POS 4142: Metropolitan Politics (3 credit hours)
Department of Political Science, The University of Central Florida
Spring 2012 Syllabus

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Office:
HPH 318

Lecture:
MAP 0336
Monday 6 to 9 pm

Office Hours:
Monday 4 to 6 pm
And by appointment

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. Unless otherwise noted, all work is to be done individually.

Description:

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

Students will be able to:

- Identify and discover the historical, institutional, political, ethnic/racial, socio-economic, and cultural foundations of metropolitan politics
- Compare and Contrast the effects of these metropolitan dynamics
- Either:
    - Evaluate experiences with community engagement (course project option 1)
    - Evaluate dynamics of a local election (course project option 2)
    - Evaluate city economic development policy (course project option 3)

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 and Sugegsted Readings:

- Journal Articles will be listed and students will access them on through the UCF library site.
- Pelissero, John P. 2003. Cities, Politics, and Policy: A Comparative Analysis. Washington, DC: CQ Press.

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 my ***knights*** email.
- You may NOT record classroom meetings (voice or video recordings). Reasonable accommodations can be made for students with disabilities—speak with me.

Grading and Responsibilities

Each component of the student's grade will be calculated on a scale of 0-100%, and will be weighted by the amount specified to compose the student's final grade.

Participation (15% of the course grade):

Students are expected to attend all classes. Anyone who may have problems with this rule should contact me. The student's participation will 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. See the stipulations academic misconduct, non-academic misconduct, and classroom conduct for more detail about inappropriate behavior.

At the end of each class, students will answer a question or write a brief question or statement (2 to 3 sentences) pertaining to that week's readings or lecture on a sheet of paper (with their name) and give it to me. (Examples include something the student found interesting that week or something for which the student would like more explanation). At the beginning of the next class, a few of these comments will be read and discussed.

For the participation grade: at the end of the semester, the number of these comments that the student has turned in, as well as the content and quality of these comments will be assessed, and participation points assigned.

Assessment (50% of the course grade)

There will be a total of two (3) assessments, the lowest score is 10% of the student's course grade, and the other two are each 20% of the student's course grade. The final assessment will be comprehensive AND. 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.

Course Project (35% of the course grade):

For the final course project, students will choose between three options. They should take time to consider their career goals and choose a project that best suits those goals. ALL STUDENTS MUST choose an option (and inform the professor) **by January 30**.

Students must hand in all work on time. NO LATE WORK will be accepted. ALL work will be turned in via the webcourses site. You will upload an uncorrupted, open-able Word document (following specifications) using the appropriate link in the assignments tab by the due date. If I cannot open your document in a readable format, it is as if it was NOT turned in.

Below are general guidelines for each option. Refer to the end of the syllabus for specifics.

1. Service-learning participation and evaluation
2. Evaluation of campaigns for a local political office
3. Evaluation of a city's Economic development policy

Option 1 (Service Learning):

Students will contact one community organization off the instructor specified list. They will arrange to work with that organization for at least 15 hours between the beginning of this semester and April 14th. They will write short reflections upon their experiences and will share their experiences over the course of the semester and in a 5 minute presentation to the class or by making a 5 minute video for the class to view. For this option ONLY, students who are working with the same organizations may work together in presenting their experiences to the class. More detail of this option is given in the final few pages of the syllabus. NO LATE WORK. The component and grade break-down for the first option is as follows:

Project Component:	Percent of Overall Course Grade:	Due Date:
Evidence of Contact with Approved Organization	5%	1-30-12
Reflection 1	10%	3-12-12
Reflection 2	10%	4-16-12
Participation & Presentation (or Video)	10%	4-23-12*

Option 2 (Local Electoral Contest):

For this project students choose an electoral race from a provided list and will analyze and evaluate the complete contest. This evaluation will be ongoing throughout the semester, and students will hand in two short write-ups and one final report. The final report will include following the primary and general elections, providing information about the candidates running for the chosen political office and the responsibilities of the political office, discussing the key issues in the campaign and the candidates' perspectives of those issues, and evaluating the campaigns and candidates' performance. See a complete description provided at the end of the syllabus for detailed information. Students will be sharing their findings throughout the semester, and should be prepared to discuss their evaluations with the class. NO LATE WORK. The component and grade break-down for the second option is as follows:

Project Component:	Percent of Overall Course Grade:	Due Date:
Write-up 1	10%	2-27-12
Write-up 2	10%	3-19-12
Final Report	10%	4-16-12
Participation & Presentation	5%	4-23-12*

Option 3 (City Economic Policy):

A complete description of the paper topic requirements is given on the final few pages of this syllabus. Students will choose from a provided list of cities and write a 6 – 8 page (double-spaced) research paper evaluating that city's economic development policy. Students should be prepared to share their evaluation with the class. 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 due dates and point break-down for the third option is as follows:

Project Component:	Percent of Overall Course Grade:	Due Date
Paper Outline & Summary	10%	3-19-12
Final Paper and Participation	20%	4-16-12
Participation & Presentation	5%	4-23-12*

*__NOTE__: students should be prepared to present on the 23rd. A final schedule of presentations will be handed out later in the semester once it is determined how many of each presentation there will be. Once the schedule of presentations is determined, students must be present on their specified day. NO make-ups of presentations if the student fails to attend class or present their project on their specified day.

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:

Participation	15%
Course Project	35%
Exams (lowest 10%, other two 20%)	50%

Grading Scale:

90% and above	A
80% to 89%	B
70% to 79%	C
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 and all other forms of communication—organization, tone and wording matter**.

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.

Webcourses@UCF:

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.

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.

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.

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.

1/9 Course Introduction & Conceptual Frameworks

1/16 NO Class—Dr. Martin Luther King Jr. Day

1/23 Foundations, part 1
Stone, Clarance, 1996. *PS*
Fredrickson, Johnson, and Wood. 2004. *Public Administration Review*

1/30 Participation & Power
Hajnal and Trounstine. 2005. Journal of Politics
Fagotto and Fung. 2006 International Journal of Urban and Regional Research
K&J # 2

OPTION 1: Evidence of Contact with Approved Organization DUE

2/6 Politics of Racial and Ethnic Change
K&J # 11, 12, and 14

2/13 The Changing Metropolitan Context
K&J # 15, 13, 4, and 5

2/20 Horizontal Fragmentation & Cooperation
K&J # 21, 22, 23, and 24

ASSESSMENT 1

2/27 Vertical Fragmentation: City-State and City-Federal Relations
K&J # 25, 26, and 27

OPTION 2: Write-Up 1 DUE

3/5 NO Class—Spring Break

3/12 Economic Development I
K&J # 1, 6, 7, and 10

OPTION 1: Reflection 1 DUE

3/19 Economic Development II
K&J # 3, 8, and 9

OPTION 2: Write-Up 2 DUE
OPTION 3: Outline & Summary DUE

3/26 Public Service & Public Space
K&J # 17, 18, and 19

ASSESSMENT 2

4/2 Environmental & Social Policy
**readings on blackboard site

4/9 Emergency Management
K&J # 20
**readings on blackboard site

4/16 Comparative Urban Politics
**readings on blackboard site

OPTION 1: Reflection 2 DUE
OPTION 2: Final Report DUE
OPTION 3: City Economic Development Paper DUE

4/23 Presentations & Discussion of Student Projects

4/30 **7 pm to 10pm
Presentations & Discussion of Student Projects

ASSESSMENT 3

COURSE PROJECT DESCRIPTIONS:

Refer to the general descriptions above for due dates for each option. Here you will find a description of each specific choice to refer to when completing your work. IMPORTANT: Note the deadlines to decide which option you choose. Once you decide, you will NOT be able to change. All writing should follow the writing guidelines in the syllabus, and should be 11 or 12 point font with 1 inch margins (and no large spaces for headers, titles, names, etc.)—refer to each option about spacing. ALL work will be turned in via the webcourses site. You will upload an uncorrupted, open-able Word document (following specifications) using the appropriate link in the assignments tab by the due date.

Option 1: Service Learning

I will provide you with a list of approved organizations, and you will choose an organization at the same time you inform me of your choice of this project. You must show me documentation of having contacted the organization by the due date.

You will volunteer at the selected organization for at least 12 hours over the course of the semester. During this time you will write and turn in two reflections on your experiences. These brief reflections should be 2-3 paragraphs, single spaced. (It should not be over one page in length). In addition, you should be prepared to share your experiences and insights with the class. This sharing will be ongoing beginning one month after the first day of class and will conclude with a brief (approximately 5 minutes) presentation to the class. The write-

ups are to be completed individually, the presentations may be completed with classmates volunteering with the same organization as you.

Reflection 1:
Describe the purpose of your organization. Is it a larger, nation-wide organization or a smaller, localized organization? What type of clientele or issues do they work with? What types of work do they have you doing? Thinking about the topics and issues covered in class, how might your experience with this organization relate to problems or policies we have discussed?

Reflection 2:
Reflect back on the purpose of the organization, and the means by which it works toward that purpose. What are some of the obstacles this organization encounters? Does it have the resources necessary to fulfill its purpose? Does it do a good job of fulfilling this purpose? How might it do better? Thinking about the topics and issues covered in class, how might your experience with this organization relate to problems or policies we have discussed?

Participation & Presentation:
After the first month of class, I will ask you to describe your experiences to the class. This participation should follow the same questions and ideas as those listed for the write-ups above. You will generally be expected to chat with the class about what sorts of things the organization has you doing, and how the organization's purpose is related to course content. At the end of the semester, you will give a brief presentation lasting about 5 minutes. For this you may create a video of your experience or a short talk about your experience.

Option 2: Local Elections

At the same time you choose to complete this project, you will also choose from a list of approved electoral contests. Each student will do a complete analysis of the contest for a particular local office—including the responsibilities of the office, key issues in the campaign, positions of candidates, information about candidates, media coverage, public knowledge and support, key interest groups, money, etc. This must be an <u>original</u> case study, meaning that you must go to original source material and write your own description and evaluation based on what you find. Each student will individually complete two short write-ups and one final report about the campaign. Each of the two write-ups will be 1 page (single-spaced) with citations of sources. (It should be longer than ¾ of a page, and I prefer it not exceed 1 full page). The final report will be 2-3 pages (double-spaced) with citations of sources. In addition, by the beginning of February, students should be prepared to discuss their selected electoral contest with the class. You will want to keep up with the latest campaign news.

Write-up 1:
Describe the political office and responsibilities of the office. What were the key issues in the primary election? Which candidates will be in the general election? Is this a competitive race (i.e. is one candidate a "shoe-in")? What is their background and experience? Who are their major donors (parties, groups, people)? What issues to they seem to be focused on? Have there been any major stories, problems, happenings, etc.? What would you suggest to these candidates if you were a staffer?

Write-up 2:
Now that the election is heating up, what are the key issues? Have candidates had to change (or tweak) their positions on these issues? Has each "camp" done a good job of running the campaign (i.e. looking at their actions and statements, do they seem to be succeeding in their strategy or are they failing in some way)? How so? What do you expect to happen for the remainder of the campaign? What would you tell these candidates if you were a staffer?

Final Report:
Combine some of the information you provided in the first two write-ups and evaluate the campaigns. Focus on the dynamics of the campaign. Did the candidates perform as expected? Did the key issues stay consistent over the entire campaign? What messages seemed to work best with voters? Did money or endorsements seem to matter? Were there any real shining moments or huge failures in the campaigns? How did the candidates and staff handle the campaign? What would you do differently?

Participation & Presentation:
By the beginning of February, you should be prepared to discuss the campaign dynamics with your classmates. Look to the above questions for a better idea of the information to convey. These discussions will be ongoing and will culminate with a brief presentation (maximum of 5 minutes) to the class at the end of the semester summarizing your report. For this, you will work with classmates assigned to the same contest.

Option 3: City Economic Development Policy

At the same time that you choose this option, you will select a city from an approved list. For this project, you will describe and evaluate the city and its economic development policy. 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. You will create an outline and summary of the paper, and hand in a 5-7 page (double-spaced) paper. You will individually write your outline, summary, and paper. In addition, you should be prepared to discuss aspects of you city and its policy two months into the semester and give a final presentation of your evaluation at the end of the semester. Below the component stipulations, you will find additional resources.

NOTE: 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.

Outline & Summary:
Look at the explanation below and outline the first three sections of the paper (background of the city, unique features of the city, current economic development policy/strategy). You do not need examples, but should provide enough information about your city to set it apart from being "generic." In addition, write a brief summary of the city, its unique features and resources, and its general economic development approach.

Paper:
This paper will include the following:

1. background of the city
    a. history, demographics, industry, etc.
2. unique features of the city
    a. what are its selling points? Attractions? Resources?
3. current economic development policy/strategy
    a. what types of strategies and policies are they implementing to draw business? Supply-side? creative-class approaches?
4. evaluation of the policy
    a. is the city making use of its resources/uniqueness? Give examples. Is the problem one of a lack of vision or a lack of implementation? What would you recommend they do?
    b. is the economic development policy equitable? Give examples. What can be done to improve equity in economic development policy?

Participation & Presentation
By the end of the second month, you should be prepared to discuss aspects of your city (related to 1-3 above), with the class. These discussions will be ongoing and will culminate with a brief presentation (maximum of 5 minutes) to the class at the end of the semester summarizing your report. For this, you will work with classmates assigned to the same contest.

Additional Information for Option 3

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.

Things to reflect on when evaluating the policy:

1. 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.
2. 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?
3. 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.
4. 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?
5. 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.

For Further Reading

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

Oden, Michael D. and Elizabeth J. Mueller 1999. "Distinguishing Development Incentives from Developer Give-aways: A Critical Guide for Development Practitioners and Citizens" *Policy Studies Journal*. 27(1): 147-164.

Sands, Gary, Laura A. Reese, and Heather L. Kahn. 2006. “Implementing Tax Abatements in Michigan: A Study of Best Practices.” *Economic Development Quarterly*. 20(1): 44-58.

Santo, Charles. 2005. “The Economic Impact of Sports Stadiums: Recasting the Analysis in Context,” *Journal of Urban Affairs*. 27(2): 177-192.

Pollin, Robert. 2005. “Evaluating Living Wage Laws in the United States: Good Intentions and Economic Reality in Conflict?” *Economic Development Quarterly*. 19(1): 3-24.

Bates, Timothy, William Bradford, and Julia Sass Rubin. 2006. “The Viability of the Minority-Owned Venture Capital Industry under Alternative Financing Arrangements,” *Economic Development Quarterly*. 20(2): 178-191.

Scott, Allen J. 2006. “Creative Cities: Conceptual Issues and Policy Questions,” *Journal of Urban Affairs*. 28(1): 1-17.

Schoales, John. 2006. “Alpha Clusters: Creative Innovation in Local Economies,” *Economic Development Quarterly*. 20(2): 162-177.