

PBAF 560/URBDP 560 URBAN AFFAIRS

Exercise I, Policy Post Mortem

The Seattle City Council has granted you and a team of your peers 15 minutes to tell them about an historic urban policy that addressed (or is addressing) an urban problem. Their interest-- understanding how this urban policy addressed the problem and set the stage for issues we face today in metropolitan regions. As high-priced consultants, you are familiar with the routine—15 minutes means 15 minutes, and shorter would be even better.

They have also requested a brief annotated bibliography as a resource for their staff should they want to learn more about your topic. The annotated bibliography should include one or two-sentence summaries of 2 valuable sources (what is the source and why do you recommend it) and list 2-4 other sources (and no more!). You should provide a copy of the annotated bibliography to each member of the city council at the start of your presentation.

In your oral presentation, make sure to answer the following questions:

- What was the intent of the effort (s)?
- What people and institutions supported the policy or criticized it?
- Why did these stakeholders disagree? Were their disagreements organizational, political, fiscal, or cultural (or for some other reason)?
- Was the policy successful? Why or why not?
- What lessons can we learn from the experience? What went right? What went wrong?

Advice and Guidelines: Given that you have only 15 minutes, you must be strategic in your presentation: What is the best way to communicate the story you are trying to tell? At least two people from your group should speak—think carefully about how to use your 15 minutes. Are there visual aids (overheads, flip charts, etc.) that would help to focus your presentation? Are there handouts that would be helpful? If you use overheads, ask yourself if they will be visible from the back of the room (size 22 point font should deal with this problem)? Think about having only one important idea on each slide and limiting the number of slides. How do pictures help you tell your story? If you split up the work among your group members, make sure there is consistency of form throughout your presentation and written materials.

After the presentation, I'd like each group to provide me with an electronic version of their presentation so I can post it on the course web site. Also, each group will have an opportunity to assess their own group process and performance. I'll summarize these comments in note back to you about the presentation. This presentation is an opportunity to get feedback on presentation style prior to the final presentation of your final project at the end of the class.

The Class's Role

1. Someone in the class will act as timekeeper for each presentation. When I present in professional settings, I'm usually given a 5-minute warning, a 1-minute warning, and then a sign to stop. I'd suggest the same here.
2. After each presentation, you will be asked to write for a minute about one thing that went well and one thing they could have done better. These comments could be about content or about style. Write your name on the paper and hand it in to me so I can let the group know if they

succeeded at their task. I will summarize these comments and report them anonymously to the presenters as part of my comments on their presentation.

Topics and Dates

1.	Housing Act of 1949	Thursday, Jan 8
2.	Highway Act of 1954 and the National Defense Highway Act (1956)	Tuesday, Jan 13
3.	Intermodal Surface Transportation Efficiency Act (ISTEA) of 1991 and updates	Thursday, Jan 15
4.	Mount Laurel Decision	Thursday, Jan 29
5.	Poverty Dispersal policies	Tuesday, Feb 3
6.	Civil Rights Act of 1964/Fair Housing Act of 1968	Tuesday, Feb 10
7.	Community Reinvestment Act (CRA)	Tuesday, Feb 17
8.	Community Development Block Grant (CDBG)	Thursday, Feb 26