentations*  
**[First Paper Due]**
- 9      10/28      *Evaluating Success*  
**Pagano and Bowman**, Chapters 4, 5, 6, and 7.
- 10     11/4        *Regionalism*  
**Katz**, Chapters 1, 2, 7, and 8.
- 12     11/11      *Regionalism, continued*  
**Katz**, Chapters 4, 5, 6, and 9

*Guest: Evan Lowenstein: Rochester Area Community Foundation*

- 11/18      *NO CLASS*
- 13     11/25      *Metropolitan Solutions*  
**CGR, Cooperate, Collaborate, Consolidate: Options for Local Government in Monroe County.** [www.cgr.org](http://www.cgr.org)  
**Rockefeller Institute of Government, Report on the Local Government Restructuring Project** **[distributed—free]**
- 14     12/2        *FIELD TRIP*
- 15     12/9        *Student Presentations/ Course Wrap-Up* **[Second Paper Due]**

® = either whole book or electronically reserved

## WRITTEN ASSIGNMENTS

**In General:** The first paper is a collaborative, 2-person team effort. I expect you to submit and justify for my prior approval **no later than October 2** your Rochester Neighborhood Sector or Monroe County town. I will schedule an individual conference with each team, or more than one if needed, to discuss your research strategy.

The second paper is either an individual or a team effort. I will also schedule conferences on your second paper.

### **PAPER #1: DUE OCTOBER 21**

#### **Length: 9-11 double-spaced pages plus appendixes and references**

Select a Rochester Neighborhood Sector or a Monroe County town for investigation.

You have two goals in this paper. The first is to describe, discuss, and analyze:

- the sector's/town's economic and social characteristics from 1960-2000
- the sector's/town's historical development pattern, i.e., prior to 1990
- the sector's/town's current development plans

The second goal is to describe the role of city or county government, and to analyze its relative importance in the revitalization of the sector or town.

You should use both primary and secondary sources.

Primary (original) sources include:

*Government documents* ( city government publications such as the Mayor's State of the City Messages, documents in the Library collection, as well as from the Internet (the city of Rochester website is: [www.ci.rochester.ny.us](http://www.ci.rochester.ny.us))); and

*Interviews with sector or town appointed or elected officials*

Secondary sources include:

*Books;*

*Local and national newspapers* (e.g., New York Times, Rochester Democrat and Chronicle, Albany Times Union **NOT** USA Today);

*Journals* (e.g., Empire State Report, Governing Magazine, State and Local Government Review **NOT** Time or Newsweek);

**PAPER #2: DUE DECEMBER 9**

**Length: 9-11 double-spaced pages plus references and appendix materials. Place supporting tables and other materials in the appendix.**

The paper enlarges the focus from a single Neighborhood Sector to the City of Rochester, or from a single town to Monroe County. Drawing on all of the first assignment papers prepared by the class, contrast and compare Rochester or Monroe County with one of the ten cities in *Cityscapes and Capital* book by Pagano and Bowman. Your purpose is to categorize and justify why Rochester or Monroe County is survivalist, expansionist, maintenance, or market oriented.

To recapitulate: Your analysis is to be framed within two contexts.

- The first context includes economic, social and political leadership dimensions pertinent to Rochester/Monroe County.
- The second context is intercity and comparative.

As in your first paper, you will draw on both primary and secondary data sources. I don't expect you to conduct more interviews for this paper, but rather to make use of those you carried out for your first paper.

Paper #2 should contain the following sections:

1. Introduction
2. Background—pertinent demographic, cultural, economic, social, and institutional dimensions that frame urban development in Rochester/Monroe County and your comparison city
3. The role of political leadership—local leaders' images and perceptions of the prospects for their locality (city/town/county)
4. Policy options for consideration by the two governments and their choices
5. Policy implementation alternatives for consideration and their choices
6. Summary and Conclusions. Here you should ponder the broader contexts of your analysis. Does political leadership matter? To whom? Why?

## GENERAL CLASS POLICIES

1. **Very important:** Your class participation is a key component of this course. You have the potential to make creative and original contributions. However, unless you are in class, those contributions will not be realized. Accordingly, more than one absence without a signed medical excuse will result in a drop of one letter grade from the final grade.
2. It is my policy to discourage both late assignments and incomplete grades. Work handed in after the date when due will be penalized one letter grade. Students who take an incomplete at the end of the semester will be assessed an initial incomplete penalty of 10 percent plus a further penalty of 10 percent 30 days after the end of the semester.
3. All assignments and other materials will be distributed only once. If a student finds it necessary to miss a class, he/she should make arrangements with other class members to get the materials.
4. I would appreciate hearing from anyone in this class who has a special need that may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating or other accommodation. See me after class, or in my office, as soon as possible.

## WRITING HINTS

Communications skills are essential for success. Unfortunately, not all legislators or public policy analysts or public administrators or, sad to say, political scientists, practice good skills; there are numerous examples of "officialiese" writing that obfuscates rather than illuminates. Keep the following points in mind as you develop writing skills in this course:

1. KISS (keep it simple and straightforward) should be your general guiding rule. Avoid long, convoluted sentences. Exercise correct word usage. Don't try to change nouns into verbs. Don't select words on the basis of their presumed impressiveness. For an excellent source on the KISS principle, consult William Strunk, Jr. and E. B. White, The Elements of Style (New York: MacMillan, latest edition).
2. Pay attention to format. Consult a commonly accepted source and be sure your paper is consistent with that format. I strongly recommend Diana Hacker, A Writer's Reference (Boston: Bedford, latest edition) or Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (Chicago: University of Chicago Press, latest edition).
3. Remember that you are responsible for the final product, so proofread carefully. Spelling and grammatical errors, sloppiness, and problems in organization will all result in grade penalties.
4. A picture is worth a thousand words. Keep this in mind as you pursue prudence in writing. Much communication in public, private, and non-profit sectors is designed to convey a message in a brief space or period of time. Diagrams, tables, and other illustrations can greatly aid this process.