

**NYU****ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE****URPL-GP 2452****Transforming Cities Equitably:****Public-Private Partnerships, Public Spaces, Politics & the Press****Spring 2022***(As of 01.27.22; subject to revision)*

Tuesdays, 6:45 – 8:25 pm
60 Fifth Avenue, Room 110

Professor Tim Tompkins

Email: tmt6@nyu.edu

Professor Rasmia Kirmani-Frye

Email: rasmia327@gmail.com

Office hours by appointment

Prerequisites:

CORE-GP.1011; PADM-GP.2140 or URPL-GP.2608

Course Description

This course uses public spaces, partnerships, politics and the press to examine the tools and tactics which transform cities, with the goal of helping students articulate strategies to nurture equitable and sustainable growth. It will be grounded in case studies that look at urban revitalization strategies in places ranging from New York City to Singapore to Atlantic City. Within New York City, we will focus on how policies have played out in three distinct neighborhoods: Times Square, Brownsville and Chinatown guest speakers rooted in practice will discuss their experience in the arena and readings will include contemporary media coverage of urban issues, deeper dives into particular places, and selections from urban theorists.

There will be a special focus on the role of public-private partnerships in harnessing the power of the non-profit, private and governmental sectors. Students will examine the perspectives of each sector, and the skills needed to make such partnerships tools for change. The role of public space transformation and placemaking in shaping perceptions and empowering communities will be looked at in depth.

Throughout the term, through readings, guests and discussion, we are committed to examining how structural racism, white supremacy and caste have created urban inequities and explore effective responses to those issues. In addition, we will explore how COVID has affected cities, equity and public space in both the short and long term.

Theories and assumptions about the economic life of cities will be illuminated through real-world examples, some of which will involve the instructors' experience with community organizing, park and public space transformation, the BID movement, public housing, and the transformation of Times Square. We will examine how ideas about economic development shift across time and place, even as deeper truths remain constant. While reviewing standard economic development tools, we will also look at ideas relating to corporate branding and competitiveness, managing public space, nurturing creative industries, and reforming governmental practices.

Above all, we will ask (and at the end of the course, each student will answer in the form of an articulated plan for a new mayor with an eye towards the main municipal legislative leader as well): What things makes cities thrive and grow equitably, and how do we nurture those things while navigating systemic inequities, politics, perceptions and power?

Course Objectives

By the end of this course, students will be able to:

1. Understand the basic tools, tactics, theories and trends that shape and transform cities
2. Identify the distinct strengths and perspectives of the non-profit, private and governmental sectors, and the ways in which public-private partnerships can harness those strengths
3. Utilize both standard economic development tools along with political and press skills to advocate for, change the narrative of, and transform an urban area
4. Develop, critique and present a strategy for equitable and sustainable growth for a particular place, and discuss criteria for determining the success of that strategy

Main Readings

- Glaeser, Edward, *Triumph of the City*. New York: The Penguin Press, 2001 (excerpts)
- Jacobs, Jane, *The Death and Life of Great American Cities*. New York: Vintage Books, 1961, 1989. (excerpts)
- Sagalyn, Lynne B, *Times Square Roulette*. Cambridge, MA: MIT Press, 2001. (excerpts)
- Lin, Jan, *Reconstructing Chinatown*. Minneapolis: University of Minnesota Press, 1998. (excerpts)
- Austen, Ben, *High Risers: Cabrini Green and the Fate of American Public Housing*. New York: Harper, 2018 (excerpts)
- Pulido, Laura. *Black, Brown, Yellow and Left: Radical Activism in Los Angeles*. Berkeley and Los Angeles: University of California Press, 2006(excerpts)

NYU Brightspace and Email

All announcements, resources, and assignments will be delivered through the NYU Brightspace site and email. We may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

Class Format

Classes will consist of opening presentations by the professor, seminar-style discussions of assigned readings, and occasional moderated conversations with guest speakers. Course readings are front-loaded to the first half of the term to familiarize students with a number of core concepts and ideas, which will then be explored through case studies and the process of making policy recommendations for the final paper.

The order of classes may shift slightly during the term depending on the availability of guest speakers either for case studies or for Q & A sessions.

Assignments and Evaluation

1. Class Preparation, Participation and Short Assignments (50%)

All students should be prepared to discuss and answer questions about the week's readings in class. Required readings and materials are listed below each week's topics, and all readings will be found in the 'Resources' folder on the NYU Brightspace website. On multiple occasions the professor will send students current readings from publications or websites for discussion in class. These will be sent via email and uploaded to the NYU Brightspace site. Near the end of the term the presentation and critiques related to the final assignment will also be taken into account for the participation grade (see below).

For every class students will be asked to answer in advance brief questions relating to the week's readings, and in some cases to summarize in paragraph form takeaways from the previous class. There will also be one photography assignment where students will be asked to upload pictures of public space conditions in a park, street sidewalk or subway and be prepared to discuss.

All Short Assignments are due the Friday prior to class at midnight so that students and the Professors have time to read submissions by Tuesday's class, unless otherwise noted.

2. Final Paper (50%)

There will be one longer (10-15 page) assignment due at the end of the term where students will present their economic development principles and strategies for (a) a new mayor in New York City, with specific examples of how those strategies and tactics would affect or be implemented in the three New York City neighborhoods studied throughout the term (Times Square, Brownsville and Chinatown), or (b) the mayor of a pre-approved alternative city of their choice (see below). Students will also present and critique each others' ideas several times in classes near the end of the term, as a way to further refine their ideas for the

final presentations and paper. With advance approval, students may choose to apply their principles and strategies to a city other than New York, if that is more aligned with longer-term career goals.

For the final two classes, students will present a 5-10 minute oral and Powerpoint summary of the themes of the final paper, and get modest feedback from fellow students. This will help to refine their final paper themes prior to writing, and give them important practice in succinct oral presentation.

See NYU Classes for 'Guidelines for Final Research Paper' and 'Wagner Integrity Statement.'

Final papers are due as a PDF on the 'Assignments' tab of the NYU Classes page. Documents should be saved as 'Last Name: Final Paper: Title of Paper' and are due Tuesday, December 11.

Learning Assessment Table

Graded Assignment	Course Objective Covered
Participation	All
Short Assignments	1 and 3
Final	All

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. Each student is required to sign and abide by Wagner's Academic Code. Plagiarism of any form will not be tolerated since you have all signed an Academic Oath and are bound by the academic code of the school. Every student is expected to maintain academic integrity and is expected to report violations to me. If you are unsure about what is expected of you should *ask*.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website at www.nyu.edu/csd and click on the Reasonable Accommodations and How to Register tab or call or e-mail CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their

religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

COURSE SCHEDULE
****Readings and Guests Subject to Change****

Class 1: January 25

Introduction

The professors will introduce the format and objectives for the course and facilitate the first class discussion.

Required Readings & Materials:

- Jacobs, *The Death and Life of Great American Cities*, Introduction (pp. 1-25)
- Glaeser, *Triumph of the City*, Introduction (pp.1-15)
- Lin, *Reconstructing Chinatown*, Introduction (pp 1- 21)
- Austen, *High Risers*, Chapter 1: Portrait of a Chicago Slum (pp. 3-23)
- Skim Times Square Alliance background materials: [20 Years, 20 Principles](#) (2012) and [TSQ <=> NYC Vision Booklet](#) (2019)
- Kirmani-Frye background: [NYT article](#) and [video](#)
- Tompkins background: Times Square Alliance 2019 Year in review [video](#) (2.5 min); Partnerships for Parks [video](#) (10 min); [sharedcitysharedspace.net](#)

Assignment (due 5 pm Sunday January 23rd):

- Post in Brightspace Discussions one sentence from each of the four main readings (Jacobs, Glaeser, Lin and Austen) which resonated with you in some way. For this first class, there is no need to add a comment about the sentences you chose, nor is there a need to comment on any of the sentences posted by your classmates. In the event you are asked be prepared to discuss briefly in class why the quotes you selected resonated with you.
- Upload on Brightspace Discussions Upload two photographs of a public space -- a street, sidewalk, park or place within a subway station or subway car -- or an activity or condition or people in that public space, one of which reflects something positive or an asset, and one of which reflects something negative or a liability about the place. No need to add a comment or words with the photo, or to comment on anyone else's post.
- Upload on Brightspace Discussions (a) your resume (or bio) and (b) post a single sentence naming your primary objective in taking this course.
- Review your classmate's posts in the above Discussions threads, once all have been submitted. No need to comment on them.

Class 2: February 1

Parks, Public Spaces, Partnerships & Social Capital

Case Studies: The Bronx River & Times Square's Public Spaces

Invited Speakers, Representative of Partnerships for Parks; other TBD

Required Readings:

- Bronx River Alliance website, *What We Do*
- Harvard Kenney School case study documents
- City Parks Foundation website, *About Partnerships for Parks*
- New London Architecture, *Public London 10 Years* (p. 6-14, 45-47, 73-79, 81-84, 101)
- Andrea Woodner and Claire Weisz, *Sharing the City* (p.6-15, 21-36, 48-49. 85-93)
- Gladwell, Malcom, "The Six Degrees of Lois Weisberg," *The New Yorker*, January 11, 1999.

- Jacobs, Chapter 5
- Additional reading on public space and race

Additional Optional Materials

- Partnerships for Parks, *Catalyst* readings 1-3
- Innovations in Government Presentation [Video](#)
- Allen Street Mall slideshow

Assignment:

- Submit three ideas, a single sentence for each, for a public space action or intervention (could be public space programming, a physical improvement, a community activity, a proposed staff member with a specific mandate, etc) and its intended purpose (eg spur economic activity, shift perceptions, build trust across races, empower residents, improve safety, empower people). Be prepared to reference Jacobs and other relevant readings in the class discussion. In terms of where the innovation would be, it could be either somewhere along the Allen Street Malls (see slideshow above; you can also walk along them on the Lower East Side south of Houston Street) OR in any one of the public spaces that you or your classmates submitted for Week 1 in the Discussions tab.

Class 3: February 8

Housing & Community-Based Economic Development

Case Study: Brownsville & NYCHA

[Invited Speakers, TBC: Delma Palma, Deputy Director of Architecture & Design, NYCHA; other]

Required Readings:

- Austen, Part II, Chapters 6-11; Chapters 12-14
- Glaeser, Chapter 3, 7 (excerpts)
- Jacobs, Chapter 3, 20 (excerpts)
- Community Solutions – Program Summary
- Auspos, Patricia and Cabaj, Mark, “Complexity and Community Change,” The Aspen Institute, September 2014 (*p.1-14, 30-31, 65-71, 72-78*)
- Weinstein, Wolin, Rose, “Trauma Informed Community Building,” Health Equity Institute, May 2014 (*p.3-17*)
- The Brownsville Partnership – information sheets
- City Visions: Rasmia Kirmani-Frye, July 2016 (*talk starts at minute 4:00*)
- Motherboard, Your City’s Cheapest Housing Is Also Most At Risk, May 2017
- Public Housing Revolution: Lessons from London https://chpcny.org/wp-content/uploads/2019/10/Public-Housing-Revolution-Report_CHPC.pdf
- One or 2 CVH reports

Assignment:

- Write three draft principals you have developed, single paragraph each, about public space, based on the previous class.
- Submit three takeaways in total, no more than 1-3 sentences or bullet points each, one from the Austen reading, one from the Aspen Institute reading and one from another reading. Be prepared to discuss.

Class 4: February 15

Tools & Tactics: Traditional Growth-Focused Strategies in Center Cities

Case Study: Times Square 1970s-2000

Required Readings and Materials:

- Sagalyn (excerpts)

Assignment:

- Write three draft principals you have developed, single paragraph each, about housing and community-based economic development, based on the previous class.
- Name (in each case in a phrase or bullet point) three tools that succeeded in changing Times Square, and three ways in which civic groups or antagonists succeeded in mitigating negative elements related to the a changing Times Square.

Class 5: February 22

Tools & Tactics: Traditional and Current Growth-Focused Strategies Citywide
Invited Speaker TBC

- Glaeser (excerpts)
- Lin, Chapter 1: From Bachelor Society to Immigrant Enclave; Chapter 3: The Nexus of Transnational and Local Capital: Chinatown Banking and Real Estate Chapter 4; The Growth of Satellite Chinatowns
- Slides of traditional economic development tools
- Jacobs (excerpts)
- Additional readings, TBA

Assignment:

- In a sentence or two, identify three takeaways or concepts that were significant to you from the readings (Glaeser, Lin and Jacobs) (one from each).
- Articulate three principles with regard to strategies for economic development that you've developed as a result of the Times Square case study and readings. This can be related to or grow out of your answers from last week, but should not only be about tools.

Class 6: March 1

Tools & Tactics: Addressing Authenticity, Equity, Race and Caste
[Guest Speakers TBD; past speaker Wellington Chen, Chinatown Partnership]

Required Readings and Materials:

- Wilkerson, *Caste* (excerpts)
- Pulido, Laura, *Black, Brown, Yellow and Left*. Chapter 1: Race and Political Activism; Chapter 5: Ideologies of Nation, Class, and Race in the Third World Left;
- Drake, St. Clair and Horace R. Cayton. *Black Metropolis: A Study of Negro Life in a Northern City*. Univeristy of Chicago Press: 1945, 1962, 1970, 1993. Chapter 18: The Measure of Man
- Austen (excerpts)
- Times Square videos and presentations
- Dr. Nida Kirmani TEDtalk <https://youtu.be/VGv3eyxum5Q>
- Kirmani, Nida. "Can Feminism Be Fun? In Lyari It Is." Dawn Newspaper (Pakistan), February 2020. <https://www.dawn.com/news/1445156>

Assignment:

- Write three draft principals you have developed, single paragraph each, about traditional growth-focused economic development and transformation tools outside of city centers, based on the previous class.

- Among the readings, choose three for which you submit one takeaway, no more than a sentence or bullet point, for each, and be prepared to discuss.

Class 7: March 8

Assets, Liabilities & Competitive Forces

Case Study: Singapore, San Francisco & Detroit

[Guest Speakers TBC; past speakers Todd Rufo, Bloomberg Associates; Michael Koh, Centre for Livable Cities]

Required Readings:

- Glaeser (excerpts)
- Lee Kuan Yew. *Hard Truths*. Singapore: Straits Times Press, 2011. Chapter 4.
- The Singapore Economic Development Board: *Why Singapore* – website
- New York Times, “Lee Kuan Yew’s Mixed Legacy in Singapore” (March 2015)
- New York Times, “A Singapore Story: Mourning Lee Kuan Yew” (March 2015)
- Michael Porter, “Competitive Strategy,” p.1-4, 11-17 (1985)
- World Bank, *Competitive Cities for Jobs and Growth*, p.1-3, 12-19
- The Economist, *The Global Liveability Index 2019*, Overview
- Mori Memorial Foundation, *Global Power City Index 2018*
- UN, *Sustainable Development Goal 11 Progress Update 2019*
- IMD, *World Competitiveness Rankings 2019*
- World Economic Forum, *Chapter 3: Benchmarking Competitiveness in the Fourth Industrial Revolution: Introducing the Global Competitiveness Index 4.0*, 2018
- Arcadis, *2018 Sustainable Cities Index*
- [Assorted Detroit articles and San Francisco articles, TBA]

Assignment:

- Write three draft principals you have developed, single paragraph each, about attempts to achieve equity and authenticity in cities based on the previous class.
- Submit three total takeaways or observations, no more than one sentence or bullet point each from the Lee Kuan Yew, Glaeser and one other reading.

Class 8: March 22

Crime, the Community, Trust and Race

[Guest Speakers TBC; past speakers/invitees: Erica Mateo, CCI; Tom Harris, former NYPD CO and President Times Square Alliance; Alicka Ampry-Samuel, NYC City Council member; Fred Davie, Chair CCRB]

Required Readings:

- Kelling, George L. and Wilson, James Q., “Broken Windows” *Atlantic Magazine*, March 1982.
- Gladwell, Malcolm, “The Tipping Point,” *The New Yorker*, June 3, 1996.
- Glaeser Chapter 4
- Jacobs, Chapter 2
- NPR, How a Theory of Crime and Policing Was Born, and Went Terribly Wrong (Nov. 2016)
- City Journal, *Why We Need Broken Windows Policing* (Winter 2015)
- New York Times Magazine, *The Tragedy of Baltimore* (March 2019)
- [Materials about CCI]

- Calvert, Bryce, *How to Make Defunding the Police a Reality*, The Nation Magazine (June 2020) <https://www.thenation.com/article/society/police-reform-defund-activism/>
- Ritchie, Andrea, *Black Lives Over Broken Windows: Challenging the Policing Paradigm Rooted in Right Wing "Folk Wisdom"*, Political Research Associates (July 2016) <https://www.politicalresearch.org/2016/07/06/black-lives-over-broken-windows-challenging-the-policing-paradigm-rooted-in-right-wing-folk-wisdom>

Assignment:

- Write three draft principals you have developed, single paragraph each, about what cities and neighborhoods seeking to be competitive for people and investment, based on the previous class
- Submit three total takeaways or observations, no more than one sentence or bullet point each from the Jacobs, Kelling and one other reading.

Class 9: March 29

Public-Private Partnerships and BIDs/BIA/CIDs

Required Readings:

- IDA, "Municipal Partnerships" Top Issues Council report –2019)
- International Downtown Association (IDA), Publications page, just skim
- City Parks Alliance, *Closing the Gap: Public and Private Funding Strategies for Neighborhood Parks* (2015)
- OBIAA, *Return on Investment of BIAs Report*, Executive Summary and Intro (2017)
- Downtown Yonge BIA, *Living Yonge Strategic Plan 2017-2022* (2017)
- Downtown DC BID, *2018 Annual Report*, p.4-7, skim the rest (2018)
- Manchester BID, *2018-2023 Business Plan*, p.2-9, 38-48 (2018)
- Pittsburgh Downtown Partnership, *State of Downtown Pittsburgh*, read Intro and skim the rest (2019)
- New West End Company, *West End Retail 2020*, p.6, 9-10, 13-14 (2016)
- Cape Town CID, *2018 Annual Report*, p.1-27 (2018)
- Downtown Partnership of Baltimore, *2019 Annual Report*, p.1-22 (2019)
- The BID Foundation, *A State-of-the-Art Review of Business Improvement Districts in the UK: Setting the Agenda for Policy, Practice and Research*, Executive Summary (2019)
- Japan Area Management Network, *Overview of Area Management in Japan* (2019)
- NYC Department of Small Business Services, *District Needs Survey*
- NYC IDA Ideas Forum, *Executive Summary* (2018)
- NYC IDA Ideas Forum, *Case Studies in Collective Action*, just skim (2018)

Assignment:

- Write three draft principals you have developed, single paragraph each, about crime, communities, trust and race, based on the previous class
- Submit three common BID strategies for transformation (in no more than a sentence) and for each, cite three cities where the strategies have been used. Be prepared to discuss and also reflect on the tensions in public private partnerships.

Class 10: April 5

Advocacy, Press, Perception and Communications

[Guest Speakers TBC, past speakers: Winnie Hu, New York Times and Frank Langfitt, NPR]

Required Readings:

- Times Square and Transportation Alternatives case study materials
- Davis, Joseph E. *Narrative and Social Movements*. Chapter 1: The Power of Stories.
<https://www.sunypress.edu/pdf/60458.pdf>
- Allied Media, non-profit organization in Detroit, MI. Visit this page, read it, and watch the video <https://www.alliedmedia.org/media-based-organizing>
- Drake, St. Clair and Horace R. Cayton, *Black Metropolis*, Chapter 15: The Power of Press and Pulpit

Assignment:

- Write three paragraphs about public-private partnerships, based on the previous class, two of which focus on their strengths/ potential and one of which notes their limits, and how to address them.
- Choose either Times Square or Brownsville and propose, in a single sentence each, one story pitch and one marketing campaign slogan which could change perceptions about the area (must be rooted in reality/substance).

First Draft of Final Powerpoint Presentation due Noon on April 8th

Class 11: April 12

Arts & Urban Revitalization

[Guest Speakers TBC; past speakers: Jean Cooney, Director of Times Square Arts /former Deputy Director of Creative Time, Kemi Ilesanmi, Executive Director of the Laundromat Project and Jamie Bennett, ArtPlace America]

Required Readings & Materials:

- Florida, Richard, "The Rise of the Creative Class," *Washington Monthly*, May 2002.
- "The Ruse of the Creative Class"
- Stewart, Ruth Ann, "The Arts and Artists in Urban Revitalization", page 105-126
- Times Square Arts videos
- Laundromat Project website [and interview with Kemi]
- Selected case studies from ArtPlace America
- King, Maya. Politico. 'It's Not Enough'; Activists Say Black Lives Matter murals are empty gesture" (July 2020) <https://www.politico.com/news/2020/07/19/black-lives-matter-murals-369091>

Assignment:

- Write three principles, one paragraph each, about shaping perceptions and narratives, based on the previous class.
- Propose, in a single sentence, an arts-related project or program, for each of the case study neighborhoods, and be prepared to discuss in class how they relate to one or several of the readings.

Class 12: April 19

Struggling Cities

Case Study: Atlantic City, Baltimore and New Orleans
[Guest Speakers TBC; past speakers: Curtis Bashaw, former Founder of Cape Advisors and Executive Director of Casino Reinvestment Development Authority and Davon Barbour, CEO NOLA Partnership, past Director of Economic Development for Downtown Baltimore Partnership]

Required Readings:

- Selected Readings on Atlantic City, Baltimore, New Orleans
- Glaeser, Chapter 2 (excerpts)
- Jacobs, Chapter 13 (excerpts)

Assignment:

- Write three principles, one paragraph each, about arts and urban transformation, based on the previous class.
- Describe, in a single sentence for each city, the greatest challenge facing Atlantic City, Baltimore and Detroit which needs to be addressed. Focus on something which can be addressed on the state or city level (and which does not involve changing human nature!).

Class 13: April 26

Oral Presentations & Class Discussion

Class 14: May 3

Oral Presentations & Class Discussion

FINAL WRITTEN ASSIGNMENT DUE May 10