URPL-GP 2452
Transforming Cities:
Public-Private Partnerships, Public Spaces, Politics & the Press
Fall 2018

Tuesdays, 4:55 – 6:35 pm
Silver Center, 31 Washington Place, Room 506

Professor Tim Tompkins
Email: tmt6@nyu.edu
Office hours by appointment

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

Course Description

This course examines the mix of tools, tactics, theories and trends that shape and transform cities. It will be grounded in case studies that look at urban revitalization strategies in places ranging from Times Square to the Bronx River to Singapore to Atlantic City. Guest speakers will discuss their tactics for changing urban areas. Readings will include contemporary media coverage side-by-side with selections from thinkers like Jane Jacobs, Alexander Garvin and Ed Glaeser.

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.

Theories and assumptions about the economic life of cities will be illuminated through real-world examples, some of which will involve the instructor’s experience with park revitalization, the BID movement, 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 in corporate branding, managing public space, nurturing creative industries, and reforming governmental practices.

Above all, we will ask: What things makes cities thrive and grow, and how do we nurture those things?
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 and transform an urban area
4. Develop, critique and present an urban revitalization strategy for a particular place, and discuss criteria for determining the success of that strategy

Required Readings


NYU Classes and Email

All announcements, resources, and assignments will be delivered through the NYU Classes site and email. I 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 Preparations and Participation (30%)

   All students should be prepared to discuss and answer questions about the week’s readings in class. Required readings are listed below each week’s topics (see next page), and all readings can be found in the ‘Resources’ folder on the NYU Classes 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 Classes 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.

2. **Short Assignments (20%)**

There will be two short (2 page) writing assignments (10% of your grade each) relating to the readings and/or specific case studies. There will also be one ungraded photography assignment where students will be asked to upload pictures of neighborhood conditions.

Papers are due as a PDF on the ‘Assignments’ tab of the NYU Classes page. They should be saved as ‘Last Name: Assignment x: Title of Paper.’

3. **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 philosophy and recommendations for New York City, with specific examples of how the recommendations will be implemented in two New York City neighborhoods, one in demand and in transition, the other underperforming significantly economically and socially. 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.

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 12.

### Learning Assessment Table

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Course Objective Covered</th>
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<tbody>
<tr>
<td>Participation</td>
<td>All</td>
</tr>
<tr>
<td>Short Assignments</td>
<td>1 and 3</td>
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<tr>
<td>Final</td>
<td>All</td>
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### 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](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: September 4

Introduction

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

Required Readings:
- Jacobs, *The Death and Life of Great American Cities*, Introduction
- Glaeser, *Triumph of the City*, Introduction
- Pre-class email

Class 2: September 11

Core Ideas, Tools & Tactics I

Required Readings:
- Bruce Katz and Jeremy Nowak, “The New Localism”, chapters 2 and 4
- Jacobs, *The Death and Life of Great American Cities*, Chapters 1, 6–8, 10, 11, 19, 21, 22 (divided amongst students):
- Glaeser, Chapter 1, 6, Conclusion
- Additional optional readings on NYU Classes

Class 3: September 18

Core Ideas Tools & Tactics II

Case Study: Times Square 1970s – 2000

Required Readings (divided amongst students):
- Sagalyn, *Times Square Roulette*, Preface, Chapters 1 – 11, epilogue

Assignment One due by noon on Sept. 18

Class 4: September 25

Crime, Safety & the Community

Case Study: Broken Windows

Required Readings:
- Glaeser, *The Triumph of the City*, Chapter 4
- Jacobs, *The Death and Life of Great American Cities*, Chapter 2
- NPR, How a Theory of Crime and Policing Was Born, and Went Terribly Wrong (Nov. 2016)
- New York Times, Changes in Policing Take Hold in One of the Nation’s Most Dangerous Cities (April 2017)
NextCity, New Yorkers Call for More Surveillance Cameras (June 2017)

Class 5: October 2
Assets, Liabilities & Competitive Forces
Case Study: Singapore

Required Readings:
- The Singapore Economic Development Board: Why Singapore – website
- New York Times, “Singapore's Artistic Experiment” (February 2016)
- Citylab, “How Do You Measure the Value of a Historic Site?” (August 2017)

No session October 9: Classes meet according to a Monday schedule

Class 6: October 16
Review of Classes and Assignments to Date; Discussion of Final Paper Goals, Objectives & Research

Check email for readings and assignments.

Class 7: October 23
Brands, Perceptions and the Press

Required Readings:
- Keith Dinnie, “City Branding”, Chapters 1 and 2
- ULI, “City Branding and Urban Investment”
- Andrea Moore, *Next City*, “Brand of gold”

Class 8: October 30
Research, Advocacy & Making the Case
Case Study: Transportation Alternatives, Times Square Alliance
Guest Speaker: Paul Steely White, Transportation Alternatives

Required Readings:
- Materials posted online – see email

Class 9: November 6
Arts & Urban Revitalization

Required Readings:
- “The Ruse of the Creative Class”
- Stewart, Ruth Ann, “The Arts and Artists in Urban Revitalization”, page 105-126
- Finkelppearl, Tom, “What We Made: Conversations on Art and Social Cooperation”, Chapter 1
- Finkelppearl. Tom, “Dialogues in Public Art”, Introduction: The City as Site

Class 10: November 13
**Housing, Equity & Community-Based Economic Development**  
**Case Study: Brownsville & NYCHA**  
**Guest Speaker: Rasmia Kirmani-Frye, Office of Public Private Partnerships, NYCHA**

Required Readings:  
- Glaeser, Chapter 3, 7  
- Jacobs, Chapter 3, 15, 20  
- Community Solutions – Program Summary  
- Auspos, Patricia and Cabaj, Mark, “Complexity and Community Change,” The Aspen Institute, September 2014  
- Weinstein, Wolin, Rose, “Trauma Informed Community Building,” Health Equity Institute, May 2014  
- The Brownsville Partnership – information sheets  
- City Visions: Rasmia Kirmani-Frye, July 2016  
- Motherboard, Your City’s Cheapest Housing Is Also Most At Risk, May 2017

**Class 11: November 20**  
**Struggling Cities**  
**Case Study: Atlantic City, NJ**

Required Readings:  
- Selected Readings on Atlantic City (see NYU Classes)  
- Glaeser, Chapter 2  
- Jacobs, Chapter 13

**Assignment 2 due by noon on Nov. 20**

**Class 12: November 27**  
**Parks, Public Spaces, Partnerships & Social Capital**  
**Case Studies: The Bronx River & DOT Pedestrian Plazas**

Required Readings:  
- *New York Times* articles (see NYU Classes)  
- Partnerships for Parks Catalyst Materials (see NYU Classes)  
- Jacobs, Chapter 5

**Class 13: December 4**  
**Oral Presentations & Class Discussion**

**Class 14: December 11**  
**Oral Presentations & Class Discussion**

**FINAL WRITTEN ASSIGNMENT DUE DECEMBER 18**