

claimed to 7:15 3 hrs on 12/23/09

Second reading 16-0-0 1/8/09

Print Form

COVER SHEET FOR GRADUATE CURRICULUM PROPOSALS

All curriculum proposals should be sent to the Graduate School office for review and distribution. Information items will be handled administratively and require the "Cover Sheet for Graduate Information Items." New curriculum proposals and substantive curriculum changes require the action of both Graduate Council and the Executive Committee of the Faculty Senate and use this cover sheet. When all signatures have been obtained, the Graduate School will notify the originator of the proposal that it has been sent to the Graduate Council curriculum committee.

Originator: David Edwards/MPA Program

Date: October 3, 2008

Title of Proposal: Addition of a Concentration in Local Government Management to the Master of Public Administration Degree Program

Proposed Starting Date: Fall, 2009

REVIEWED BY:				
<u>[Signature]</u>	<u>10/6/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Head	Date	approve	neutral	disapprove*
<u>[Signature]</u>	<u>10/10/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean of the Academic College	Date	approve	neutral	disapprove*
<u>[Signature]</u>	<u>10/10/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director, The Graduate School	Date	approve	neutral	disapprove*
<u>[Signature]</u>	<u>10/21/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean, The Graduate School	Date	approve	neutral	disapprove*
<u>[Signature]</u>	<u>10-24-08</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Registrar	Date	approve	neutral	disapprove*
REVIEWED BY OTHER UNITS AFFECTED:				
Reviewer	Date	approve	neutral	disapprove*
Reviewer	Date	approve	neutral	disapprove*
Reviewer	Date	approve	neutral	disapprove*

* Those who disapprove must attach an explanation.

SUMMARY OF ACTION BY GRADUATE COUNCIL

Approved as submitted

Approved with amendments (amendments indicated and transmitted to originator to revise and submit electronically for Executive Committee of the Faculty Senate)

Reviewed by the Provost [Signature] 1/20/09
Provost's signature Date approve disapprove*

Forwarded to Executive Committee of the Faculty Senate

Graduate Council Chair [Signature] 1-8-09
Graduate Council Chair's signature Date

SUMMARY OF ACTION BY EXECUTIVE COMMITTEE OF THE FACULTY SENATE

Approved as submitted

Referred to Faculty Senate for action. [Signature] 1-15-09
President, Faculty Senate Date

1/28/09 Date sent to Originator

1/28/09 Date sent to University Registrar

09-0004G

Proposal for the Addition of a Concentration in Local Government Management to the Master of Public Administration Degree Program

Statement of Request

The Master of Public Administration program proposes the addition of a concentration in local government management to its curriculum. The proposed concentration requires students to fulfill their twelve hour elective requirement by choosing from designated courses.

Rationale

The concentration is designed to respond to requests by MPA students and to provide structure to the MPA degree program. Currently, the program offers the Concentration in Nonprofit Management but no concentration for students who do not wish to pursue the nonprofit option. This has led to a perception of programmatic imbalance among our students. Focus groups conducted with students in 2007-2008 academic year indicated that many feel that we emphasize the nonprofit curriculum at the expense of those whose primary interest is public management. While the perception is incorrect, it exists nonetheless. Adding the proposed concentration in Local Government Management provides a means of addressing it and creates a structuring device for students who intend to pursue careers in public management.

In addition to the perceptual issue, the proposed concentration responds to a growing need for individuals prepared to manage public resources at the local government level. The Center for State and Local Government Excellence reports that over one third of the local government workforce is over 50 years old. The International City Managers Association (ICMA) projects that 45% of city managers will be retiring over the next few years. Thus, there will be increasing opportunities for individuals trained in local government management.

Description

The proposed local government management concentration will require completion of 36 graduate credit hours for in-service students and 42 credit hours for pre-service students. All students must complete 24 hours of core MPA courses and 12 hours of electives specific to the local government management concentration. Students who lack a minimum of two years of applicable administrative experience must complete a six hour internship in a setting related to local government. Students will choose their elective courses in consultation with the program coordinator.

The elective courses for the concentration consists of eleven courses that are currently listed in the catalog, three courses that have been offered as special topics, and three new courses. The new courses take advantage of the expertise of our newest faculty member. In short, we currently offer most of the courses included in the proposed concentration and will be offering the others without the proposed concentration.

This proposal has no effect on core requirements. Elective courses for the proposed concentration are as follows:

Elective Courses for Concentration in Local Government Management	
Existing Courses	Hours
POLS 529 Administrative Law	3
POLS 530 Intergovernmental Relations	3
POLS 531 Metropolitan Politics and Policy	3
POLS 532 State Politics and Policy	3
POLS 534 Executive Processes in Public and Nonprofit Agencies	3
POLS 535 Community Building	3
POLS 536 Government and Nonprofits	3
POLS 501 Special Topics	3
POLS 590 The MPA Paper	3
POLS 597 Individual Research	1-3
POLS 598 Directed Individual Study	1-3
Courses Offered Previously as Special Topics (Syllabi Attached)	
POLS 551 Local Government Management	3
POLS 552 Performance Measurement	3
POLS 553 Urban Political Economy	3
New Courses (Syllabi Attached)	
POLS 555 Economic Development	3
POLS 556 Applied Public Financial Management	3
POLS 554 Anatomy of the City	3

Impact

The proposed concentration has no impact on other degree programs.

The proposal has no financial impact. As stated above, most of the courses are already listed in the catalog as elective courses. Two of the new courses take advantage of the expertise of our newest faculty member. All courses proposed for the concentration can be offered with existing faculty or adjunct faculty.

The concentration will not change program admission requirements, continuation standards, or prerequisite requirements.

Proposed Catalog Description

Local Government Management Concentration

MPA students may earn a concentration in Local Government Management by completing 12 credit hours from the courses listed below to fulfill the elective requirement for the degree.

POLS 529 Administrative Law

POLS 530 Intergovernmental Relations
POLS 531 Metropolitan Politics and Policy
POLS 532 State Politics and Policy
POLS 534 Executive Processes in Public and Nonprofit Agencies
POLS 535 Community Building
POLS 536 Government and Nonprofits
POLS 501 Special Topics
POLS 590 The MPA Paper
POLS 597 Individual Studies
POLS 598 Directed Research
POLS 551 Local Government Management
POLS 552 Performance Measurement
POLS 553 Urban Political Economy
POLS 555 Economic Development
POLS 556 Applied Public Financial Management
POLS 554 Anatomy of the City

Proposed Catalog Course Descriptions

POLS 551 Local Government Management, 3 credit hours, An introduction to managing small and large cities.

POLS 552 Performance Measurement, 3 credit hours, This course will examine the movement within government to better measure performance of government funded entities and manage public programs on the basis of performance measurement.

POLS 553 Urban Political Economy, 3 credit hours, The course will examine theory regarding the relationship between politics and economics in determining city development. The course reviews a series of case studies involving cities in the United States and abroad to illustrate how democratic political forces and market economics come together to shape the city.

POLS 554 Anatomy of the City, 3 credit hours, This course examines the development of cities and the operation of essential systems that allow large numbers of people to live within limited space.

POLS 555 Economic Development, 3 credit hours, This course provides an introduction to local economic development theory, policy, and practice. The overall course goal is to introduce students to various, and sometimes competing perspectives, on economic development.

POLS 556 Applied Public Financial Management, 3 credit hours, This course is designed to acquaint students with the basic concepts of budgeting and financial management needed for the successful management of a public or nonprofit agency. The overall goal of the course is to equip students with the knowledge and skills needed to become effective producers and consumers of financial information.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Course Number and Title: POLS 551 – Local Government Management

Credit Hours: 3

Instructor: Dr. Brodsky; Office: 417 Fletcher Hall; Phone: 425-4224 or 425-4281; E-Mail: David-Brodsky@utc.edu

Office Hours: MW 5:00-5:30 and by appointment.

Course Description

An introduction to managing small and large cities.

Course Objectives

1. To introduce students to a systems model of local government management.
2. To examine the context within which local government managers function.
3. To examine and evaluate the impact of political institutional structures on local governance.
4. To explore relationships between environmental factors and the demands placed upon managers in large and small cities.
5. To consider the different approaches to service delivery and to the evaluation of these services.
6. To give students the opportunity to develop and apply decision making and management skills through a series of case studies.

Student Evaluation

I shall base student grades on the total number of points earned (300 points are available) during the term. The minimum number of points required for each grade follows:

- A. 270 points
- B. 240 points
- C. 210 points
- D. 180 points

Students will be evaluated on their successful completion of the course requirements listed below. Failure to complete any one of the course requirements will result in a failing grade for the course. **The instructor reserves the right to change the course requirements, assignment due dates and scheduled test dates.**

CASE STUDY REPORTS (200 POINTS) Students will complete a written case analysis responding to specific questions covering four of the cases assigned during the semester.

CLASS PARTICIPATION (100 POINTS)

I expect all students to participate in class discussions. In assigning grades I will assign more weight to the *quality* of participation.

ATTENDANCE

Each seminar session represents the equivalent of one week of classes. Consequently, I expect students to attend *every* class session. ***Excessive absences (more than one absence) may negatively affect final grades.***

In arriving at each student's grade I shall consider the depth and sophistication of analysis shown in all work. Additionally, I expect all written work to conform to accepted standards, and all such work will be graded with attention not only to content but also to structure, style, usage, spelling and grammatical proficiency.

Readings:

Students should purchase the following required texts:

Folz and French, *Managing America's Small Communities (MASC)*

Katz and Lang, *Redefining Urban and Suburban America (RUSA)*

Morgan, England and Pelissero, *Managing Urban America, 6th edition (MUA)*

Banovetz, ed., *Managing Local Government: Cases in Decision Making, 2nd edition (MLG)*

<u>Week</u>	<u>Topics/Readings/Activities</u>
Week 1	Introduction: MUA Chapter 1
Week 2	Case Study: Babcock Place
Week 3	The Political Environment: Intergovernmental Relations, Local Political Institutions MUA Chapter 2 and Chapter 3 MAS Chapter 2
Week 4	Case Study: The Politics of Establishing Urban Growth Areas in St. Claire County (Written Analysis Required) Case Study: Housing the Homeless in Willow County (MLG)
Week 5 and 6	The Demographic Environment: Urban growth and change RUSA Chapters 1 through 5, Chapter 8 and Chapter 12
Week 7	Decision Making in Cities Large and Small MUA Chapter 4 and Chapter 6 MAS Chapter 3
Week 8	Case Study: The Clarkson Airport Authority Case Study: Providing a Municipal Ambulance Service (MLG) (Written Analysis Required)
Week 9	Service Delivery MUA Chapter 7 MSA Chapter 4 and Chapter 5
Week 10	Case Study: The Muni Equipment Maintenance Division (Written Analysis Required)
Week 11	Budget and Finance MUA Chapter 10
Week 12	Case Study: Welcome to the New Town Manager (MLG) (Written Analysis Required)
Week 13	Case Study: Redesigning the Budget Process (MLG)
Week 14	Course Summary

IF YOU ARE A STUDENT WITH A DISABILITY (E.G. PHYSICAL, LEARNING, PSYCHIATRIC, VISION, HEARING, ETC.) AND THINK YOU MIGHT NEED SPECIAL ASSISTANCE OR SPECIAL ACCOMMODATIONS IN THIS CLASS OR ANY OTHER CLASS, CALL THE OFFICE FOR STUDENTS WITH DISABILITIES AT 425-4006 OR VISIT THEIR OFFICE AT 110 FRIST HALL.

IF YOU FIND THAT PERSONAL PROBLEMS, CAREER INDECISION, STUDY AND TIME MANAGEMENT DIFFICULTIES, ETC. ARE ADVERSELY AFFECTING YOUR PROGRESS AT UTC, YOU MAY WANT TO CONTACT THE COUNSELING CAREER PLANNING CENTER AT 425 4438.

TO ENHANCE STUDENT SERVICES UTC WILL USE YOUR UTC EMAIL ADDRESS FOR OFFICIAL COMMUNICATIONS. PLEASE CHECK YOUR UTC EMAIL (Janeorjohn-Student@utc.edu) ON A REGULAR BASIS.

POLS 552
PERFORMANCE MEASUREMENT
3 Credit Hours

Instructor: David Eichenthal
The Ochs Center for Metropolitan Studies
739 McCallie Avenue
Chattanooga, Tn. 37403
423-425-5611

Course Description

This course will examine the movement within federal, State and local government to better measure – and manage on the basis of measurement of – performance by government funded entities. It will look at the recent history of the movement, address the question of why governments are focusing on performance, review specific initiatives around performance measurement and management and differences between internal and external review of government performance. The course will also assess the impact of performance measurement initiatives and both the intended and unintended consequences.

Course Objectives

- To examine the link between measurement and performance.
- To review different approaches to performance measurement and their application.
- To explore performance measurement as a basis for making decisions about the allocation of budgetary resources.
- To examine the impact of performance measurement on citizens' perceptions of the quality of public services.
- To recognize the potential of performance measurement as a means for increasing citizen involvement in democratic processes.
- To examine the problems associated with performance measurement and how those problems can be minimized.

Course Requirements

Grading will be based on the following course requirements:

Class Attendance and Participation 30% of Class grade
Students are expected to attend all classes and participate in class discussion. Class attendance will account for 15% of the total grade (i.e. for every class missed, one point will be deducted from the grade) and the remaining 15% will be based on active and thoughtful participation.

Analytic Papers (3) 25%

Students will be required to write three (2) two page, double spaced papers that analyze one or more facets of the assigned reading for a particular class. Papers must be submitted at the beginning of the class during which the reading will be discussed and must also meet the page limit. The papers will be graded on the basis of grammar as well as content.

Team Presentation 25%

Presentations will be both written (with a limit of 20 pages double spaced) and oral (presented during class and accompanied by a powerpoint presentation). Students may propose presentations that either (a) assess the impact of a government performance measurement initiative or (b) attempt to measure the performance of a government entity. NOTE: Students may not examine performance measurement in Chattanooga City government.

Final Exam 20%

The final exam, consisting of two essay questions, will be administered during the Exam period.

Course Overview and Readings

The principal text for the course will be Harry Hatry, Performance Measurement, Urban Institute Press, 1999. Other required readings will be available on the course website.

Date	Topic	Assigned Reading
Week One	Course Overview	The Town of Indicator, Tenn.
Week Two	Why Measure Performance?	Robert D. Behn, "Different Purposes Require Different Measures," Public Administration Review, September/October 2003, pp. 586-606
Week Three	How Performance Measurement Works NOTE: Team Presentation Proposals Due	Harry P. Hatry, Performance Measurement, pp. 3 – 100
Week Four	Reporting Results	Hatry, Performance Measurement, pp. 101-214 Government Accounting Standards Board, Reporting Performance Information: Suggested Criteria for Effective Communication, August 2003.
Week Five	Is Performance Measurement All that New?	Daniel Williams, "Measuring Government in the Early Twentieth Century," Public Administration Review, November/December

2003, pp. 643-659

Allen Schick, "Systems Politics and Systems Budgeting," *Public Administration Review*, 1969, pp. 137-151.

Aaron Wilda'sky, "Rescuing Policy Analysis from PPBS," *Public Administration Review*, 1969, pp. 189 – 202.

Week Six	Federal Government: NPR and GPRA	<p>Excerpt from National Performance Review, From red tape to results: Creating a government that works better and costs less (1993)</p> <p>Government Performance Results Act – Text and Congressional Record Excerpts</p>
Week Seven	Local Government: New York City	<p>City of New York, Mayor's Office of Operations, Mayor's Management Report at http://www.nyc.gov/html/ons/html/Ummr.html</p>
Week Eight	<p>State Government: Oregon</p> <p>NOTE: Presentation outlines are due</p>	<p>Oregon Progress Board, http://www.econ.state.or.us/ob/2003report/2003bpr.htm</p>
Week Nine	<p>Measuring Performance to Manage Performance: COMPSTAT</p>	<p>Eli Silveiman, NYPD Battles Crime: Innovative Strategies in Policing (1999), pp. 97-124.</p> <p>Dennis Smith and William Bratton, Performance Management in New York City: Compstat and the Revolution in Police Management</p>
Week Ten	<p>Measuring Performance to Manage Performance: CitiStat</p>	<p>Lenneal Henderson, "The Baltimore CitiStat Program: Performance and Accountability," May 2003 www.businessofgovernment.org/pdfs/hendersonreport.pdf</p>
Week Eleven	<p>Deciding What Counts and What to Discount: Intended and Unintended Consequences of Performance Measurement</p>	<p>Rebecca Webber and Gail Robinson, "Compstatmania," Gotham Gazette, July 7, 2003.</p> <p>Tom Pelton, "Phony fixes inflate 311 system's record," Baltimore Sun, February 4, 2003.</p>

		Glenn Pasanen, "Shrinking Accountability: Proposed Changes To The Mayor's Management Report" Gotham Gazette, October 2003
Week Twelve	Citizen Review of Performance	Case Study: ParkScan Case Study: Inside Schools.org Case Study: Straphangers Campaign www.sloan.org
Week Thirteen	Final Presentations	
Week	Final Presentations	

NOTE: The course syllabus provides a general plan for the course: deviations may be necessary.

Grades

Grades are based on a 100 point scale:

- A = 90 to 100
- B= 80 to 89
- C= 70 to 79
- D= 60 to 69
- F = 0 to 59

Writing

All written work will be graded based on content, grammar and spelling. Students are highly encouraged to outline papers or essays prior to writing the actual text and carefully edit their final text. Students who understand the reading material but are unable to communicate their understanding effectively will be penalized.

For style questions, students should consult Kate Turabian, *A Manual for Writers*.

ACADEMIC HONESTY

Academic dishonesty will not be tolerated in this class. Academic dishonesty includes plagiarism, cheating, and fabrication. Plagiarism is using the words or ideas of another and presenting them as your own. Cheating is using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Fabrication is falsification or invention of any information or citation in any academic exercise. All work

you present in this class should be your own. When you consult outside sources, you must cite them appropriately. You may not present work that you have written for other classes unless you specifically get permission to do so ahead of time. Academic dishonesty will be addressed as specified in the UTC Honor Code (<http://www.utc.edu/Administration/StudentDevelopment/handbook/academics.pdf>).

Attendance and Late Assignments

Students are expected to attend all classes. If you are unable to attend the class, please send an email prior to the class indicating that you will be absent and the cause of your absence.

All assignments must be turned in on time. If you are unable to attend class on a date when you are a scheduled discussion leader, you will not be able to make up the assignment on another date without beforehand providing a detailed explanation for your absence and receiving the approval of the professor.

Absent serious illness or personal hardship, students will not be able to make up either the midterm or final exam.

Practical application papers that are turned in after the agreed upon due date will be penalized five points per day for lateness.

Disability Accommodation

If you have a disability which may require assistance or accommodations, or if you have questions related to any accommodations for testing, note takers, etc., please speak with the instructor as soon as possible. You may also contact the Office of Student Affairs (425-4534) or the College Access Program (425-4006) with questions about such services.

POLS 553
Urban Political Economy
3 credit hours

Instructor: David Eichenthal
The Ochs Center for Metropolitan Studies
739 McCallie Avenue
Chattanooga, Tn. 37403
423-425-5611

Course Description

This is a course about cities, the metropolitan areas that they are a part of and the role that both politics and economics play in the way that they are governed and the way that they develop – politically, economically, demographically and physically – over time.

Course Objectives

Students in this course will:

- Examine the relationships between urban political and economic institutions.
- Understand the impact of politics and economics on urban development.
- Recognize the major actors, individual and corporate, that participate in the urban political economy.
- Consider how public managers can influence these processes to shape policies and outcomes in cities.
- Examine the relationship between the urban political economy and budgetary processes and decisions in local government.

Course Requirements

Final Exam (30%) and Midterm Exam (20%): Both exams will consist of essay questions. Exam questions will be designed to test students' understanding of material in both required readings and classroom discussions. The midterm exam will focus on material that is covered as part of reading and discussions for the first seven classes. The final exam will be comprehensive – it will cover the entire course, although there will be an emphasis on material not covered prior to the midterm. The final exam will be a take home exam.

Practical Application Paper (25%): The paper, five to seven pages double spaced in length, will be due any time after the midterm. In it, you will be required to apply some

of the theories or case studies discussed during the course to a current urban policy issue. Before beginning work on the paper, students will be required to submit a brief (one paragraph) written proposal and to discuss the proposal during office hours.

Weekly Discussion Leader (15%): Every student will be required to act as a discussion leader or co-leader at least once during the semester. Discussion leaders will be required to begin their assigned class with a ten minute overview of the reading and a list of discussion topics to be addressed during the class. The discussion leader will then assist in facilitating class discussion. Discussion leaders will also be required to read the reaction papers submitted by other students prior to the class.

Reaction Papers (10%): Every student will be required to write a reaction paper for four classes during the semester, each of one page or less. The reaction paper should outline one issue or question raised in the week's required reading for discussion during class. Reaction papers must be emailed to the weekly discussion leader and to the professor by noon of the day of class.

Required Readings

Dennis R. Judd and Todd Swanstrom, *City Politics: The Political Economy of Urban America*, Fifth Edition (New York: Pearson Longman, 2006)

Bruce Katz & Robert E. Lang, eds., *Redefining Urban & Suburban America, Volume 1* (Washington, D.C.: Brookings Institution Press, 2003)

Clarence N. Stone, *Regime Politics Governing Atlanta, 1946-1988* (Lawrence: University Press of Kansas, 1988)

Susan S. Fainstein, *The City Builders: Property Development in New York and London, 1980 – 2000*, Second Edition (Lawrence: University Press of Kansas, 2001)

Karen M. Kaufmann, *The Urban Voter: Group Conflict & Mayoral Voting Behavior in American Cities* (Ann Arbor: University of Michigan Press, 2004)

All other readings will be available on the course website.

Class 1: Introductory Lecture

- David Eichenthal, *Tightrope: The Future of Urban Liberalism* (unpublished manuscript, 2003)
- David Eichenthal, "Changing Styles and Strategies of the Mayor" in *Urban Politics New York Style*, Bellush and Netzer, editors, M.E. Sharpe, Inc., 1990.

Class 2: Cities Then and Now

- Judd & Swanstrom, pp 1 – 45
- Katz & Lang, pp. 1 – 100

Class 3: Cities and Suburbs

- Judd & Swanstrom, pp. 263- 329
- Katz & Lang, pp. 101-136
- Robert Puentes and David Warren, "One Fifth of America: A Comprehensive Guide to America's First Suburbs," Brookings Institution Metropolitan Policy Program, February 2006, pp. 1 - 22

Class 4: Cities as Growth Machines - Atlanta Case Study

- Harvey Molotch, "The City as Growth Machine," 1976
- Stone, pp. 1-107

Class 5: Cities as Growth Machines - Atlanta Case Study

- Stone, pp. 108 - 245

Class 6: Cities as Growth Machines: New York and London

- Fainstein, pp. 1 – 196

Class 7: Cities as Growth Machines: New York and London

- Fainstein, pp. 197 – 230
- Julian Gross, Greg LeRoy, Madeline Janis Aparicio, "Community Benefits Agreements: Making Development Projects Accountable," 2005

Class 8: Midterm Examination

Class 9: Race and Employment in Metropolitan Areas

- Katz & Lang, pp. 137-255
- Michael Stoll, "Job Sprawl, Spatial Mismatch and Black Employment Disadvantage," Institute for Research on Poverty, July 2005, pp. 1-39.

Class 10: Machine Politics

- Judd & Swanstrom, pp. 46 – 105

Class 11: Race and Politics I

- Kaufmann, pp. 1-150

Class 12: Race and Politics II

- Kaufmann, pp. 151- 208

Class 13: Governing Cities

- Judd & Swanstrom pp. 392-425
- Myron Orfield, *American Metropolitanism: The New Suburban Reality* (Washington, D.C.: Brookings Institution Press, 2002), pp. 129-187.
- Steven Malanga, "The Conspiracy Against the Taxpayers," *City Journal*, Autumn 2005

Class 14: Local Budgets

- Judd & Swanstrom, pp. 330 – 361
- Bruce A. Wallin, "Budgeting for Basics: The Changing Landscape for City Finances," Brookings Institution Metropolitan Program, August 2005, pp. 1-43.
- New York City Independent Budget Office, "Analysis of the Mayor's Preliminary Budget for 2007," March 27, 2006

Class 15: City of the Future

- Judd & Swanstrom, pp. 362-391, 426 – 431
- Richard Florida, "The Rise of the Creative Class: Why Cities Without Gays and Rock Bands are Losing the Economic Development Race," *Washington Monthly*, 2002.
- John Kasarda, "The Rise of the Aerotropolis," *The Next American City*, May 2006.
- Michael Porter, "The Competitive Advantage of the Inner City," *Harvard Business Review*, May – June 1995.
- Joel Kotkin, "The Ersatz Urban Renaissance," *The Wall Street Journal*, May 15, 2006.

NOTE: The course syllabus provides a general plan for the course: deviations may be necessary.

Grades

Grades are based on a 100 point scale:

A = 90 to 100
 B= 80 to 89
 C= 70 to 79
 D= 60 to 69
 F = 0 to 59

Writing

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For style questions, students should consult Kate Turabian, *A Manual for Writers*.

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falsification or invention of any information or citation in any academic exercise. All work you present in this class should be your own. When you consult outside sources, you must cite them appropriately. You may not present work that you have written for other classes unless you specifically get permission to do so ahead of time. Academic dishonesty will be addressed as specified in the UTC Honor Code (<http://www.utc.edu/Administration/StudentDevelopment/handbook/academics.pdf>).

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All assignments must be turned in on time. If you are unable to attend class on a date when you are a scheduled discussion leader, you will not be able to make up the assignment on another date without beforehand providing a detailed explanation for your absence and receiving the approval of the professor.

Absent serious illness or personal hardship, students will not be able to make up either the midterm or final exam.

Practical application papers that are turned in after the agreed upon due date will be penalized five points per day for lateness.

Disability Accommodation

If you have a disability which may require assistance or accommodations, or if you have questions related to any accommodations for testing, note takers, etc., please speak with the instructor as soon as possible. You may also contact the Office of Student Affairs (425-4534) or the College Access Program (425-4006) with questions about such services.

POLS 554
Anatomy of the City
3 Credit Hours

Course Description:

This course examines the development of cities and the operation of essential systems that allow large numbers of people to live within limited space.

Course Objectives:

- To explore political, historical, geographical, and social explanations for the physical development of modern cities.
- To recognize the complex systems (transportation, water, sanitation, etc.) that make city life possible.
- To understand the role of local governments in managing these systems.
- To examine the impact of decisions by local governments on development patterns.
- To examine the impact of state and national policies on infrastructural assets.

Course Evaluation:

Preparation and Participation	15%
Book Critique	20%
Article Critique and Presentation	25%
Individual or Team Project	20%
Final Exam	20%

Course Texts:

- *The City Assembled: The Elements of Urban Form through History*, by Spiro Kostof. Thames & Hudson, 2005, ISBN-10: 0500281726.
- *The City Reader*, 4th edition, edited by LeGates and Stout. Routledge, 2007, ISBN-10: 041577084X.
- *American Cities and Technology: Wilderness to Wired City*, By Gerrylynn K Roberts and Philip Steadman. Routledge, 1999, ISBN: 978-0-415-20084-4.
- *Robert Moses and the Modern City: The Transformation of New York*, edited by Hilary Ballon and Kenneth T. Jackson. W. W. Norton, 2007, ISBN-10: 0393732061.

Course Schedule	
Week One	What is a city?
Week Two	Approaches to studying cities
Week Three	Development of Cities Ancient and Medieval Cities
Week Four	Development of Cities Pre-industrial and Modern Cities
Week Five	Cities, Resources, and Systems
Week Six	The Role(s) of City Government
Week Seven	U. S. Policy and City Development
Week Eight	Introduction to Geographic Information Systems
Week Nine	Using GIS to Manage Systems
Week Ten	Water, water everywhere: Water Systems
Week Eleven	You can't get there from here: Transportation Systems
Week Twelve	Power to the people: Energy Systems
Week Thirteen	Down and dirty: Sewer Systems
Week Fourteen	Presentation of Student Projects
Week Fifteen	Presentation of Student Projects

COURSE: POLS 556
TITLE: Applied Public Financial Management
CREDIT: 3 Credit Hours
FACULTY: Marcus D. Mauldin
PRE- CO - REQUISITES: None

COURSE DESCRIPTION: This course is designed to acquaint students with the basic concepts of budgeting and financial management needed for the successful management of a public or nonprofit agency. The overall goal of the course is to equip students with the knowledge and skills needed to become effective producers and consumers of financial information.

COURSE OBJECTIVES: This course will: 1) provide a financial management foundation that allows students to understand and use financial information; 2) provide an introduction to tools used in financial management and how to apply them; and 3) prepare students to identify and address public financial management issues and problems.

ATTENDANCE POLICY: Students are expected to be full participants in shaping the character of the course. Your participation in classroom discussions and completion of assignments will help you achieve a deeper, richer understanding of public and nonprofit financial management and its opportunities, challenges, and rewards. This requires all students to come to class prepared to discuss the readings for each session. Students are expected to attend class regularly, as the instructor reserves the right to give pop quizzes, impromptu in-class assignments, and may provide important material not outlined in the text or readings.

MAKE-UP POLICY: Make-up exams may be given only under extreme circumstances. The make-up examination will be in an all-essay format.

EVALUATION: Students will be evaluated on several activities. These activities include two examinations, two memorandums and a take home final examination. Students will also be evaluated on class participation including, but not limited to, participation in in-class activities and memorandum presentations.

Student performance will be evaluated as follows:

<u>Grades:</u>	Exam 1:	25%
	Exam 2:	25%
	Final Exam:	25%
	Memorandums:	15%
	Class Participation:	10%

Scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = <60%

TEXTBOOK: XiaoHu Wang, Financial Management in the Public Sector: Tools, Applications, and Cases. (Wang) and C. William Garner, Accounting and Budgeting in Public and Nonprofit Organizations. (Garner)

Other Readings Include: 2008 City of Chattanooga Comprehensive Annual Budget Report (CABR) available at: http://www.chattanooga.gov/Finance/66_3732.htm and 2007 City of Chattanooga Comprehensive Annual Financial Report (CAFR) available at http://www.chattanooga.gov/Finance/66_3876.htm

Additional book chapters and/or journal articles listed in this syllabus will be available on the course Blackboard located at <http://bb3.utc.edu/webapps/portal/frameset.jsp>

ADA STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Office for Students with Disabilities at 425-4006 or visit the office at 110 Frist Hall. PLEASE NOTE: Faculty must comply with the Americans with Disabilities Act.

COURSE OUTLINE

PART I - FOUNDATION

Week 1: Introduction

Introductions and Course Overview

Week 2: Accounting and Budgeting Foundations

Garner: Chapter 1 and Chapter 2

Chattanooga Budget: Section A – Introduction pp. 21-23

Week 3: The Budgeting Process

Garner: Chapter 3

Chattanooga Budget: Section B – Guidelines pp. 37-41

Week 4: The Budgeting Process

Garner: Chapter 4 and Chapter 5

Chattanooga Budget Summary available at

http://www.chattanooga.gov/Finance/66_HighlightedVersionofBudget.htm

Week 5: Exam 1

Exam

Week 6: Government and Nonprofit Revenues

Chattanooga Budget: Section C – Financial Overview pp. 95-103

Starling pp. 352-359 (Document located on Blackboard)

Week 7: Government and Nonprofit Expenditures

Starling pp. 359- 362 (Document located on Blackboard)

Chattanooga Budget: Section D – Personnel Administration pp. 207-210

PART II –REPORTING PERFORMANCE MONITORING

Week 8: Financial Performance Monitoring

Garner: Chapter 8

Wang: Chapter 9 and Chapter 10

2007 Chattanooga CAFR – Financial Section

Week 9: Accountability and Control

Wang: Chapter 7

Finkler: Chapter 7 (Document located on Blackboard)

Memorandum 1 due

Week 10: Fall Break

Fall Break (No Class)

Week 11: Exam 2

Exam 2

PART II - APPLICATIONS

Week 12: Revenue Forecasting

Wang: Chapter 1

Week 13: Estimating Costs

Wang: Chapter 3 and Chapter 6

Week 14: Resource Development

Wang: Chapter 2

Week 15: Long-Term Financial Considerations

Finkler: Chapter 5 (Document located on Blackboard)

Memorandum 2 due

TEACHING/LEARNING STRATEGIES: The instructor will employ a variety of strategies in this course. These strategies include, but are not limited to, lectures, audio visual material, and demonstrations.

This syllabus is subject to be modified at the instructor's discretion. It is the student's responsibility to keep informed of changes, new materials, and missed information.

POLS 555 –Economic Development
Day – Time
Building – Room Number
Spring 2008

COURSE: POLS XXX

TITLE: State and Local Economic Development

CREDIT: 3 Credit Hours

FACULTY: Marcus D. Mauldin

PRE- CO - REQUISITES: None

COURSE DESCRIPTION: This course provides an introduction to local economic development theory, policy, and practice. The overall course goal is to introduce students to various, and sometimes competing perspectives, on economic development.

COURSE OBJECTIVES: This course will: 1) acquaint students with the various definitions and purposes of economic development; 2) explain the financial, social, and institutional influences on economic development; and 3) critically assess economic development strategies.

ATTENDANCE POLICY: Students are expected to be full participants in shaping the character of the course. Your participation in classroom discussions and completion of assignments will help you achieve a deeper, richer understanding of public and nonprofit financial management and its opportunities, challenges, and rewards. This requires all students to come to class prepared to discuss the readings for each session. Students are expected to attend class regularly, as the instructor reserves the right to give pop quizzes, impromptu in-class assignments, and may provide important material not outlined in the text or readings.

MAKE-UP POLICY: Make-up exams may be given only under extreme circumstances. The make-up examination will be in an all-essay format.

EVALUATION: Students will be evaluated on several activities. These activities include two examinations and a course paper. Students will also be evaluated on class participation including, but not limited to, participation in in-class activities and presentations.

Student performance will be evaluated as follows:

<u>Grades:</u>	Exam 1:	30%
	Exam 2:	30%
	Paper:	30%
	Class Participation:	10%

Grade Scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = <60%

TEXTBOOK: John Blair. Local Economic Development.

Richard D. Bingham and Robert Mier. Theories of Local Economic Development: Perspectives from Across the Disciplines.

Additional book chapters and/or journal articles listed in this syllabus will be available on the course Blackboard located at <http://bb3.utc.edu/webapps/portal/frameset.jsp>

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in this class or any other class, call the Office for Students with Disabilities at 425-4006 or visit the office at 110 Frist Hall. PLEASE NOTE: Faculty must comply with the Americans with Disabilities Act.

COURSE OUTLINE

Week 1 – Introduction and Course Overview

Week 2 – Defining Economic Development (Theoretical Perspectives)

Blair: Chapter 1 and Chapter 2

Economic Development Administration: “What is Economic Development” (Bb)

Beauregard: “Constituting Economic Development: A Theoretical Perspective”

Mier and Bingham: “Metaphors of Economic Development”

Week 3 - Martin Luther King, Jr. Holiday

Week 4 – Local Governments and Economic Development

Blair: Chapter 12

Guest Speaker

Week 5 – Economic Development Planning

Blair: Chapter 4 – 6

Week 6 – Exam 1

Week 7 – The Role of Business in Economic Development

Blair: Chapter 3

Movie: “Roger and Me”

Guest Speaker

Week 8– Economic Development Policy, Tools and Strategies

Reed and Swain: “Financing Economic Development” (Bb)

Salamon: “Policy Tools” (Bb)

Week 9 – Spring Break

Week 10 – Housing and Community Development

Blair: Chapter 11

Wiewel et al: “The Economic Development of Neighborhoods and Localities”

Boothroyd and Davis: “Community Economic Development: Three Approaches” (Bb)

Mauldin: “A Critical Evaluation of Florida’s Enterprise Zone Program” (Bb)

Week 11– Education and Economic Development

Week 12 – Exam 2

Week 13 – High Tech, Entertainment, and Sports Economic Development

Goldstein and Luger: “Theory and Practice in High Tech Economic Development”

Bee: “Knowledge Networks and Technical Invention in America’s Metropolitan areas: A Paradigm for High-Technology Economic Development” (Bb)

Economic Development and Sports Team article

Week 14– Issues in Economic Development Practice

Blair: Chapter 8

Marlin: “The Effectiveness of Economic Development Subsidies (Bb)

Rubin and Rubin: “Economic Development Incentives: The Poor (Cities) Pay More” (Bb)

Week 15 – Paper Presentations

TEACHING/LEARNING STRATEGIES: The instructor will employ a variety of strategies in this course. These strategies include, but are not limited to, lectures, case studies, audio visual material, guest speakers and demonstrations.

This syllabus is subject to be modified at the instructor’s discretion. It is the student’s responsibility to keep informed of changes, new materials, and missed information.