POS 4142: Metropolitan Politics (3 credit hours)
Department of Political Science, The University of Central Florida
Fall 2011 Syllabus

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Office: UCF Valencia West Campus
Building 9, Room 135

Lecture:
Valencia West, Building 11, Room 0316
Monday 6 to 9 pm

Office Hours:
Monday 3 to 6 pm
And by appointment
*Main Campus TuTh (noon to 1:15pm)

Course Syllabus:
This is the course syllabus, and should be treated as a written agreement between the professor and student. Students should refer to the syllabus for any questions pertaining to the course, grading, etc. Any deviations from this syllabus will be announced in class. Therefore, students are responsible for any announcements made in class, and any information or handouts given out in class. Absence is not an excuse for ignorance.

Description:
Metropolitan Politics: Analysis of political patterns, processes, and issues in American communities. Intergovernmental relations and structural and political arrangements in the existing and emerging metropolitan areas.

Goals and Scope of the Course
--Understanding the various political institutions within metropolitan, their interactions with each other and various other political and community entities, and their interactions with other state and federal political institutions and entities.
--Examining public policymaking within the metropolitan context.
--Explaining the role of the public in metropolitan governance, and encouraging political awareness and civic engagement.

Additional Items of Note:
--This class is a combination of lectures and activities. Relevant concepts will be covered in the lecture, and many of these concepts will be applied via various activities. Therefore, it is imperative that students attend class regularly to fully understand the research process.
--The reading associated with any of the lectures is meant to be read BEFORE that lecture.
--If you have any questions, please ask.
--The best way to reach me is via email.
----You may NOT record classroom meetings (voice or video recordings), unless you first ask and receive permission.

Readings (To be completed before each class):

Required:
Kantor, Paul and Dennis R. Judd. 2010. *American Urban Politics in A Global Age*. 6th Edition. Boston: Longman. (abbreviated K&J)

Additional Readings:
**Journal Articles will be listed and students will access them on through the UCF library site. Other readings will be provided on the blackboard site.

Grading and Responsibilities
Attendance and Participation:
Attendance is mandatory, and will be counted as part of the overall course grade. Students are allowed two ―free" absences per semester. Anyone who may have problems with this rule should contact me. Attendance

will be taken in various ways, from a calling of role to quizzes at the beginning of class. If a student misses the taking of attendance, they are considered tardy. If a student arrives to class after the first 10 minutes of class, they are considered absent. It is the student's responsibility to inform the professor after class if they arrived late to class, but arrived in the first 10 minutes, in order to be counted tardy. For the purpose of the grade calculation, each tardy will be counted as 1/3 of an absence. The student's attendance (discounting the 2freebies) will be taken as a number and divided by the total number of meetings.

The student's participation will also depend on the student's conduct. Any disruptive behavior, inappropriate comments, activities not related to the course, etc. will reflect poorly on the student's participation grade. In addition, students will be engaging in group activities, discussions, and quizzes in class and on the course's blackboard site. Together, attendance and participation are 20% of the student's overall course grade.

Exams:

There will be a total of two (2) exams, the lowest counting toward 20% of the student's course grade, and the highest as 30% of the student's course grade. The second exam will be comprehensive. The last exam will occur during the regularly scheduled final exam period, during the University's finals week. No make up exams after the final.

NO MAKE-UP EXAMS, except in exceptional, extenuating circumstances. Students with a valid reason such as serious illness and documentation that satisfies the instructor can schedule a make-up exam, but must do so **prior** to the scheduled exam. The make-up exam will be different from the one given in class.

Paper:

The paper is 30% of the student's final grade and a complete description is given on the final few pages of this syllabus. Proper English, grammar, structuring, citation, and professional writing will also be a factor in the overall paper grade. Refer to the grading rubric for a description of what makes an ―A" paper. **NO LATE PAPERS WILL BE ACCEPTED**. ***The paper is due IN CLASS: Monday, November 28, 2011.***

Research and Writing Skills:

References required for written/class/online assignments must be relevant to our research, academic, authoritative and reliable. If you are a little shaky on academic standards governing acceptable references, ask questions of myself, or a librarian (or refer to the UCF library website).

All written communication follows standard rules of English grammar and spelling. If you are a little rusty on the standards acceptable in the academic community, go to the writing center, or ask me. All written work should be presented in a formal, professional manner; using proper language and formatting, and should be edited for grammar, spelling, and writing flow/style.

Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Computer Useage:

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computer accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Late Papers and Make-Ups:

DUE DATES for the term paper and assignments are FINAL. Late work will NOT be accepted for a grade. Students are encouraged not to wait until the last minute to complete assigned work. Only under exceptional circumstances and with the permission of your professor are students allowed to make-up an exam (if the instructor is informed and gives permission prior to the scheduled exam). To qualify for this exemption from the DUE DATE rule, you must: notify me in advance of the exam/paper due date of your possible absence, AND

provide a legitimate reason for your absence (death in family, serious injury, etc.). Do not anticipate any deviation from this policy.

Grade Breakdown:		*Grading Scale*:	
		90% and above	A
Attendance/Participation	20%	80% to 89%	B
Research Paper (Due In Class: 11/28)	30%	70% to 79%	C
Exams (lowest 20%, highest 30%)	50%	60% to 69%	D
		Anything below 60%	F

Grading Rubric

A-Level Work	Fully addresses each element in the assignment. Demonstrates mature critical thinking skills. Uses relevant examples and support for argument(s). Uses appropriate and relevant language and terminology. Uses a coherent and logical structure. Writing is free of spelling and grammatical errors; is strong and concise; and demonstrates good word choices.
B-Level Work	Achieves above average quality in most, but not all, of the elements above.
C-Level Work	Achieves an acceptable level in most, but not all, of the elements above, but has some deficiencies in full completion of the assignment, argument or logical structure, and/or writing.
D-Level Work	Fails to achieve acceptable level in most of the elements above. Assignment has significant deficiencies in full completion of the assignment, argument or logical structure, and/or writing.
F-Level Work	Unacceptable amount of writing, logic, argument, or completion deficiencies. Contains many flaws and omissions of importance. Any submission of plagiarized work will also fall into this category.

Instructor Availability

Students wishing to meet with me can do so before or after class, during office hours (listed at top of first page), or by appointment. Please be aware that the easiest way to reach me is via e-mail.

E-Mail:

I will communicate with you through e-mail to answer questions regarding class assignments and exams. Regarding exams, I will *not* give exact answers for possible exam questions, but rather will provide information to help you find the answers. Professional e-mail communication is an important skill that will last beyond the class and college experience. Keep in mind how you want to present yourself through e-mail.

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See www.knightsemail.ucf.edu for further information.

Blackboard:

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself. I will post the lecture outlines, study guides and lab assignments on Blackboard. If you are not familiar with this web site or you need more information please let me know.

Privacy: Access to Blackboard is extended to you for the duration of your enrollment in the course, providing that you comply with class and school policies. You may not share that access with another person who

is not enrolled in the course. Students who do so violate the privacy of other students as well as school policy. The act may lead to the violator being denied access to the Blackboard shell.

On occasion, I permit others to enter the course, to critique my work, to view the operations of the course, or to work on a technical problem. For the entire term, my technical consultant has access to the course to provide continuity for you should the unexpected happen to me.

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the professor in consultation with the responsible academic unit. Although the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a key part of the educational environment, the professor has the right to limit the scope and duration of these interactions.

Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the professor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Golden Rule Student Handbook also defines potential sanctions for these types of infractions.

Examples of inappropriate behavior include, but are not limited to: text messaging, talking or using cell phones, (turn off cell phones prior to class), surfing the internet, listening to music, downloading music, watching movies, checking scores, cursing, using offensive or inappropriate language of any kind, name calling, inappropriate actions of any kind, etc. Any student acting in a disruptive manner may be asked to leave the classroom and will forfeit participation and attendance credit.

Classroom Conduct:

Turn off all cell phones: **Each time a cell phone rings during class**, *everyone* will lose one point from their final grade, but if the professor's cell phone rings then everyone will receive an extra point on their final grade. In-class disturbances waste your classmates' time and money (tuition). Also, please do not read the newspaper, use class time to sleep, do work for other classes, or listen to music during class.

Academic Misconduct

Don't Plagiarize (not properly citing sources, passing off someone else's work as your own). Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author′s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com

Students with Disabilities

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Schedule (Tentative)—Instructor reserves the right to change or alter the schedule; announcements of changes and alterations will be made in class and posted on the blackboard site.

8/22 Course Introduction & City Dynamics
K&J, pages 1-7, 47-61 & 184-194

8/29 The Changing Metropolitan Context & Urban Leadership and Reform
Stone, Clarance, 1996. *PS*
Fredrickson, Johnson, and Wood. 2004. *Public Administration Review*

9/5 LABOR DAY

9/12 Citizen and Group Participation & Power Relationships
Hajnal and Trounstine. 2005. Journal of Politics
Fagotto and Fung. 2006 International Journal of Urban and Regional Research
K&J, pages 7-32 & 61-72

9/19 Politics of Racial and Ethnic Change
Discussion of Student Research Projects
K&J pages 124-175

9/26 Relationships between Metropolitan governments
K&J pages 175-184 & 258-281

10/3 Metropolitan areas and state and federal relations
K&J pages 296-333

10/10 Economic Development
K&J pages 89-124
**readings on blackboard site

10/17 EXAM 1

10/24 Growth Management & the Environment
K&J pages 266-296
**readings on blackboard site

10/31 Urban Infrastructure and Public Authorities
K&J pages 204-243
**readings on blackboard site

11/7 Public Services
Discussion of Research Projects
**readings on blackboard site

11/14 Redistributive Services & Education Issues
**Readings on blackboard site

11/21 Social Conflicts
**Readings on blackboard site

11/28 Globalization, Terrorism, and Criminal Justice
K&J pages 243-258 ** Additional Readings on Blackboard site
RESEARCH PAPERS DUE

FINAL EXAM Monday, December 5, 7 to 10 pm

FINAL RESEARCH PAPER ASSIGNMENT:
An Assessment of a City's Economic Development Vision and Activities

Introduction: The key literature on economic development in U.S. cities (1) differentiates traditional or supply-side or so-called ―first wave" economic development approaches (featuring tax abatements, land subsidies and other subsidies to specific firms) from various alternative approaches (demand side or ―second wave" or ―equity focused") each of which features somewhat different policies. In general, the supply-side or ―first wave" approaches have been criticized heavily on multiple grounds; but they persist in many cities nevertheless. In addition, (2) the literature suggests that cities' economic development efforts can be differentiated in terms of the vision or type of economic activity that is featured in the city's economic development aspirations – i.e., creative class (including high-tech, knowledge-intensive), convention and tourism, indigenous small-business development, redevelopment of disadvantaged areas, and so forth. There is lively debate about the potential of each of these foci, about the suitability of each of these foci for different kinds of cities, and about the possible side-effects of each focus.

Your task is to do an investigation and evaluation of what a particular city is doing about economic development, looking into **both** the **approach** (i.e., the specific policy tools used) **and the vision or featured economic activity.** Here are the steps you must take and the questions you must answer.

(1) First, choose a city above 50,000 population (other than Lawrence, KS) for which you can find adequate information on economic development policies and programs in use. To do this, you will need to use both newspapers and the city's web site.
(2) Describe what the city has been doing to foster economic development with supply side policies and programs such as tax abatement, TIF districts, land subsidies, and loans or loan guarantees. Be as comprehensive as you can (that is, describe what the city is doing with any and all of these supply side programs) but also be as specific as you can, giving examples that show what kinds of projects are getting supported or what kinds of businesses are getting tax breaks. This must be an original case study, meaning that you must go to original source material and write your own description and evaluation based on what you find.
(3) Evaluate the city's economic development approach. Does the city's use of traditional supply side tactics epitomize the critique of that approach in the literature? If so, how? Alternatively, is the city using supply side policies in a way that shows how such an approach can overcome the usual problems? Explain. Is there any evidence that you can present to suggest that the city's supply-side policies are working?
(4) Is the city using (a) any demand-side programs or (b) any of the other alternatives to traditional, supply side tactics? If so, describe what they are doing.
(5) Evaluate the city's use (or lack of use) of these alternatives to supply-side economic development. If the city is using any, discuss whether they are appropriate given the city's characteristics. If the city is not using demand-side programs, discuss whether they are appropriate and should be used given the city's characteristics?
(6) What about the city's vision – i.e., the type of economic activity that appears to be featured or favored in the city's economic development programming? (For example, does the city show evidence of featuring knowledge-intensive industry, arts/cultural development, or other creative-class visions of its future? Or perhaps the convention and tourism sector? Something else?) Describe what the city seems to be aiming for, and provide as much assessment as you can of the appropriateness of that vision for your particular city.
(7) This must be an original case study, meaning that you must go to original source material (including web sites and newspaper articles) and piece together the information that you need to ground your assessments. If there is published material about your case study city's economic development activities, of course you may use it , providing that you appropriately cite the published material and providing that your whole paper is not a replay of that publication. If you simply summarize a case study that someone else has done, the paper will be unacceptable even if you provide a reference to that published work.

For Further Reading

Economic Development: Tax Abatement and Other Business Subsidies versus Alternative Approaches

M. Oden and E. Mueller, "Distinguishing Development Incentives from Developer Give-aways: A Critical Guide

for Development Practitioners and Citizens," *Policy Studies Journal* (Spring 1999

G. Sands, L.Reese and H. Khan, "Implementing Tax Abatements in Michigan: A Study of Best Practices." *Economic Development Quarterly*, Feb., 2006

C. Santo, "The Economic Impact of Sports Stadiums: Recasting the Analysis in Context," *Journal of Urban Affairs*, June, 2005

R. Pollin, "Evaluating Living Wage Laws in the United States: Good Intentions and Economic Reality in Conflict?" *Economic Development Quarterly*, Feb., 2005

T. Bates, W. Bradford, and J.S. Rubin, "The Viability of the Minority-Owned Venture Capital Industry under Alternative Financing Arrangements," *Economic Development Quarterly*, May, 2006

A. Scott, "Creative Cities: Conceptual Issues and Policy Questions," *Journal of Urban Affairs*, January, 2006

J. Schoales, "Alpha Clusters: Creative Innovation in Local Economies," *Economic Development Quarterly*, May, 2006