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**URPL-GP 2452**

**Transforming Cities Equitably:**

**Public-Private Partnerships, Public Spaces, Politics & the Press**

**Spring 2023**

*(As of 01.24.23; subject to revision)*

Tuesdays, 6:45 – 8:25 pm

60 Fifth Avenue, Room 125

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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 have the tools to:

1. Critique traditional, reactive tools and tactics for unleashing growth, focusing instead on a more nuanced and neighborhood-driven approach which still seeks to address systemic inequities in the context of complex competitive market forces.
2. Identify the distinct strengths, weaknesses and needs of the non-profit, private and governmental sectors, and understand the mechanisms which catalyze and empower true multi-sector partnerships, especially those that are place and public-space focused.
3. Understand in a more complex way (a) the critical role that public spaces play in shaping neighborhood narratives, cultural vibrancy, livability, economic activity and social cohesion and (b) the tools and interventions which improve them.
4. Utilize research, media and communication strategies to effectively frame narratives for places, populations and policies as needed within the current political context.
5. Articulate their own principles and strategies for sustainable and equitable economic development which empower communities, make government more responsive to nuanced neighborhood needs, and tap the relative strengths of the government, non-profit and private sectors.

**Texts and Course Resources (all texts will be excerpts)**

* Jacobs, Jane, *The Death and Life of Great American Cities.* New York: Vintage Books, 1961, 1989.
* Sagalyn, Lynne B, *Times Square Roulette.* Cambridge, MA: MIT Press, 2001.
* Lin, Jan, *Reconstructing Chinatown.* Minneapolis: University of Minnesota Press, 1998.
* Austen, Ben, *High Risers: Cabrini Green and the Fate of American Public Housing.* New York: Harper, 2018.
* Pulido, Laura, *Black, Brown, Yellow and Left: Radical Activism in Los Angeles.* Berkeley and Los Angeles: University of California Press, 2006*.*
* Jennifer S. Vey and Nate Storing, *Hyperlocal: Place Governance in a Fragmented World*. Washington, D.C.: The Brookings Institution, 2022.
* Cara Courage et al., *The Routledge Handbook on Placemaking.* London: Routledge.
* Tompkins, Tim, *Leadership in Place Management Handbook (draft/unpublished).* International Downtown Association.

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 frequent 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 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 almost 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 a few sentences takeaways from the previous class. The answers for these Short Assignments usually involve only a few bullet points or sentences; they do not require significant work beyond completing the reading and spending a few moments reflecting on it, and the discussion from the last class. They are not individually graded but consistent failure to submit them on time or at all will have a significant effect on one’s class participation grade.

***All Short Assignments are due by the Sunday prior to class at 5 pm so that students and the professors have time to read submissions by Tuesday’s class, unless otherwise noted.***

1. **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 distinct New York City neighborhoods studied throughout the term (eg Times Square, Brownsville and Chinatown), or (b) the mayor of a pre-approved alternative city of their choice (see below). Principles and strategies should touch on (but are not limited to) themes from the course: small-scale neighborhood-based economic development which addresses systemic and citywide inequities; governmental actions which catalyze and leverage partnerships with the non-profit and private sector; and the role of public space management, improvements and programming in changing narratives and empowering community-driven change. The paper need not have academic citations. However, it is expected that some relevant best practices or models from within or beyond New York will be citied when articulating strategies.

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.

Both professors are available to give feedback on initial ideas and outlines for the Final Paper outlines, and students should plan on at least one 20-30 minute office hours session to discuss Final Paper concepts with one or both professors prior to the submission of the Final Paper.

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.’

Learning Assessment Table

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| --- | --- |
| **Graded Assignment** | **Course Objective Covered** |
| Participation | All |
| Short Assignments | All |
| 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](https://wagner.nyu.edu/portal/students/policies/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](http://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 24**

***Introductions & Goals***

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 (excerpt pp. 13 -16)
* Breifly peruse Times Square Alliance background materials: [*20 Years, 20 Principles*](https://www.timessquarenyc.org/sites/default/files/resource-pdfs/20Years20Principles_IDA_2013%20%284%29.pdf) and [*TSQ <=> NYC Vision Booklet*](https://www.timessquarenyc.org/sites/default/files/resource-pdfs/APM%20Brochure_7x7_05.15.18_REFRESH_website.pdf)

Optional:

* Background info for Prof Kirmani-Frye and Tompkins

Assignment (due 12 pm Tuesday January 24rd):

* Upload on Brightspace Discussions (a) your resume (or bio) and (b) post a single sentence naming your primary objective in taking this course.
* Review slides posted in Class Session 1 of Allen Street and be prepared to offer any observations you have about both the public space of the Allen Street Malls and the buildings along them and what they tell you about the neighborhood.

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**Class 2: January 31**

***Tools, Fools & Traditional Tactics: “Growth”-at-all-cost Strategies***

***Case Study: Times Square 1970s-2000***

Required Readings and Materials:

* Sagalyn (***excerpts only*** from Preface and Chapters 1-9, 11,12)

Assignment:

* Reflecting on the slides of Allen Street Mall from Class 1, suggest in a bullet point one intervention (physical or programmatic) you would make in some part of the Mall itself, and one adjacent institution or entity you would reach out to along the mall. Be prepared to explain in class the reason for each.
* From the Sagalyn reading, 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 attempts to change Times Square.

**Class 3: February 7**

***Housing & Community-Based Economic Development***

***Case Study: Brownsville, NYCHA & Planning***

Required Readings:

* Austen, Part II, Chapters 6-11; Chapters 12-14
* 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>

Assignment:

* Write three short principles about traditional growth strategies based on the prior class and the Times Square case study.
* Submit three takeaways in total, no more than 1-3 sentences or a bullet point each, one from the Austen reading, one from the Aspen Institute reading and one from another reading. Be prepared to discuss.

**Class 4: February 14**

***Parks, Public Spaces, Partnerships & Social Capital***

***Case Study: The Bronx River***

***Invited Speakers: Director of Partnerships for Parks and/or Majora Carter***

Required Readings:

* Bronx River Alliance website, *About*
* Harvard Kennedy School case study documents
* City Parks Foundation website, *About Partnerships for Parks*
* 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 (excerpts)

Additional Optional Materials

* Partnerships for Parks, *Catalyst* readings 1-3
* Innovations in Government Presentation [Video](https://ash.harvard.edu/news/partnerships-parks)

Assignment:

* Write three principles about housing and community-based economic development from the prior class.
* Name in no more than a total of three bullet points, a takeaway from any of the readings (ie one bullet point each for any of the three readings you choose) that would shape your thinking about effective public space interventions.

**Class 5: February 28**

***Relating Neighborhood Empowerment to Systemic Issues of Equity, Race and Caste [Speaker TBD; Nida Kirmani]***

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 (excerpts)
* 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)

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 6: March 7***

***New Tools & Tactics: Neighborhood-Driven Community Wealth Building and Small Business Support Strategies***

***[ Speaker: Greg Bishop, Former Commissioner Small Business Services and Kavita Pawria-Sanchez of Cannabronx]***

* 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 (excerpts)
* Jacobs (excerpts)
* Additional TBD

Assignment:

* Name three principles or takeaways from the class on equity, race and class, as they relate to the themes of the course.
* Write a total of three bullet-point takeaways, one each from three of the readings for this week’s class.

**Class 7: March 14**

***Assets, Liabilities & Competitive Forces***

***Case Study: Singapore, San Francisco & Chicago***

***[Speakers: Todd Rufo, Bloomberg Associates and/or Michael Koh, Centre for Livable Cities, Singapore]***

Required Readings:

* 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)
* Michael Porter, “Competitive Strategy,” p.1-4, 11-17 (1985)
* Briefly peruse the following city rankings:
  + World Bank, *Competitive Cities for Jobs and Growth*, p.1-3, 12-19
  + The Economist, *The Global Liveability Index* Overview
  + Mori Memorial Foundation, *Global Power City Index*
  + UN, *Sustainable Development Goal 11 Progress Update*
  + IMD, *World Competitiveness Rankings*
  + World Economic Forum, *Chapter 3: Benchmarking Competitiveness in the Fourth Industrial Revolution: Introducing the Global Competitiveness Index*

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, Porter, and rankings readings.

**Class 8: March 21**

***Crime, the Community, Trust and Race***

***Tom Harris, former NYPD CO and President Times Square Alliance; and/or Alicka Ampry-Samuel, NYC City Council member; and/or a rep from Brownsville Community Court***

Required Readings:

* Vital City, Issue 2: Disorder
* Jacobs, Chapter 2 (excerpts)
* Materials about the Brownsville Community Court
* Calvert, Bryce, *How to Make Defunding the Policy 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 need to do, based on the previous class.
* Submit three total takeaways or observations, no more than one sentence or bullet point each from the Jacobs, Vital City and one other reading.

**Class 9: March 28**

***Public-Private Partnerships and BIDs/BIAs/CIDs***

Required Readings:

* IDA, “Municipal Partnerships” Top Issues Council report
* International Downtown Association (IDA), Knowledge Center excerpts.
* City Parks Alliance, *Closing the Gap: Public and Private Funding Strategies for Neighborhood Parks* (2015)
* Tompkins, *Leadership in Place Management* excerpts and other writings
* Peruse BID/BIA/SSD websites (TBD)
  + US:
  + Canada:
  + UK:
  + Japan:
  + Sweden:
  + Germany:

Assignment:

* Write three draft principals you have developed, single paragraph each, about crime, disorder, trust and race, based on the previous class
* Submit three common BID strategies for transformation (in no more than a sentence) and the mechanism (formal or informal) that gives them the power to enact that strategy.

**Class 10: April 4**

***Narratives, Press, Perception and Communications***

***[Speakers TBD, Winnie Hu, New York Times/Frank Langfitt, NPR/Marcus Mabry, CNN, Nicole Gelinas, NY Post]***

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 (excerpt)
* Tompkins, *Leadership in Place Management (excerpt)*

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.
* 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 Paper Powerpoint Presentation due Noon on April 9th***

**Class 11: April 18**

***Arts & Urban Revitalization***

***[Guest Speaker TBD; Jean Cooney, Director of Times Square Arts/Kemi Ilesanmi, formerly of the Laundromat Project/Jamie Bennett, ArtPlace America]***

Required Readings & Materials:

* Stewart, Ruth Ann, “The Arts and Artists in Urban Revitalization”, page 105-126
* Times Square Arts videos
* Selected case studies from ArtPlace America
* Kimg, 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 the primary commuity objective of it.

**Class 12: April 25**

***Struggling Cities***

***Case Study: Atlantic City, Baltimore and New Orleans***

***[Guest Speakers TBD; Curtis Bashaw, former Founder of Cape Advisors and Executive Director of Casino Reinvestment Development Authority / Davon Barbour, CEO NOLA Partnership, past Director of Economic Development for Downtown Baltimore Partnership]***

Required Readings:

* Selected Readings on Atlantic City, New Orleans
* Jacobs, Chapter 13 (excerpts)
* *Routledge Placemaking Handbook* (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 and New Orleans and the role that a BID or partnership can play in addressing it.

**Class 13: May 2**

***Oral Presentations & Class Discussion***

**Class 14: May 9**

***Oral Presentations & Class Discussion***

FINAL WRITTEN ASSIGNMENT DUE May 14