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

Instructor Contact

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Office Hours	1 hour Before & After Class By appointment	Tuesdays 1pm to 3pm

All office hours are first come, first served. You can make an appointment with me during my office hours to ensure that I see you at the time you are available. Appointments take priority over walk-ins.

The best way to reach me is via my knights email or the mail tab in webcourses. If you send me an email via the webcourse DO NOT send me the same email via the knights email. If you send me an email via knights email, DO NOT send me the same email via the webcourse.

Course Information:

Course Name	POS 4142: Metropolitan Politics
Course ID & Section	ID: 91077 Section: 0050
Credit Hours	3 credits
Semester/Year	Fall 2013
Location/Time	Wednesday, 6pm to 8:50pm VW11, 0314

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.

Course 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
- Evaluate city economic development policy

Readings (To be completed before each class):

Required Texts:

- Kantor, Paul and Dennis R. Judd. 2010. *American Urban Politics in A Global Age: The Reader*. 7th Edition. Boston: Pearson. (abbreviated K&J)
- Ross, Bernard H. and Myron Levine. 2012. *Urban Politics: Cities and Suburbs in a Global Age*. 8th Edition. Armonk, New York: M.E. Sharpe. (abbreviated R&L)

Additional Required Readings:

- Journal Articles and web links will be listed and students will access them on through the UCF library site.

Suggested Reading (for those with less background in American politics and/or local politics):

- 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 before recording anything.
- *Your failure to plan is not my emergency. Stay on top of your classwork and get started well in advance of the deadline. See How to Study.org*
- ALL work MUST be your own.

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 (30% of the course grade):

Students are expected to attend all classes and participate in face-to-face and online discussions. You must be present to participate. 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. Students should be aware of and be prepared to discuss contemporary issues in (and current events of) urban areas.

In addition to discussions, there will, on occasion be short quizzes over the readings. The student's performance on these quizzes will be factored into the participation grade. There are no make-ups of missed quizzes.

There is **no make-up** of missed participation or missed classes. If you are absent: first, look at the syllabus and readings for that week; second, ask you classmates for any announcements or notes; third, if you can't make sense of that material come to me with specific questions about what you do not understand. Do not expect me to relay an entire class worth of material to you.

The readings, classes, assignments, and activities are intended to promote Active Learning. Meaning, you are interacting with each other and sharing ideas, etc. in order to fully grasp material. Active learning has been shown to enhance student outcomes (i.e. information retention and learning). By just showing up you aren't really engaged in the material as much as you would be if you had a conversation.

There is no make-up of missed participation. If you are absent or not participating, you forfeit those points.

Assessment (30% of the course grade)

There will be a total of TWO assessments, each worth 15% of your course grade. The final assessment 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—if you miss, it is a zero**.

Course Project (30% of the course grade):

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. Students are required to hand in an outline and summary (worth 5% of the course grade), and a final paper (25% of course grade)

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; NO make-ups**.

Project Presentation & Discussion (10% of course grade)

You will present your city and its economic development policy to the class. This should include key aspects of your project, such as some background on the city, a description of the economic development approach, and your analysis of the current policy as well as future projections and/or recommendations. The professor will randomly assign students a presentation date. *All students should be prepared to present on 12/4*. There are **no make-ups of missed presentations**.

The due dates and point break-down is as follows:

Project Component:	Percent of Overall Course Grade:	Due Date
Paper Outline & Summary	5%	10/30
Final Paper and Participation	25%	11/20
Participation & Presentation	10%	11/27*

*__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.

Some Notes on Grading:

The fact that you are in college suggests that you were a decent student in high school. It does not, however, mean you will be getting an A in this course. Enrollment in this course does not mean you earned an A in this course. *Earning an A* might require more diligence than you are used to. The letter grade "A" is reserved for excellence, "B" for good, and "C" for satisfactory. Doing the bare minimum is not A-level work.

For an undergraduate course, it is expected that you spend at least 3 hours outside of class time for every course credit hour studying, preparing, completing work, etc. So, if you only spend 9 hours outside of class time doing these things, you are not doing the bare minimum. Also, beyond spending enough time studying, etc. you should be using your time effectively. Spending 9 hours studying is not a guarantee of an A.

Extra credit: There is no extra credit in this course. Do not expect any deviation from this policy.

Attendance Policy: Students should check in on the webcourse at least twice per week and are required to attend all classes.

Grade Breakdown:

Participation	30%
Assessments	30%
Paper Outline & Summary	10%
Final Paper	20%
Presentation	10%

Grading Scale:

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
0 - 59	F

Late Papers and Make-Ups:

DUE DATES are FINAL. Late work will **NOT** be accepted for a grade. There are no make-ups of missed work. 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.

Deadlines:

Students are encouraged not to wait until the last minute to complete assigned work. Your failure to plan is not my emergency.

If you wait until the last minute and have a technical (i.e. webcourses@UCF, Library Information Literacy Module, etc.) or any other type of issue, do not expect any deviation from the NO late work policy. Begin to complete your assigned tasks with more than enough time in case you run into troubles or take longer to complete the task than you anticipated.

The online@UCF support is available by email Monday thru Friday 8am to 5pm and by phone from 8:30am to 4:30 pm Monday thru Friday.

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://uwc.cah.ucf.edu/, stop by Colbourn 105, or call 407.823.2197.

Academic Honesty (and Misconduct)

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" (or zero) 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 in any way (including but not limited to 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.

Don't Plagiarize (not properly citing sources, passing off someone else's work as your own, handing in a paper written for another class, etc.). Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" (or zero) 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, the FTCL page on academic integrity, and the library web-site for further information. **ALL work MUST be your own**.

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

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), reading the newspaper, doing the crossword or Sudoku, surfing the internet,

listening to music, downloading music, watching movies or videos, 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. Further action may be taken if offenses warrant.

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.

Classroom Expectations

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://www.goldenrule.sdes.ucf.edu/ for further details.
2. Don't turn in late assignments. Late submissions will result in a zero (will not be accepted).
3. Keep up with the reading and tasks. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Don't miss a quiz. Missed quizzes may not be retaken. No make-ups
5. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.
6. No make-ups on missed assignments, activities, discussions, quizzes, exams, and/or papers.

Computer Usage:

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.

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.

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.

E-mail will be an integral part of this course. Make sure you:

1. Check your webcourses e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. DO NOT email me hours (24 or less) before something is due to ask me questions about it. You need to stay on task so that I have an appropriate amount of time to read the message and respond (generally, that is 48 hours).

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

See these websites for helpful information on how to write professional emails.

How to Email a Professor
How to Email a Professor

How to Email Your Professor
Students: How to email your professor, employer, or professional peers
How to email your professor: FAQ

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. **Do not** use emoticons, causal abbreviations, or other non-professional forms of communication in this course. Use words in an appropriate fashion.

The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication. The words we choose convey a particular tone, and that tone is critical to professional communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

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.

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, and add or subtract readings; changes will be announced.

8/21 Course Introduction & Conceptual Frameworks

8/28 Contemporary Urban Politics
R&L, Chapters 1 and 6
K&J, Editor's Introduction
Stein, Robert M. "Politics of Revenue and Spending Policies" in *Cities, Politics and Policy: A Comparative Analysis*. ed. by John P. Pelissero. 217-236

NO Class Meeting (American Political Science Association Meeting), but you must do the reading and complete the activity

9/4 Urban Regimes & Government Structure
R&L, Chapters 4 and 5
K&J, Selections 2, & 3

9/11 Participation & Power
R&L, Chapter 7
Hajnal, Zoltan and Jessica Trounstine. 2005. "Where Turnout Matters: The Consequences of Uneven Turnout in City Politics." *Journal of Politics*. 67(2):515-35.
Fagotto, Elena and Archon Fung. 2006. "Empowered Participation in Urban Governance: The Minneapolis Neighborhood Revitalization Program." *International Journal of Urban and Regional Research*. 30(3)638-55.
The Economist. 2012. "Making Moscow More Pleasant." December 20th Issue.

9/18 Politics of Racial and Ethnic Change
K&J, Selections 11, 12, & 13
Sugrue, Thomas J. 2010. "Racial Confrontation in Postwar Detroit." In *American Urban Politics in a Global Age: A Reader*. 6th Edition. Ed. by Paul Kantor and Dennis R. Judd. 126-38.

9/25 The Changing Metropolitan Context
R&L, Chapters 2 and 3
K&J Selections 15, 16, 17, 4, & 5

10/2 Horizontal Fragmentation & Cooperation
R&L, chapters 9 and 10
K&J Selections 22, 23, and 24
The Economist. 2008. "Tackling the Hydra." March 27th Issue.

10/9 Vertical Fragmentation: City-State and City-Federal Relations
R&L, chapter 11
K&J 19, 20, and 21
The Economist. 2012. "Stalled in Motor City." April 7th Issue.

10/16 **ASSESSMENT**

10/23 Economic Development I
R&L, chapter 12
K&J Selections 1, 7, and 9
Foroohar, Rana. 2013. "Broken City: How Detroit's Epic Bankruptcy Could Help the Rest of the Country." *Time*. August 5th Issue.
The Economist. 2013. "Detroit's Bankruptcy." July 27th Issue.

10/30 Economic Development II
K&J Selections 6, 8, and 10
The Economist. 2008. "City of the Future." December 4th Issue.
The Economist. 2012. "A Question of Trust." May 12th Issue.
The Economist. 2008. "Harlem Reborn." May 13th Issue.

PAPER OUTLINE & SUMMARY DUE

11/6 Public Service & Public Space
R&L, Chapter 8
K&J Selection 14
Lewis, Paul G. and S. Karthick Ramakrishnan. 2010. In *American Urban Politics in a Global Age: A Reader*. 6th Edition. Ed. by Paul Kantor and Dennis R. Judd. 204-21.
The Economist. 2013. "Zoning Laws." July 27th Issue.
Kohn, Margaret. 2010. "The Mauling of Public Space." In *American Urban Politics in a Global Age: A Reader*. 6th Edition. Ed. by Paul Kantor and Dennis R. Judd. 224-37.
The Economist. 2006. "An American's Home is Still Her Castle." November 23rd Issue.

11/13 Social Policy
Scharf, Thomas, Chris Phillipson, and Allison E. Smith. 2006. "Older People in Deprived Neighbourhoods: Social Exclusion and Quality of Life in Old Age." Report by the Centre for Social Gerontology.
DeVerteuil, Geoffrey, Jon may and Jürgen von Mahs. 2009. "Complexity not Collapse: Recasting the Geographies of Homelessness in a 'punitive' age." *Progress in Human Geography*. 33(5)646-66.
The Economist. 2013. "Retirement Benefits." July 27th Issue.

11/20 Emergency Management
K&J selections 25, 26, and 27

PAPER DUE

11/27 Presentations

12/4 Presentations

ASSESSMENT 2

*NOTES:
All graded items are due by 8:00 AM on the due date unless otherwise noted.
All dates and times are subject to change by Professor Vieux. Be informed and routinely check the Schedule, Announcements, and Discussions for any changes or updates
Be Aware that Webcourses@UCF goes down for updates every Sunday at 6am for about four hours. You should not attempt to take an assessment during this time. I **will not** allow extra time for quizzes if you have been kicked from Webcourses@UCF.

COURSE PROJECT DESCRIPTIONS:

Refer to the general description above for due dates. Here you will find a description to refer to when completing your work.. All writing should follow the writing guidelines in the syllabus, and should be 5 to7 pages of writing (not including references), double-spaced, 12 point font, Times New Roman, with 1 inch margins (and no large spaces for headers, titles, names, etc. Remove the paragraph 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.

You will select a city from an approved list. 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. All work must be your own.

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.

This paper will include the following (1-3 should be in the outline/summary):

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

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.

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City Economic Development Choices

If you want to do a city not on the list below, you must see me and get approval.

Austin, TX
Atlanta, GA
Buffalo, NY
Charleston, SC
Cincinnati, OH
Cleveland, OH
Detroit, MI
Greensboro, NC
Houston, TX
Kansas City, KS/MO
Knoxville, TN
Louisville, KY
Madison, WI
Memphis, TN
Minneapolis, MN
New Orleans, LA
Omaha, NE
Orlando, FL
Philadelphia, PA
Portland, OR
Providence, RI
Richmond, VA
Saint Louis, MO/IL
Salt Lake City, UT
Seattle, WA
Tampa, FL