

Undergraduate Distance Education Review Form

09-34  
App - 10/20/09  
Info. - 11/3/09

Course: PLSC 354/554 - Metropolitan Problems

Instructor(s) of Record: Mary Jane Kuffner Hirt

Phone: 412-782-3373

Email: mjk@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

The instructor has been responsible for teaching PLSC 354/554 - Metropolitan Problems since the fall of 1992 when it has been offered in the traditional classroom setting as well as when it has been presented as an individualized instruction. The instructor's academic and professional background is in state and local government. Other courses she teaches include PLSC 251 - State and Local Political Systems, PLSC 370/570 - Introduction to Public Administration, PLSC 376 - Public Sector Budgeting and PLSC 674 - Analytical Techniques. She also has experience teaching PLSC 355/555 - Intergovernmental Relations and PLSC 300/500 - Research Methods.

The instructor is Blackboard certified and has taught a graduate level, distance education summer course for an area university using that platform four times. She has used WebCT as a resource for courses at IUP. **The instructor will attend a Moodle workshop on October 20, 2009. She has requested a Moodle site for this course and intends to present the course using Moodle.**

2. How will each objective in the course be met using distance education technologies?

As noted in the body of this proposal, PLSC 354/554 as an upper level undergraduate and master's level course is discussion intensive. The various forms of discussion available through Moodle will lend nicely to the facilitation of whole class discussion and the presentation of issue and final project reports by the students. The technology offered via Moodle that supports interactive discussion instructor-student and student-student will be the most valuable and useful tools. The nature of the course, too, allows for an integrated effort to work toward the attainment of the course objectives. The capacity of Moodle will be tested to determine whether video and audio presentations are viable options to present content.

The objectives for the course are listed below. The functions/options available through Moodle are indicated for each objective. As noted in answer to item 1, the instructor will attend a Moodle workshop on 10/20/09. Consequently, I do not have screen prints from Moodle as the course is in the process of being established.

Received

OCT 19 2009

Liberal Studies

orig. to Provost 10/22/09

Another significant consideration is that the students will be operating in a new environment. Too ambitious a plan for use of technology may pose challenges for students. Choosing Moodle options wisely to facilitate student learning and avoid student frustration will be an important step. Having the course evolve over a few offerings to encompass a greater number of Moodle functions may be the best course of action for students and instructor.

(1) ) to critically assess how political, geographical, economic, social and cultural differentiate metro areas,

Distance Education Technology Options which can be used - Moodle standard discussion Moodle Wiki, Database, Assignments, Link to file or web page

(2) to demonstrate an understanding of current problems and issues which challenge the viability of metro areas,

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, Link to file or web page

(3) to provide a historical perspective of the impact of federal, state and local governmental policy on metro areas,

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, Link to file or web page

(4) to evaluate the capacity of governmental and nongovernmental organizations to respond to and/or resolve metro based problems, and

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, link to file or web page

(5) to develop an understanding of the public policy process and the systematic methods that support effective policy making.

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, link to file or web page

### **3. How will instructor-student and student-student, if applicable, interaction take place?**

On a continuing basis, the instructor will interact with the class via the discussion board of Moodle. Depending on the geographic distribution of the students and the equipment they have access to, the instructor may use the Wimba Live Classroom option. For individual consultation, the instructor will be accessible via Moodle Chat and e-mail, telephone, and if practical for the student in person appointments can be scheduled. Students will be encouraged to communicate through the Moodle Chat and e-mail functions.

### **4. How will student achievement be evaluated?**

The grade for the semester will be based on four student responsibilities; the issue(s) paper, a mid-term exam, a project, and discussion participation. The responsibility, and proportion of the final grade for each responsibility are indicated below.

(1) **Issues paper(s) - Undergraduate students will choose one issue while graduate students will choose two issues which affect metropolitan areas in the United States. For each, students will be responsible for conducting a review of the current literature (journals and national print media) and drafting a five page paper that presents an**

assessment of the issue. The issue paper will be due the first day of Week 6 for undergraduate students. The two due dates for the graduate student issue papers will be the first day of Week 6 and the first day of Week 11. % of Final Grade: Undergraduate Students - 25% and Graduate Students - 25% (12.5% per paper)

**(2) Exam** – A mid-term exam comprised of six (6) essay questions worth 15-20 points per question. The questions will cover key concepts, structures and circumstances associated with metropolitan problems and governance. The questions may be drawn from exercises or problems listed at the end of the chapters in the textbooks. Each question will require the student to define or describe a concept, structure or circumstance to demonstrate their understanding. Each question will also require that the students integrate theory and practice by providing an example to demonstrate their understanding. There will also be one question focused on an outside source such as a news article or institutional/organizational website where the students will be asked to interpret what they find similar to the sample lesson provided with this proposal. At the time the exam is posted, the students will see a grading rubric for each question. Points for each question will be allocated to each aspect of the question or problem. Students are always encouraged to attempt to answer all questions. They will receive some points for effort. A short bonus question will be provided worth 5 additional points as an incentive to doing well. Students are expected to write well constructed sentences and well organized paragraphs and avoid using shorthand or abbreviations. Students are expected to use spelling and grammar checking software before submitting their exams. Students will have one week to complete the exam. It will be due the last day of Week 7. % of Final Grade: Undergraduate Students - 30% and Graduate Students - 25%

**(1) Project** – Each student will develop a case study related to one of the standard metropolitan statistical or consolidated metropolitan statistical area. An outline of the case study will be submitted for the instructor's review and comment at mid-term. **The final project will be in lieu of a final exam.** It will include a historical trend analysis of US Census data and other relevant statistics based on David Rusk's metro viability model, a narrative which describes the metro area in terms of its political, economic, social and cultural characteristics and an assessment of its strengths, weaknesses, and current challenges. **Student projects will be submitted to the instructor on the first day of "Week 15."** Discussion of student projects will occur during "Week 15." **Each student will post a discussion thread related to his/her project.** % of Final Grade: Undergraduate Students - 30% and Graduate Students - 30%

**(4) Participation** – Students will be expected to participate in class discussion on a weekly basis. As part of the preparation for discussion, students will be expected to keep aware of current events as they relate to the assigned topics as well as develop questions about the readings to facilitate class discussion. Graduate students will be assigned discussion leader responsibilities when the issues they have chosen are discussed. (See Issue papers above.) All students are expected to post at least one response to each discussion thread. The "discussions" tool allows you to post your response and view the responses of all other students. As a result, your comments may be associated with the

original questions posed as well as the comments/responses of other students. You will be evaluated according to the relevance and quality of your participation on all topics. Your grade will be based on the number of discussion questions to which you have ~~appropriately responded.~~ A response will be deemed appropriate if it reflects a critical thinking process which integrates material from the assigned readings, your own observations and consideration for other responses. Students are also reminded of IUP's policy which strongly encourages *civility* as we interact with one another. (See discussion guidelines following the course outline for more information about discussion guidelines and assessment.) Grades will be posted for discussion on a weekly basis. % of Final Grade: Undergraduate Students - 15% (150 points total/10 points per week) Graduate Students - 20% (200 points total/12 points/week plus 20 points for discussion leader)

**Undergraduate student grade distribution:**

Issue paper	25%
Exam - mid-term	30%
Project	30%
<u>Class Discussion Participation</u>	<u>15%</u>
<b>TOTAL:</b>	<b>100%</b>

**V. Grading Scale**

**Undergraduate Students -**

93 - 100%	A
83 - 92 %	B
73 - 82 %	C
63 - 72 %	D
Below 63%	F

**5. How will academic honesty for tests and assignments be addressed?**

No objective quizzes or exams will be used to assess student learning in this course. The student paper, exam and project assignments will require the students to complete work independently. When/if necessary, the instructor will use the Turnitin (<http://turnitin.com/static/home.html>) website to assess whether students have borrowed papers and materials from other students or Internet websites/sources.

**B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.**

Participate in  
discussion board

assessment. % of Final Grade: 15% - undergraduates 20% - graduate students

Participation will support Objectives 1, 2, 3, 4 and 5.

**3. How will instructor-student and student-student, if applicable, interaction take place?**

On a continuing basis, the instructor will interact with the class via the discussion board of WebCT. Depending on the geographic distribution of the students and the equipment they have access to, the instructor may use the WebCT Live option. For individual consultation, the instructor will be accessible via WebCT Chat and e-mail, telephone, and if practical for the student in person appointments can be scheduled. Students will be encouraged to communicate through the WebCT Chat and e-mail functions to communicate.

**4. How will student achievement be measured?**

Student achievement will be measured by a paper on a metropolitan area and writing of a short study about an existing US metro area, a discussion. (Details concerning each area will be provided.)

09-34

PLSC 354/  
554

and writing of a short study about an existing discussion. (Details concerning each area will be provided.)

**5. How will academic honesty be ensured?**

No objective quiz or exam. The student will be required to complete work independently. (http://turnitin.com) papers and materials will be submitted to Turnitin.

? learning in this course. require the students to instructor will use the Turnitin for students have borrowed sources.

**B. Submit to the department a sample lesson plan.**

In response to items A1-A5, the instructor will submit a typed online version of the current official syllabus or revised syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**Step Two: Departmental/Dean Approval**

Recommendation:

Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/25/09  
Signature of Department Designee Date

Endorsed:

[Signature] 9/25/09  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Gail S. Sedquist 10/20/09  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 10/28/09  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

## Graduate Distance Education Review Form

**Course: PLSC 354/554 - Metropolitan Problems**

**Instructor(s) of Record: Mary Jane Kuffner Hirt**

**Phone: 412-782-3373**

**Email: mjk@iup.edu**

### **Step One: Proposer**

#### **A. Provide a brief narrative rationale for each of the items, A1- A5.**

##### **1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

The instructor has been responsible for teaching PLSC 354/554 - Metropolitan Problems since the fall of 1992 when it has been offered in the tradition classroom setting as well as when it has been presented as an individualized instruction. The instructor's academic and professional background is in state and local government. Other courses she teaches include PLSC 251 - State and Local Political Systems, PLSC 370/570 - Introduction to Public Administration, PLSC 376 - Public Sector Budgeting and PLSC 674 - Analytical Techniques. She also has experience teaching PLSC 355/555 - Intergovernmental Relations and PLSC 300/500 - Research Methods.

The instructor is Blackboard certified and has taught a graduate level, distance education summer course for an area university using that platform four times. She has used WebCT as a resource for courses at IUP. **The instructor will attend a Moodle workshop on October 20, 2009. She has requested a Moodle site for this course and intends to present the course using Moodle.**

##### **2. How will each objective in the course be met using distance education technologies?**

As noted in the body of this proposal, PLSC 354/554 as an upper level undergraduate and master's level course is discussion intensive. The various forms of discussion available through Moodle will lend nicely to the facilitation of whole class discussion and the presentation of issue and project reports by the students. The technology offered via Moodle that supports interactive discussion instructor-student and student-student will be the most valuable and useful tools. The nature of the course, too, allows for an integrated effort to work toward the attainment of the course objectives. The capacity of Moodle will be tested to determine whether video and audio presentations are viable options to present content.

The objectives for the course are listed below. The functions/options available through Moodle are indicated for each objective. As noted in answer to item 1, the instructor will attend a Moodle workshop on 10/20/09. Consequently, I do not have screen prints from Moodle as the course is in the process of being established.

~~Another significant consideration is that the students will be operating in a new~~

*Part of initial proposal*

assessment. % of Final Grade: 15% - undergraduates 20% - graduate students

Participation will support Objectives 1, 2, 3, 4 and 5.

**3. How will instructor-student and student-student, if applicable, interaction take place?**

On a continuing basis, the instructor will interact with the class via the discussion board of WebCT. Depending on the geographic distribution of the students and the equipment they have access to, the instructor may use the WebCT Live option. For individual consultation, the instructor will be accessible via WebCT Chat and e-mail, telephone, and if practical for the student in person appointments can be scheduled. Students will be encouraged to communicate through the WebCT Chat and e-mail functions to communicate.

**4. How will student achievement be evaluated?**

Student achievement will be assessed in four ways: the research and writing of a short paper on a metropolitan issue/problem, the development of a case study about an existing US metro area, a mid-term exam and participation in on-line discussion. (Details concerning each are included in the on-line course syllabus.)

**5. How will academic honesty for tests and assignments be addressed?**

No objective quizzes or exams will be used to assess student learning in this course.

The student paper, exam and project assignments will require the students to complete work independently. When/if necessary, the instructor will use the Turnitin (<http://turnitin.com/static/home.html>) website to assess whether students have borrowed papers and materials from other students or Internet websites/sources.

**B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.**

---

**Step Two: Departmental/Dean Approval**

**Recommendation:**

X Positive (The objectives of this course can be met via distance education)



environment. Too ambitious a plan for use of technology may pose challenges for students. Choosing Moodle options wisely to facilitate student learning and avoid student frustration will be an important step. Having the course evolve over a few offerings to encompass a greater number of Moodle functions may be the best course of action for students and instructor.

(2) ) to critically assess how political, geographical, economic, social and cultural differentiate metro areas,

Distance Education Technology Options which can be used - Moodle standard discussion Moodle Wiki, Database, Assignments, Link to file or web page

(2) to demonstrate an understanding of current problems and issues which challenge the viability of metro areas,

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, Link to file or web page

(3) to provide a historical perspective of the impact of federal, state and local governmental policy on metro areas,

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, Link to file or web page

(4) to evaluate the capacity of governmental and nongovernmental organizations to respond to and/or resolve metro based problems, and

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, link to file or web page

(5) to develop an understanding of the public policy process and the systematic methods that support effective policy making.

Distance Education Technology - Moodle standard discussion forum, Moodle Wiki, Database, Assignments, link to file or web page

### **3. How will instructor-student and student-student, if applicable, interaction take place?**

On a continuing basis, the instructor will interact with the class via the discussion board of Moodle. Depending on the geographic distribution of the students and the equipment they have access to, the instructor may use the Wimba Live Classroom. For individual consultation, the instructor will be accessible via Moodle Chat and e-mail, telephone, and if practical for the student in person appointments can be scheduled. Students will be encouraged to communicate through the Moodle Chat and e-mail functions.

### **4. How will student achievement be evaluated?**

The grade for the semester will be based on four student responsibilities; the issue(s) paper, a mid-term exam, a project, and discussion participation. The responsibility, and proportion of the final grade for each responsibility are indicated below.

(1) **Issues paper(s) - Undergraduate students will choose one issue while graduate students will choose two issues which affect metropolitan areas in the United States. For each, students will be responsible for conducting a review of the current literature (journals and national print media) and drafting a five page paper that presents an assessment of the issue. The issue paper will be due the first day of Week 6 for undergraduate students. The two due dates for the graduate student issue papers will be**

the first day of Week 6 and the first day of Week 11. % of Final Grade: Undergraduate Students - 25% and Graduate Students - 25% (12.5% per paper)

~~(2) Exam~~ – A mid-term exam comprised of six (6) essay questions worth 15-20 points per question. The questions will cover key concepts, structures and circumstances associated with metropolitan problems and governance. The questions may be drawn from exercises or problems listed at the end of the chapters in the textbooks. Each question will require the student to define or describe a concept, structure or circumstance to demonstrate their understanding. Each question will also require that the students integrate theory and practice by providing an example to demonstrate their understanding. There will also be one question focused on an outside source such as a news article or institutional/organizational website where the students will be asked to interpret what they find similar to the sample lesson provided with this proposal. At the time the exam is posted, the students will see a grading rubric for each question. Points for each question will be allocated to each aspect of the question or problem. Students are always encouraged to attempt to answer all questions. They will receive some points for effort. A short bonus question will be provided worth 5 additional points as an incentive to doing well. Students are expected to write well constructed sentences and well organized paragraphs and avoid using shorthand or abbreviations. Students are expected to use spelling and grammar checking software before submitting their exams. Students will have one week to complete the exam. It will be due the last day of Week 7. % of Final Grade: Undergraduate Students - 30% and Graduate Students - 25%

(2) **Project** – Each student will develop a case study related to one of the standard metropolitan statistical or consolidated metropolitan statistical area. An outline of the case study will be submitted for the instructor’s review and comment at mid-term. **The final project will be in lieu of a final exam.** It will include a historical trend analysis of US Census data and other relevant statistics based on David Rusk’s metro viability model, a narrative which describes the metro area in terms of its political, economic, social and cultural characteristics and an assessment of its strengths, weaknesses, and current challenges. **Student projects will be submitted to the instructor on the first day of “Week 15.” Discussion of student projects will occur during “Week 15.” Each student will post a discussion thread related to his/her project.** % of Final Grade: Undergraduate Students - 30% and Graduate Students - 30%

(4) **Participation** – Students will be expected to participate in class discussion on a weekly basis. As part of the preparation for discussion, students will be expected to keep aware of current events as they relate to the assigned topics as well as develop questions about the readings to facilitate class discussion. Graduate students will be assigned discussion leader responsibilities when the issues they have chosen are discussed. (See Issue papers above.) All students are expected to post at least one response to each discussion thread. The “discussions” tool allows you to post your response and view the responses of all other students. As a result, your comments may be associated with the original questions posed as well as the comments/responses of other students. You will be evaluated according to the relevance and quality of your participation on all topics.

Your grade will be based on the number of discussion questions to which you have appropriately responded. A response will be deemed appropriate if it reflects a critical thinking process which integrates material from the assigned readings, your own observations and consideration for other responses. Students are also reminded of IUP's policy which strongly encourages *civility* as we interact with one another. (See discussion guidelines following the course outline for more information about discussion guidelines and assessment.) Grades will be posted for discussion on a weekly basis. % of Final Grade: Undergraduate Students - 15% (150 points total/10 points per week) Graduate Students - 20% (200 points total/12 points/week plus 20 points for discussion leader)

**Graduate student grade distribution:**

Two Issue papers	25%
Exam - mid-term	25%
Project	30%
<u>Participation/Discussion Leader</u>	<u>20%</u>
<b>TOTAL:</b>	<b>100%</b>

**V. Grading Scale**

**Graduate Students -**

93 - 100%	A
83 - 92 %	B
73 - 82 %	C
Below 73%	F

**5. How will academic honesty for tests and assignments be addressed?**

No objective quizzes or exams will be used to assess student learning in this course. The student paper, exam and project assignments will require the students to complete work independently. When/if necessary, the instructor will use the Turnitin (<http://turnitin.com/static/home.html>) website to assess whether students have borrowed papers and materials from other students or Internet websites/sources.

**B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.**

---

**Step Two: Departmental/Dean Approval**

**Recommendation:** \_\_\_\_\_ **Positive (The objectives of this course can be met via distance education)**

Negative

\_\_\_\_\_  
Signature of Department Designee      Date

**Endorsed:**

\_\_\_\_\_  
Signature of College Dean      Date

**Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.**

**Step Three: University-wide Undergraduate Curriculum Committee Approval**

**Recommendation:**     Positive (The objectives of this course can be met via distance education)

Negative

\_\_\_\_\_  
Signature of Committee Co-Chair      Date

**Forward form and supporting materials to the Provost within 30 calendar days after received by committee.**

**Step Four: Provost Approval**

Approved as distance education course

Rejected as distance education course

---

**Signature of Provost**      **Date**

**Forward form and supporting materials to Associate Provost.**

**PLSC 354/554 - Metropolitan Problems (W) 3c-01-3sh**

This course currently exists as a dual level, writing intensive course. It is taken as an elective by undergraduate and graduate students from the Political Science, Sociology and Geography and Regional Planning Departments. Approval is requested to maintain the writing intensive status and permit alternate delivery of the course via distance education.

**I. Course Description**

Analyzes multiplicity of problems facing our metropolitan areas. Contemporary developments such as urban renewal, shrinking tax base, federal aid to cities, subsidized mass transit, municipal authorities, and political consolidation are examined.

**II. Course Objectives**

By the end of the semester, the students should be able to:

- (1) critically assess how political, geographical, economic, social and cultural characteristics differentiate metro areas,
- (2) demonstrate an understanding of current problems and issues which challenge the viability of metro areas,
- (3) provide a historical perspective of the impact of federal, state and local governmental policy on metro areas,
- (4) evaluate the capacity of governmental and nongovernmental organizations to respond to and/or resolve metro based problems, and
- (5) develop an understanding of the public policy process and the systematic methods that support effective policy making.

**III. Required Books and Supplemental Resources**

**Required Books:**

CQ Press (2007). *Urban Issues*. Washington, DC: CQ Press.

Feiock, Richard C. (2004). *Metropolitan Governance*. Washington, DC: Georgetown University Press.

Morgan, David R. and Robert E. England (2007). *Managing Urban America*, 6<sup>th</sup> Edition. Washington, DC: CQ Press.

Rusk, David (2003). *Cities Without Suburbs*, 3<sup>rd</sup> Edition. Baltimore: Johns Hopkins University Press.

**Supplemental Resources:**

Gupta, Dipak K. (2001). *Analyzing Public Policy*. Washington, DC: CQ Press.

Smith, Catherine (2010). *Writing Public Policy*. NY: Oxford University Press.

Hamilton, David and Patricia S. Atkins (2008). *Urban and Regional Policies for Metropolitan Livability*. Armonk, NY: M.E. Sharpe.

Journal articles also may be placed on e-reserve, as appropriate.

To access e-reserve, go to [www.iup.edu/library](http://www.iup.edu/library). Click the center box labeled "Library Services." Next, click on the link "electronic Reserves and Reserve Pages." Search "by Instructor," and click on my name. Click the link for "PLSC 554/PLSC354." You will be prompted for the password which is XXXXXX. This will take you to the links for the readings. (To find information on all of the library's distance education services: go to [www.iup.edu/library](http://www.iup.edu/library); in the menu on the right side of the Home Page, click on "what's new;" then click on "Distance Education Services" in the IUP Libraries.)

Current events will be used to illuminate the areas covered and enhance discussion each week. Consequently, on a week to week basis, students will be expected to read a *newspaper of regional circulation* in addition to the required readings.

#### IV. Evaluation Methods

The grade for the semester will be based on four student responsibilities; the issue(s) paper, a mid-term exam, a project, and discussion participation. The responsibility, and proportion of the final grade for each responsibility are indicated below.

**(1) Issues paper(s) - Undergraduate students will choose one issue while graduate students will choose two issues which affect metropolitan areas in the United States.** For each, students will be responsible for conducting a review of the **current** literature (journals and national print media) and drafting a five page paper that presents an assessment of the issue. The issue paper will be due the first day of Week 6 for undergraduate students. The two due dates for the graduate student issue papers will be the first day of Week 6 and the first day of Week 11. % of Final Grade: Undergraduate Students - 25% and Graduate Students - 25% (12.5% per paper)

**(2) Exam** – A mid-term exam comprised of six (6) essay questions worth 15-20 points per question. The questions will cover key concepts, structures and circumstances associated with metropolitan problems and governance. The questions may be drawn from exercises or problems listed at the end of the chapters in the textbooks. Each question will require the student to define or describe a concept, structure or circumstance to demonstrate their understanding. Each question will also require that the students integrate theory and practice by providing an example to demonstrate their understanding. There will also be one question focused on an outside source such as a news article or institutional/organizational website where the students will be asked to interpret what they find similar to the sample lesson provided with this proposal. At the time the exam is posted, the students will see a grading rubric for each question. Points for each question will be allocated to each aspect of the question or problem. Students are always encouraged to attempt to answer all questions. They will receive some points for effort. A short bonus question will be provided worth 5 additional points as an incentive to doing well. Students are expected to write well constructed sentences and well organized paragraphs and avoid using shorthand or abbreviations. Students are expected to use spelling and grammar checking software before submitting their exams.

Students will have one week to complete the exam. It will be due the last day of Week 7.  
% of Final Grade: Undergraduate Students - 30% and Graduate Students - 25%

**(3) Project** – Each student will develop a case study related to one of the standard metropolitan statistical or consolidated metropolitan statistical area. An outline of the case study will be submitted for the instructor’s review and comment at mid-term. **The final project will be in lieu of a final exam.** It will include a historical trend analysis of US Census data and other relevant statistics based on David Rusk’s metro viability model, a narrative which describes the metro area in terms of its political, economic, social and cultural characteristics and an assessment of its strengths, weaknesses, and current challenges. **Student projects will be submitted to the instructor on the first day of “Week 15.” Discussion of student projects will occur during “Week 15.” Each student will post a discussion thread related to his/her project.** % of Final Grade: Undergraduate Students - 30% and Graduate Students - 30%

**PLEASE NOTE:** All assignments must be received by the due date and time specified in the syllabus. For all students, the failure to submit the course project outline and final project, mid-term exam or issue(s) paper(s) by the due dates will affect the grade for the assignment. Papers must be fully and properly referenced using the latest version of the *Publication Manual of the American Psychological Association* (APA). To access information about the APA guidelines, go to [www.iup.edu/library](http://www.iup.edu/library), click on the box titled, “Research Guidelines,” in the pop menu, click on “Steps to Writing Successful Research Papers, scroll down to “Documenting Your Sources,” and then click on the “APA” link.

**Academic integrity** — As with all other academic undertakings at IUP, academic integrity is important. All students are expected to adhere to the university’s academic integrity policy which can be found on the IUP website at [www.iup.edu/registrar/catalog/acapolicy](http://www.iup.edu/registrar/catalog/acapolicy).

**(4) Participation** – Students will be expected to participate in class discussion on a weekly basis. As part of the preparation for discussion, students will be expected to keep aware of current events as they relate to the assigned topics as well as develop questions about the readings to facilitate class discussion. Graduate students will be assigned discussion leader responsibilities when the issues they have chosen are discussed. (See Issue papers above.) All students are expected to post at least one response to each discussion thread. The “discussions” tool allows you to post your response and view the responses of all other students. As a result, your comments may be associated with the original questions posed as well as the comments/responses of other students. You will be evaluated according to the relevance and quality of your participation on all topics. Your grade will be based on the number of discussion questions to which you have appropriately responded. A response will be deemed appropriate if it reflects a critical thinking process which integrates material from the assigned readings, your own observations and consideration for other responses. Students are also reminded of IUP’s



policy which strongly encourages *civility* as we interact with one another. (See discussion guidelines following the course outline for more information about discussion guidelines and assessment.) Grades will be posted for discussion on a weekly basis. % of Final Grade: Undergraduate Students - 15% (150 points total/10 points per week) Graduate Students - 20% (200 points total/12 points/week plus 20 points for discussion leader)

**Undergraduate student grade distribution:**

Issue paper	25%
Exam - mid-term	30%
Project	30%
<u>Class Discussion Participation</u>	<u>15%</u>
<b>TOTAL:</b>	<b>100%</b>

**Graduate student grade distribution:**

Two Issue papers	25%
Exam - mid-term	25%
Project	30%
<u>Participation/Discussion Leader</u>	<u>20%</u>
<b>TOTAL:</b>	<b>100%</b>

**V. Grading Scale**

**Undergraduate Students -**

93 - 100%	A
83 - 92 %	B
73 - 82 %	C
63 - 72 %	D
Below 63%	F

**Graduate Students -**

93 - 100%	A
83 - 92 %	B
73 - 82 %	C
Below 73%	F

**VI. Course Outline**

The following topics will be covered in a (fifteen) 15 week semester:

- Week 1 - Course Overview/Introduction to Metro America
- Week 2 - Changing Demographics: Urban, Suburban, and Rural America  
Mobility patterns and the "Creative Class"

- Week 3 - Legal and Political Structures  
Fragmentation versus Jurisdictional Consolidation
- ~~Week 4 - Public Policy Process~~
- Week 5 - Policy Outcomes: Considerations of Ethics and Accountability
- Week 6 - Economic and Financial Challenges  
Issue Paper Due - (Undergraduate/First Graduate)
- Week 7 - Planning and Zoning Issues  
Mid-term Exam
- Week 8 - Economic and Community Development
- Week 9 - Service Delivery Options - Functional Consolidation,  
Non-Governmental Organizations, and Privatization
- Week 10 - Public Education
- Week 11 - Public Safety after 9/11  
Issue Paper Due - (Second Graduate)
- Week 12 - Poverty
- Week 13 - Transportation
- Week 14 - Cultural, Recreational, and Leisure Activity
- Week 15 - Managing the Future in Metropolitan America  
Discussion of Student Projects

### **Interaction/Process Guidelines**

Over the course of the semester we will cover 15 (fifteen) topics. Students should anticipate spending about 2.5 hours per week monitoring and participating in the threaded discussions and at least another 5 hours per week reading and working on assignments, papers and projects.

Part of your learning experience will include on-going “threaded discussions.” For each topic, the instructor will post questions to begin the discussions. The questions will relate to the readings assigned for each week and may include observations about current events relevant to the topics. Students are encouraged to start their own threads or sub-threads for each area covered.

In the “threaded discussion,” you may post your questions, comments, observations, etc., at any point during the week associated with the topic. The professor will monitor the discussions and

provide responses and comments. Questions for each topic will be posted on the date designated in the course outline for each topic. Questions will remain open until the next assigned date and topic. ~~It is expected that all students will fully participate in the threaded discussions for each topic.~~

The discussion component is provided to serve three purposes:

1. It will give you an opportunity to interact with other students and participate in meaningful discussion about the areas we will study.
2. It will provide a direct basis of communication between you and the instructor.
3. The instructor will monitor the discussions to help identify areas of principal interest, concern and confusion.

Contacting the instructor: You should feel free to contact the instructor with questions and concerns. For e-mail contact, use the in-course e-mail function. If you are making telephone contact, it is best to contact me via (724)-357-2290 during my office hours. If it is not possible to call during those times, please e-mail me and provide several times (ET) when I may return your call. If you cannot access the Moodle e-mail system, use my university e-mail address: [mjk@iup.edu](mailto:mjk@iup.edu).

Security provisions: In order to verify student identity in a distance education course format, additional security provisions are necessary. The instructor reserves the right to phone all students and correlate questions concerning their performance in the course with their personal information in order to verify their identity.

---

#### **More Information About On-line Discussion:**

In our virtual classroom, I see myself as a facilitator of the learning process. My intent is to create a productive learning environment where we can examine old and explore new perspectives and ideas. In a traditional face-to-face classroom, students frequently look to the instructor to provide most of the "content" for the course. An online course though operates differently. It is a collaborative, interactive activity between the student and instructor.

The subject matter for this course is metropolitan problems. We will use four textbooks for the reading assignments and basic discussions. Beyond the resources I have specifically selected for this course, we will have access to those available via the Internet as well as the materials which are available electronically through the university's library network. To further enhance our understanding of the theoretical and academic discussions of metropolitan problems, I am hoping that we can all draw on our own life experiences related to living within a community and in all likelihood a metro area .

For this semester, you will have a specific reading assignment each week. The readings should be completed by the beginning of the week to permit you to be actively involved in the week's

discussion. Over the course of the week, I will post a series of questions or direct you to a case study or example to generate class discussion. Each student will be expected to substantively participate in the discussion three – four times per week. I will monitor the discussion at various intervals to answer questions, make clarifying comments --- to essentially make sure that the class is “on-track,” and assess whether all of the students are participating.

Your active participation is vital! Each of you will contribute to the teaching and, ultimately, the learning which occurs in this class. You can best prepare for your part of the discussion by (1) making notes as you read of your questions and observations about the material and (2) by thinking about the readings and how they relate to your past –good and bad -- experiences. You should set aside time three – four times per week to access the discussion, contemplate the ideas and thoughts your classmates and I have presented, and provide thoughtfully crafted reactions and responses to us.

Specifically, in terms of learning, I have indicated a series of objectives for this course. (See “Course Objectives.”) My expectation is that our discussion will support all of the objectives and by the end of the course, you will have a greater understanding of the issues, problems and opportunities posed by metro areas. Overall, you will be most successful in this course if you take responsibility for your own learning, apply yourself to the course requirements, and give me feedback on how the course is working for you. If you are not making progress toward the course objectives, I would like to know so that I can help - sooner rather than later. Basically, each of us needs to be an active participant in our weekly online discussions in order to promote not only our own learning, but that of our fellow learners on this journey of exploration. The following are guidelines for your weekly online participation:

- √ Read all messages posted in a timely manner (i.e., within 2 or 3 days)
- √ Respond in a substantive manner to an opening post (from me) AND/OR respond in a substantive manner to a classmate's post AND/OR move the discussion forward by asking a question or making a connection to one or more relevant issues (submit 3 or 4 such posts each week)
- √ Remain an active participant who is engaged throughout each week's discussion. In other words, avoid the following:

You are encouraged to:

- avoid making all of your posts at the beginning of the week (this is equivalent to tuning out or leaving class early),
- responding only to me (ignoring your classmates' opinions)
- only proffering your opinions (not listening to what others are saying)
- advocating for your ideas without occasionally inquiring about others' thoughts and views, and
- making all of your posts at the end of the week (the equivalent of coming to class late)

In addition to the above guidelines, there will be times when you will be asked to present a "case" or begin a "thread" - in other words, when YOU will kick off the class discussion. This

is another way in which I encourage your active participation in leading our online learning community.

Because your online participation is an important part of making the course a meaningful learning experience for everyone, I've made it worth a substantial portion of your final course grade. I will award points each week for your online participation. .

During the first two (2) weeks of the semester, if you are not earning at least 70 % of the points allocated for online participation, I will send you an e-mail with a brief explanation or reminder. After the first three (3) weeks, I will assume you are aware what the guidelines are for online participation, so I will not continue sending feedback via e-mail. If you desire feedback about your online participation, want to inquire why you received less than the maximum number of points, or feel I may have made a mistake and want me to reconsider your points for a given week, please let me know by e-mail. I will be happy to take another look at your participation for the given week.

#### **Defining the discussion "week:"**

We will define our discussion week by using the calendar for the semester. The first week will be a getting acquainted and introduction to the course week. From that point on, the discussion week will begin on Monday and end on Sunday. Every Monday, we will begin a new set of discussion threads. I will let you know when/if a discussion week is extended. At that time, you will be able to post discussion beyond the Sunday deadline.

I also recognize that you have certain times when you are especially busy, or are traveling, and cannot post for 2 or 3 days in a row. Do let me know in advance if you anticipate being "offline" occasionally, and I will take that into consideration when awarding points. Where I see good faith efforts to stay active and engaged with class discussion, I will always give you benefit of doubt in awarding points in your favor.

#### **Sample Discussion Posts -**

The following sample messages illustrate four different degrees of "substance" for your posts. (Examples are generic and not intended to reflect discussion specific to the course.)

##### **Minimum substance**

Hello: I disagree with the statement that people don't share information. This is agency specific. Does anyone else disagree?

(Comment: no substantive content, no critical thinking, and no significant contribution to the discussion. It is helpful that the student has spoken up and expressed an opinion. It is okay to post messages like this, but do be aware that you will get less out of the course, and you will give little to others, if ALL your messages fall in this pattern.)

##### **Moderate Substance**

Hi folks: I agree with the statement that people don't volunteer information. We implemented this new system in my agency and people are reluctant to use it because of internal competition

between functional departments. It doesn't make too much sense since we are all working toward a common goal and it's driving the senior management crazy. They formed a team to deal with this information.

(Comment: this posting uses information from the readings but doesn't offer evidence of critical thinking in synthesizing the information from the readings with the real life situation. There's a little substance here, but it still falls mostly in the category of "personal opinion and experience" that is not linked explicitly to course concepts.)

### **More substance**

Davenport argues that "managers prefer to get information from people rather than computers" (122). His argument is founded on the assumption that humans can add context and interpret information that they receive. I have found, however, that my manager prefers to get information from me AND from the computer. While occasionally he asks me to interpret my reports, he really appreciates the fact that all of my reports are readily available online so that he can view them at any time. I only add context and interpret those reports once every month (or more frequently if the information in the report looks odd). I think that the medium for report delivery, therefore, cannot be generalized by a single statement but depends greatly on the manager's preferences and report structure.

*(Comment: This posting uses the case study material to challenge some common assumptions. It provides evidence of critical thinking and applies the theory to the workplace. The student cites personal experience and observation, links it to the text, and questions whether the theory holds true in every situation.)*

### **Maximum substance**

This case study states that "managers prefer to get information from people rather than computers" (Davenport, 122). The reasoning behind this statement is the assumption that humans can add value to a report by adding context and interpreting it. For example, Giant Eagle's district manager might not immediately understand why the sale of beef is significantly down only in one store in the district. The store manager might find it necessary to explain it to the district manager as the customers' reaction to the recent E. coli outbreak in the local nursing home.

However, I find that my manager prefers to get the information from me and from the computer. He is a devoted manager who works late and appreciates the option of having all reports readily available online. He only asks me to interpret those reports occasionally (about once a month) or when the information in the report looks odd. Thus, while I can provide context to those reports, the computer can provide convenience.

It may be, however, that the preference for a certain delivery medium is manager specific. Does anyone report to a manager who doesn't want to get computer reports despite the convenience computers can provide?

*(Comment: this posting synthesizes the case study material, explains it, and applies it to a real life situation. It shows evidence of critical thinking and facilitates further discussion of the issue.*

*The question at the end helps move the discussion forward. It shows good writing skills despite a few typos.)*

---

### **Writing Guidelines:**

Critical thinking, practice and writing are mutually reinforcing activities for this course. All students are encouraged to review the following guidelines before drafting your papers and projects. Using them as a pre-submission check list should help to strengthen your ability to communicate what you have learned as we move through the session.

1. Do you have an introduction? Does it clearly describe the context of your paper?
2. Is your paper logically organized? Does it flow well? Have you used headings and sub-headings, as appropriate, to direct your reader's attention?
3. Are your paragraphs well developed? Have you presented evidence to support your ideas?
4. Have you incorporated information from other sources without overly relying on direct quotes? Will your reader clearly hear your own "voice" in your paper?
5. Have you clearly discussed or referenced course concepts from the textbooks and other articles and have you integrated these concepts with your leadership experiences?
6. Do you show evidence of critical thinking (i.e., questioning of assumptions, describing new alternatives, exploration of other perspectives)?
7. Does your summary pull together the main points of your paper?
8. Is your paper grammatically correct?(If available, use grammar checking software?)
9. Is your paper free from punctuation and spelling errors? (Did you run your spell check?)
10. Have you used APA style consistently?
11. Do you have a References (APA) page at the end of your paper?

### **VII. Special Resource Requirements**

None.

### **VIII. Other -**

Emergency provisions and back-ups: The convenience and flexibility of distance education carries with it the hazards of technological failure. The following is a plan for dealing with such failures as they occur. **NOTE:** Indiana University of Pennsylvania does not provide computers for this course or house-call assistance. It is each student's obligation to have access to the minimum computer configuration in order to take this course. That minimal configuration is a computer capable of running either Netscape 4.0 or Internet Explorer 4.0 browsers or higher, a 28.8 bps or higher modem, and enough available hard disk space to download necessary plug-in software such as Adobe Acrobat Reader, Real Player, Shockwave or Flash.

Should the Moodle software or server be unavailable for more than 12 hours, I will e-mail all students with a notification and readings. The original course homepage (<http://www.iup.edu/politicalscience/courses/ps101/> ) will serve as a backup site.

Although students should use the dedicated e-mail of Moodle in normal circumstances, each student should also have a backup e-mail address that is available from their location (i.e., Hotmail, Yahoo Mail, etc.) to send and receive assignments. Students can use their university e-mail accounts through <http://webmail.iup.edu>, a web-based interface for the university e-mail system.

3. All students should have a backup plan for a computer failure, such as computers available in local libraries, other SSHE universities, at local copy shops or other locations as a temporary measure.

4. All students **MUST** test their computer as soon as possible to verify that it is capable of interacting with Moodle, sending and receiving e-mail, and reading PDF (Adobe Acrobat Reader) documents.

5. Emergency Contact Numbers:

University Student Help Desk: (724) 357-2198. Useful for general computing questions, network system notices, etc. Website with FAQ: <http://www.iup.edu/ats/sts/>

Instructional Design Center: (724) 357- 7636. The host site for Moodle. Website with online Moodle help: <http://www.iup.edu/idc/>

Reference Librarian: To ask a question by phone, dial (724)-357-3006, or toll free at 1-866-836-8815 or to chat live with a reference librarian, use the Chat Reference Service.



### **SAMPLE LESSON – First Week**

As noted previously, this course is designed to be discussion intensive. Students will be expected to prepare for each week's segment by reviewing/completing the assigned readings at the beginning of each week in order to most effectively participate in the discussion.

During the first week, the students would find several discussion threads posted by the instructor. Each thread will contain content with instructions provided, as necessary or appropriate.

**Thread A. WELCOME -** *This would be posted to a threaded discussion with the expectation that all students would post their own intro by the end of the first week. The information will help me to gain an understanding of who will be in the class and allow everyone to get acquainted before the class discussion begins. It will also help me assess the variation in time zones represented by the students and gauge the potential for use of real time aspects of Moodle.*

*Welcome to Metropolitan Problems!* I am looking forward to having you participate in this on-line class from January through May 2010. I hope you will take a few minutes to introduce yourself to me as well as the rest of those who have enrolled in the course.

I thought it might be helpful to provide you with a bit of an introduction here before starting discussion. I live in Harmar (about 10 miles from the City of Pittsburgh on the northern side of the Allegheny River) and teach full-time at Indiana University of Pennsylvania (IUP). I grew up in Western Pennsylvania. I have a Ph.D. in public administration from the University of Pittsburgh's Graduate School of Public and International Affairs. At IUP, I have taught at all levels and instruct courses in state & local government, public administration, financial management, research methods, leadership theory and ethics and family history research.

Prior to teaching full-time at IUP, I worked as a city manager and local government administrator for county and regional organizations. Having dealt first-hand with problems and challenges related to local governments located near an urban core city gives me practical understanding of what community leaders face on a daily basis.

While I have had prior experience teaching distance education courses for another local university, this is my first on-line course at IUP. As we move through the semester, I will be looking for ways to make the learning experience more effective. Please let me know if you are experiencing difficulty with the day to day activity or assignments. This course is discussion intensive and encourages students to think and write critically. The discussion will focus on practice and will expect you to think about and integrate theory and practice on a continuing basis. The books and resource materials we will rely for our discussions have been selected to serve as a solid foundation for our discussions. All students are encouraged to be active and consistent participants. Course activities will be structured to foster discussion through the week. To support "thinking on your feet," current levels or commentary will be prominent in the discussion topics I post.

**Help us welcome you by providing an introduction which tells us a bit about who you are, where you are located, what your major is and what you would like to learn from this class. If you have a story you can tell about yourself that will help the class get to know**

**you, please include it in your posting.**

I am anxious to get started with the readings, projects and discussions and look forward to hearing from you.

Mary Jane Hirt

### **Threads B and C.**

**CURRENT EVENTS - On-going discussion of current events for a course in government is an essential method for facilitating the integration of course materials and reality. The practice may encourage students to take time each day to watch , listen to or read about news which affects their local environment. Each week, current events with relevance to the study of Metropolitan Problems will be posted.**

For the first week of class, the following two resources will be the focus of discussion as the course and material to be covered in Metropolitan Problems are introduced. The only text assignments will be to read the first chapter in *Urban Issues, Metropolitan Governance and Managing Urban America*. In addition to initiating discussion of current metro area circumstances the news article and Brookings Institution web site will introduce the class to relevant current data and information resources available via the Internet.

**Thread B.** The following is from the "Business Briefs" section of the Pittsburgh Post Gazette, September 15, 2009.

"Brookings says Pittsburgh in 20 strongest metro areas Pittsburgh joined a list of the country's 20 strongest metro economies that was released by the Brookings Institution today. The survey examined economic performance from April through June 2009, a period that gripped the country in a recession. The report's criteria include employment, unemployment, output, home prices and foreclosure rates. The only other Pennsylvania city to make the top-20 chart was Harrisburg. The report found that the pace of economic decline in the country's 100 largest metropolitan areas slowed, but overall performance in the cities remained dire." (<http://www.post-gazette.com/pg/09258/998019-28.stm#ixzz0RKaInCPq>)

Students would be instructed to access the Brookings Institution website, MetroMonitor. They will find a summary and short video about the report issued Sept. 16, 2009 about the 100 metro areas which have been monitored during the recession. Students will also be directed to review a nine page report which details the metro assessment process and results.

<http://www.brookings.edu/metro.aspx>

<iframe src='http://brookings.feedroom.com/linking/index.jsp?skin=showcase&fr\_story=084c749b501f410e25dc6dea762b08836adc891c&rf=ev&hl=true' width=603 height=426 scrolling='no' frameborder=0 marginwidth=0 marginheight=0></iframe>

**Thread C.** The third thread for the week is a news article about the Federal Reserve Chair's comments regarding the current status of the US economy. The article would be uploaded to the Moodle site and placed in the assignments area for the students to access.

**Text of Article from Brookings MetroMonitor which introduces the 21 page report.**

***September 2009* — MetroMonitor: Tracking  
Economic Recession and Recovery in  
America's 100 Largest Metropolitan Areas**

The American economy continued to weaken during the months of April, May, and June 2009, but it was no longer in free fall. Employment remained on a downward path—the nation lost nearly 1.3 million jobs during those three months alone—and by June, the national unemployment rate had reached its highest rate in more than 15 years, at 9.5 percent. But the pace of economic decline also slowed during the second quarter. Real Gross Domestic Product (GDP) shrank at an annualized rate of 1 percent, far less than the 6.4 percent rate of contraction during the first quarter of the year. And signs began to emerge that the housing market was stabilizing, with sales of both new and existing single-family homes rising throughout the spring.

While these national trends provide an important look at the country's overall economic health, they mask the continued variable performance of America's individual metropolitan economies. MetroMonitor exposes that diversity. The second report in what will continue to be a quarterly series, it provides an interactive picture of the extent to which the current economic downturn has affected America's metropolitan economies, looking "beneath the hood" of national economic statistics to portray the varied metropolitan landscape of recession and recovery across the country. In doing so, it aims to enhance understanding of national economic trends and to promote public- and private-sector responses to the downturn that take into account metro areas' unique starting points, weaknesses, and strengths for eventual recovery.

This edition of the Monitor examines indicators through the second quarter of 2009 (ending in June) in the areas of employment, unemployment, output, home prices, and foreclosure rates for the nation's 100 largest metropolitan areas. It finds that:

Differences in economic performance among metropolitan areas remained stark. The 20 best performing metro areas over the course of the recession largely occupy the nation's mid-section (with six in Texas alone) and parts of the inland Northeast and upper Southeast. They experienced average employment losses of 1.7 percent since their last employment peaks, and 17 of the 20 experienced house price increases over the past year. By contrast, the 20 weakest-performing metro areas lie primarily in Florida, inland California, and around the Great Lakes. They sustained average employment declines of 8.2 percent since their last peaks, and their house prices dropped an average of more than 11 percent in the past year.

The South is overrepresented among both the 20 metro areas that suffered the most in the recession and the 20 that suffered least. Eight of the 20 metro areas that had the worst economic performance in the recession are in the South, all in Florida. These areas suffered severe employment, output, and home value declines over the past year due to the broader housing fallout, the decline of long-distance tourism during the recession, and delayed retirement resulting from the general decline in financial wealth, which has reduced in-migration and housing demand. Yet 14 of the 20 metro areas that had the best economic performance during

**Text of Article from Brookings MetroMonitor which introduces the 21 page report.**

***September 2009* — MetroMonitor: Tracking  
Economic Recession and Recovery in  
America's 100 Largest Metropolitan Areas**

The American economy continued to weaken during the months of April, May, and June 2009, but it was no longer in free fall. Employment remained on a downward path—the nation lost nearly 1.3 million jobs during those three months alone—and by June, the national unemployment rate had reached its highest rate in more than 15 years, at 9.5 percent. But the pace of economic decline also slowed during the second quarter. Real Gross Domestic Product (GDP) shrank at an annualized rate of 1 percent, far less than the 6.4 percent rate of contraction during the first quarter of the year. And signs began to emerge that the housing market was stabilizing, with sales of both new and existing single-family homes rising throughout the spring.

While these national trends provide an important look at the country's overall economic health, they mask the continued variable performance of America's individual metropolitan economies. MetroMonitor exposes that diversity. The second report in what will continue to be a quarterly series, it provides an interactive picture of the extent to which the current economic downturn has affected America's metropolitan economies, looking "beneath the hood" of national economic statistics to portray the varied metropolitan landscape of recession and recovery across the country. In doing so, it aims to enhance understanding of national economic trends and to promote public- and private-sector responses to the downturn that take into account metro areas' unique starting points, weaknesses, and strengths for eventual recovery.

This edition of the Monitor examines indicators through the second quarter of 2009 (ending in June) in the areas of employment, unemployment, output, home prices, and foreclosure rates for the nation's 100 largest metropolitan areas. It finds that:

Differences in economic performance among metropolitan areas remained stark. The 20 best performing metro areas over the course of the recession largely occupy the nation's mid-section (with six in Texas alone) and parts of the inland Northeast and upper Southeast. They experienced average employment losses of 1.7 percent since their last employment peaks, and 17 of the 20 experienced house price increases over the past year. By contrast, the 20 weakest-performing metro areas lie primarily in Florida, inland California, and around the Great Lakes. They sustained average employment declines of 8.2 percent since their last peaks, and their house prices dropped an average of more than 11 percent in the past year.

The South is overrepresented among both the 20 metro areas that suffered the most in the recession and the 20 that suffered least. Eight of the 20 metro areas that had the worst economic performance in the recession are in the South, all in Florida. These areas suffered severe employment, output, and home value declines over the past year due to the broader housing fallout, the decline of long-distance tourism during the recession, and delayed retirement resulting from the general decline in financial wealth, which has reduced in-migration and housing demand. Yet 14 of the 20 metro areas that had the best economic performance during

the recession are also in the South, half of them in Texas. These areas had less severe job losses and modest home price increases. Specializations in energy and government, large amounts of federal hurricane-recovery-funding-for-the-Gulf-Coast, and smaller increases in housing prices during the early and mid-2000s may help account for their better performance.

Only a handful of metropolitan areas showed early signs of full recovery from the recession. Just three metro areas—Austin, McAllen, and Washington—surpassed their pre-recession peak output (gross metropolitan product, or GMP) by the second quarter of 2009. These metro areas were among the least affected by the downturn overall. Yet no metropolitan area gained back all of the jobs it lost during the recession, and unemployment rates remained significantly higher everywhere in June 2009 than one year before.

**Several metro areas showed signs of beginning to recover from the recession, and the rate of economic decline slowed in many more.** The most positive signs occurred in GMP, where 20 metro areas (Albuquerque, Austin, Baltimore, Bridgeport, Cape Coral, Charlotte, Colorado Springs, Dallas, Harrisburg, Houston, McAllen, Raleigh, Richmond, Riverside, San Antonio, San Jose, Seattle, Tulsa, Virginia Beach, and Washington) posted at least small increases in GMP during the second quarter of 2009 and the remaining 80 saw output decline more slowly than in the first quarter. In addition, five metro areas (Akron, Buffalo, Columbia, Madison, and McAllen) stabilized or managed to add jobs in the second quarter of this year, up from two in the first quarter. An additional 60 metro areas shed jobs at a slower rate from March to June than in the previous three months. Left further behind were 35 metro areas, located in every region of the country, in which the rate of employment loss quickened in the second quarter. McAllen was the only metro area that gained jobs in both the first and second quarters of the year.

**Centers of auto and auto parts production continued to post sharp overall employment and output declines.** The sharp drop in auto sales and the severe challenges faced by U.S. automakers and suppliers have clearly affected those metro areas that depend most on the industry for jobs. The 12 metro areas most highly specialized in auto and auto parts manufacturing (Charleston (SC), Columbus (OH), Dayton, Detroit, Grand Rapids, Indianapolis, Jackson (MS), Knoxville, Louisville, Nashville, Toledo, and Youngstown) shed an average of 5.6 percent of their jobs from the end of 2007 through the second quarter of 2009, compared to the national average of 4.1 percent. Because many of those lost jobs paid relatively high wages, eight of these metro areas (Columbus, Dayton, Detroit, Knoxville, Louisville, Grand Rapids, Toledo, and Youngstown) rank among those that lost GMP most rapidly over the course of the recession and during the second quarter of this year. In contrast, the large metro areas that specialize most strongly in manufacturing other than autos or auto parts (Akron, Chattanooga, Cleveland, Greensboro, Greenville, Milwaukee, Modesto, Portland (OR), Rochester, San Jose, Scranton, Tulsa, Wichita, and Worcester) lost an average of only 4.0 percent of their jobs since the end of 2007, slightly below the national average.

**Metro areas that specialize in banking had less severe job losses than the nation as a whole since the end of 2007.** Despite the financial services crisis that spurred the worldwide recession, large metro areas that specialize most highly in banking (Boston, Bridgeport, Charlotte, Des Moines, Jacksonville, New York, Philadelphia, Phoenix, and Salt Lake City) experienced

employment losses below the national average (3.6 percent) from the end of 2007 to the second quarter of 2009. This may reflect the underlying economic diversity of very large metro areas like Boston, New York, and Philadelphia, which has helped shield them from severe job declines. In 21 other metro areas with strong financial services specializations other than banking (e.g., insurance, pension fund management) employment fell by 3.4 percent during the same time period.

**Signs that the housing market is stabilizing were apparent in many metro areas, though rising foreclosures continued to weaken some metropolitan markets.** From the second quarter of 2008 to the second quarter of 2009, 42 of the 100 largest metro areas experienced increases in inflation-adjusted housing prices, up from 36 during the year ending in the first quarter of 2009. Strong performance persisted in markets that largely sidestepped the housing price "bubble," such as those in Texas, portions of the Southeast, and the inland Northeast. Meanwhile, house price declines, as well as rates of real estate-owned properties (REOs), remained significant in Florida, Arizona, and inland California metro areas. REO inventories continued to rise in many of these same metro areas during the second quarter, adding further uncertainty to their recovery prospects.

**Pittsburgh, the site of the G-20 meetings on September 24 and 25, 2009, ranks among the U.S. metropolitan areas least affected by the recession.** Pittsburgh's specializations in higher education and health care, and its steady housing market over the course of the decade, shielded it from the worst effects of the recession. In addition, its specialization in supplying machinery and services to the global steel industry also helped make its economic downturn less severe than those affecting auto industry-focused metro areas. Its employment decline over the course of the downturn (2.6 percent) and in the last quarter (0.8 percent), along with its unemployment rate (7.7 percent), house price change over the past 12 months (up 3.7 percent), and rate of REO properties (1.06 per 1,000) all outperform national averages. Similarly, several other metro areas with specializations in higher education and/or health care and in some type of non-auto manufacturing (e.g., Rochester, Buffalo, Syracuse, and New Haven) escaped the worst effects of the recession.

As the national recession moved past the 18-month mark in June, a few metropolitan areas seemed poised for a rebound and the pace of economic decline was slowing in some places, but recovery prospects remained elusive for many others. While U.S.-wide economic indicators are no longer plummeting, great uncertainty surrounds key factors such as the stability of the housing market, the future of U.S. automakers and suppliers, and the health of state and local governments in the face of mounting budget deficits. Policymakers evaluating further steps to accelerate recovery should pay heed to the multicolored map of metropolitan economic performance and consider strategies that would help rejuvenate the communities in greatest danger of being left behind.

**Text of NY Times article:**

**Bernanke says growth is returning**

**Wednesday, September 16, 2009**

**By Stephen Labaton, The New York Times**

WASHINGTON -- Federal Reserve Chairman Ben S. Bernanke yesterday said it was "very likely" that the recession had ended, although he cautioned that it could be months before unemployment rates dropped significantly.

"Even though, from a technical perspective, the recession is very likely over at this point, it's still going to feel like a very weak economy for some time, as many people will still find that their job security and their employment status is not what they wish it was," Mr. Bernanke said in response to a question about unemployment trends. "That's a challenge for us and all policymakers going forward."

The cautiously optimistic assessment came at the end of a speech at the Brookings Institution think tank in Washington, observing a year since a market crisis that was precipitated by the collapse of the investment bank Lehman Brothers.

Shortly before the speech, the Commerce Department reported that retail sales had surged in August, as consumers swapped old cars for new ones under the "cash-for-clunkers" program. The increase, by a seasonally adjusted 2.7 percent rate over the previous month, widely surpassed analysts' expectations and was the largest monthly increase since January 2006.

Mr. Bernanke said the consensus of economic forecasters was for moderate economic growth for the remainder of this year and next, particularly as credit markets thaw, consumer confidence takes time to heal and the federal government begins to unwind spending and lending programs intended to mend the economy.

"The general view of forecasters is that growth in 2010 will be moderate, less than you might expect given the depth of the recession," Mr. Bernanke said, because of several issues, including continuing financial and credit problems, deleveraging by households and the need to end the economic stimulus programs. All these elements will "make the 2010 recovery moderate, in particular not much faster than the underlying growth rate of the economy," he added.

Business cycles are officially dated by a committee of economists at the National Bureau of Economic Research. The committee often spends many months sifting through economic trends before declaring the beginning and end dates of a recession. The latest recession began 12 months before the committee officially declared it in December 2008.

For policymakers in Washington, a more significant question than the actual date of the current recession's end will be when to begin unwinding the myriad lending and guarantee programs hastily created in response to the crisis. Federal Reserve officials have already begun to consider the question.

Mr. Bernanke and other officials, including Treasury Secretary Timothy Geithner, have warned that removing the programs too early could lead to another round of problems. Historians now generally agree that, during the Great Depression, the early withdrawal of government programs in the 1930s led to deeper economic problems throughout that decade.

Unwinding the various spending programs and lower-interest rate policies of the Fed is not likely to be popular because, among other things, it could increase the cost of borrowing. That also threatens to increase the borrowing costs for the federal government, which already faces record deficits. And policymakers will have to confront decisions on retrenching government lending and spending programs just as lawmakers are facing midterm elections next year.

In his speech, a version of which he has made before, Mr. Bernanke defended the decisions by the central bank and other policymakers throughout the crisis, and said any hesitation in taking the emergency steps that were ultimately pursued by the Fed, the federal government and foreign powers could have led to a far-steeper economic decline.

"Without these speedy and forceful actions, last October's panic would likely have continued to intensify, more major financial firms would have failed, and the entire global financial system would have been at serious risk," Mr. Bernanke said. "We cannot know for sure what the economic effects of these events would have been, but what we know about the effects of financial crises suggests that the resulting global downturn could have been extraordinarily deep and protracted."

Read more: <http://www.post-gazette.com/pg/09259/998290-84.stm#ixzz0RKZGOFGr>

## IX. Bibliography

- Abbott, Carl (2008). *How cities won the West: four centuries of urban change in western North America*. Albuquerque: University of New Mexico Press.
- Abbott, Carl (2007). *Urban America in the modern age : 1920 to the present*. Wheeling, Ill. : Harlan Davidson.
- Altshuler, Alan A. (1999). *Governance and opportunity in metropolitan America: Governmental arrangements and individual life chances in urban America*. Washington, DC: National Academy Press.
- Ammons, David (2002). *Tools for decision making*. Washington, DC: CQ Press.
- Brenner, Neil (2004). *New state spaces: Urban governance and the rescaling of statehood*. NY: Oxford University Press.
- Clements, Dave et. al. (2008). *The future of community: reports of a death greatly exaggerated*. London: Pluto Press.
- Daniels, Tom L. and Thomas L. Daniels (1998). *When city and country collide: Managing growth in the metropolitan fringe*. Washington, DC: Island Press.
- Davis, Philip and Iwan W. Morgan (2007). *America's Americans: population issues in U.S. society and politics*. London: Institute for the Study of the Americas.



- De Vries, Michiel S. et al (2008). *Improving local government: outcomes of comparative research*. NY: Palgrave Macmillan.
- Dilworth, Richardson (2005). *The urban origins of suburban autonomy*. Boston: Harvard University Press.
- Downs, Anthony (1995). *New visions for metropolitan America*. Washington, DC: Brookings Institution Press.
- Elazar, Daniel J. (2003). *The metropolitan frontier and American politics: Cities of the prairie*. Somerset, NJ: Transaction Publishers.
- Erickson, David (2008). *The enduring challenge of concentrated poverty in America: case studies from communities across the U.S.* Richmond, VA: Federal Reserve Bank of Richmond.
- Fairbanks, Robert B., Editor et. al. (2001). *Making sense of the city: Local government, civic culture, and community life in urban America*. Columbus, OH: Ohio State University Press.
- Feiock, Richard C. and Barry Rabe, Editors (2004). *Metropolitan governance (American governance and public policy series): Conflict, competition, and cooperation*. Washington, DC: Georgetown University Press.
- Fiss, Owen et. al. (2003). *A way out: America's ghettos and the legacy of racism*. Princeton, NJ: Princeton University Press.
- Foster, Kathryn (1999). *Political economy of special-purpose government*. Washington, DC: Georgetown University Press.
- Frey, William H. et. al. (2008). *The political geography of Pennsylvania not another rust belt*. Washington, DC: Metropolitan Policy Program, Brookings Institution.
- Frumkin, Howard, et. al. (2004). *Urban sprawl and public health: Designing, planning, and building for healthy communities*. Washington, DC: Island Press.
- Goering, John (2007). *Fragile rights within cities : government, housing, and fairness*. Lanham : Rowman & Littlefield Publishers.
- Hall, Kenneth B. and Gerald A. Porterfield (2001). *Community by design: New urbanism for suburbs and small communities*. Columbus, OH: The McGraw-Hill Companies.
- Harrigan, John J. (1993). *Political change in the metropolis*. NY: Harper Collins College Publishers.
- Harvard School of Public Health (2007). *Children left behind : how metropolitan areas are failing America's children*. Washington, DC: Center for the Advancement of Health.
- Heinelt, Hubert (Editor) and Daniel Knbler (2005). *Metropolitan governance: Capacity, democracy and the dynamics of place*. NY: Taylor & Francis, Inc.

- Herson, Lawrence J.R. and John M. Bolland (1998). *The urban web, 2<sup>nd</sup> Edition*. Chicago: Nelson-Hall Publishers.
- Hopkins, Lewis D. (2001). *Urban development: The logic of making plans*. Washington, DC: Island Press.
- Hudnut, William H. (2008). *Changing metropolitan America: planning for a sustainable future*. Washington, DC: Urban Land Institute.
- Hutter, Mark (2007). *Experiencing cities*. Boston: Pearson Allyn and Bacon.
- Jones, E. Terrence (2002). *The metropolitan chase: Politics and policies in urban America*. Englewood Cliffs, NJ: Prentice-Hall.
- Lang, Robert E. and Jennifer B. LeFuraw (2007). *Boomburbs: the rise of America's accidental cities*. Washington, DC: Brookings Institution.
- Lang, Robert E. (2002). *Edgeless cities: exploring the elusive metropolis*. Washington, DC: Brookings Metro Service.
- Leland, Suzanne M., Editor, et. al. (2004). *Case studies of city-county consolidation: Reshaping the Local Government Landscape*. Armonk, NY: M.E. Sharpe, Inc.
- Loper, Robert, Editor (2002). *Issues in local government structure and performance*, National Civic Review, Vol. 91, No. 1, Spring.
- Lubove, Roy (1995). *Twentieth-Century Pittsburgh: Government, business, and environmental change*, Vol. 1. Pittsburgh, PA: University of Pittsburgh Press.
- Marshall, Alex (2000). *How cities work: Suburbs, sprawl, and the roads not taken*. Austin, TX: University of Texas Press.
- McGinnis, Michael D., Editor (1999). *Policentricity and local public economies*. Ann Arbor, MI: University of Michigan Press.
- Miller, David Y. (2002). *The regional governing of metropolitan America*. Philadelphia, PA: Westview Press.
- Morgan, Kathleen O'Leary et al (2008). *City crime rankings: crime in metropolitan America*. Lawrence : Morgan Quitno Corp.
- Muro, Mark et al (2008). *MetroPolicy: shaping a new federal partnership for a metropolitan nation*. Washington, DC: Metropolitan Policy Program, Brookings Institution.
- OECD Staff (2001). *Cities for citizens - improving metropolitan governance*. Paris, France: Organization for Economic Cooperation and Development.
- Orfield, Myron (2002). *American metropolitics: The new suburban reality*. Washington, DC: Brookings Institution Press.
- Pack, Janet Rothenberg, Editor (2005). *Sunbelt/frostbelt: Public policies and market forces in metropolitan development*. Washington, DC: Brookings Institution Press.

- Patton, Carl V. and David S. Sawicki (1993). *Basic methods of policy analysis and planning*, 2<sup>nd</sup> Edition. Englewood Cliffs, NJ: Prentice-Hall.
- Phares, Donald, Editor (2004). *Metropolitan goverance without metropolitan government?* Aldershot, Hampshire, UK: Ashgate Publishing, Limited.
- Rao, Nirmala (2007). *Cities in transition : growth, change and governance in six metropolitan areas*. London: Routledge.
- Roberts, Sam (2004). *Who are we now: The changing face of America in the Twenty-first Century*. NY: Henry Holt & Company, Inc.
- Ross, Bernard H. and Myron A. Levine (2000). *Urban politics: Power in metropolitan America*, 6<sup>th</sup> Edition. Thousand Oaks, CA: Wadsworth.
- Rusk, David (1999). *Inside game/outside game*. Washington, DC: Brookings Institution Press.
- Saltzstein, Alan L. (2002). *Governing America's urban areas*. Thousand Oaks, CA: Wadsworth.
- Schneider, Mark (1991). *Competitive city: The political economy of suburbia*. Pittsburgh, PA: University of Pittsburgh Press.
- Shaffer, Stuart (2004). *Principles of American metropolitan governance*. Tamarac, FLA: Llumina Press.
- Sharpe, L. J., Editor (1995). *Government of world cities: The future of the metro medel*. Hoboken, NJ: John Wiley & Sons, Inc.
- Singer, Audrey et. al. (2008). *Twenty-first century gateways: immigrant incorporation in suburban America*. Washington, DC: Brookings Institution Press.
- Swarts, Heidi (2008). *Organizing urban America: secular and faith-based prgressive movements*. Minneapolis: University of Minnesota Press.
- Stephens, G. Ross and Nelson Wikstrom (1999). *Metropolitan government and governance: Theoretical perspectives, empirical analysis, and the future*. NY: Oxford University Press.
- Strom, Elizabeth and John H. Mollenkopf (2007). *The urban politics reader*. NY: Routledge.
- Swanson, Christopher (2008). *Cities in crisis: a special analytical report on high school graduation*. Bethesda, MD: Editorial Projects in Education.
- Teixeira, Ruy A. (2008). *Red, blue, and purple America: the future of election demographics*. Washington, DC: Brookings Institution Press.
- Troutt, David Dante (2008). *Katrina's window: localism, resegregation, and equitable regionalism*. Buffalo, NY: Buffalo Law Review, v. 55, no. 4.

Vuchic, Vukan (2005). *Urban transit: Operations, planning and economics*. Hoboken, NJ: John Wiley & Sons.

Waste, Robert J. (1998). *Independent cities*. NY: Oxford University Press.

Weiher, Gregory R. (1991). *Fractured metropolis: Political fragmentation and metropolitan segregation*. Albany, NY: State University of New Press.

White, Michael D. (2007). *Current issues and controversies in policing*. Boston: Pearson Allyn and Bacon.

## SYLLABUS OF RECORD

The original syllabus of record is not available. The course has been taught since the late 1960s or early 1970s when Dr. Ronald Green was a faculty member. The proposer has been the only one to teach it since 1992. A syllabus from the 1996 follows.



## PS 354/554 - METROPOLITAN PROBLEMS

Fall '96

Dr. Mary Jane Kuffner Hirt  
Telephone: 357-2128

Office:  
103W Keith Hall Annex

### COURSE DESCRIPTION:

This course will investigate the multiplicity of problems which currently face metropolitan areas across the United States. Attention will be given to the issues and options related to public services and their delivery systems, land use controls, shifting intergovernmental relationships and responsibilities, economic development, mass transportation, crime, governmental structures and leadership.

This dual level class will be conducted as a seminar where all students will be expected to participate on a weekly basis. During the last two weeks of the semester, students will be involved in a simulation of a city council meeting where prior discussions and readings will be applied as metropolitan policy issues and decisions are considered.

### REQUIRED READINGS:

David R. Morgan and Robert E. England. *Managing Urban America*, 4th Edition. Chatham, NJ: Chatham House, Inc., 1996.

David Rusk. *Cities Without Suburbs*, 2nd Edition. Baltimore: Johns Hopkins University Press, 1995.

James R. Woodworth and W. Robert Gump. *CAMELOT*, 3rd Edition. Belmont, CA: Wadsworth Publishing Company, 1994.

### COURSE REQUIREMENTS:

The grade for the term will be comprised of the following:

Mid-term Exam	45%
Project	40%
(Outline - 10%	
Final Paper - 30%)	

<u>Class Participation</u>	<u>15%</u>
<b>TOTAL:</b>	<b>100%</b>

Grades will be assessed as follows:

A	93%
B	83%
C	73%
D	63%
F	Below 62%

### **UNDERGRADUATE ATTENDANCE POLICY**

The IUP Council of Trustees approved an Undergraduate Course Attendance Policy on May 13, 1994. Essentially, the university expects all students to attend class on a regular basis.

As a faculty member, I am expected to address the class attendance issue with students who register for my undergraduate classes.

While the university has developed guidelines within which I may identify class attendance standards, I have chosen to maintain my past philosophy about class attendance. I have always believed that the student should attend class in order to learn. The course has been designed with your current and future benefit in mind. There will be much emphasis in class on discussions and the sharing of your thoughts, perceptions and attitudes with your fellow students. Hopefully, what you will acquire in this class will help you more fully understand the dimensions of public sector leadership, ethics and decision processes and contribute to your knowledge of the American political system.

Given the structure of this class, a portion of your final grade will be based on class participation in the discussion of case studies, the simulation and general discussion.

If you have questions, please contact me.

### **READING ASSIGNMENTS**

**STUDENTS ARE EXPECTED TO READ THE ASSIGNED MATERIAL *PRIOR TO* CLASS TO FACILITATE DISCUSSION.**

<b><u>SESSION</u></b>	<b><u>TOPIC</u></b>	<b><u>READING</u></b>
<b>Week 1</b> <b>Aug. 29</b>	Course Overview Introduction to Metropolitan America	Rusk, Intro Morgan, Intro

		<i>Camelot</i> , Intro, Preface, Ch. 1
<b>Week 2</b> Sept. 5	Lessons from Urban America Characteristics of Metropolitan Areas	Rusk, I, II
<b>Week 3</b>	Strategies for Stretching Cities Conclusions and Recommendations The External World of the Urban Manager	Rusk, III, IV Sept. 12 Morgan, Ch. 1
<b>Week 4</b> Sept. 19	Urban Political Structure Urban Policymaking	Morgan, Ch. 2 and 3 <i>Camelot</i> , Ch. 2 and 7
<b>Week 5</b> Sept. 26	Decisionmaking	Morgan, Ch. 4 <i>Camelot</i> , Ch. 3, 5, 6, and 8
<b>Week 6</b> Oct. 3	Analysis for Urban Decisions	Morgan, Ch. 5
<b>Week 7</b> Oct. 10	Urban Service Delivery	Morgan, Ch. 6
	<b>MID-TERM EXAM</b>	
<b>Week 8</b> Oct. 17	Productivity Improvement and Cutback Management	Morgan, Ch. 7
<b>Week 9</b> Oct. 24	Internal Management Processes --Management Process: Theory & Practice --Personnel Policies and Practices	Morgan, Ch. 8 and 9
<b>Week 10</b> Oct. 31	Internal Management Processes --Finance and Budget Camelot Simulation Introduction	Morgan, Ch. 10 <i>Camelot</i> , Ch. 4 <i>Camelot</i> , Ch. 9, 14
<b>Week 11</b> Nov. 7	Urban Economic Development	Morgan, Ch. 11
	<b>DUE: PROJECT DRAFT/OUTLINE</b>	
<b>Week 12</b>	Managing the Urban Future	Morgan, Ch. 12 Nov. 14 <i>Camelot</i> , Ch. 10

**Week 13**  
Nov. 21

**CAMELOT SIMULATION**

*Camelot*, Ch. 11  
and 12

**Nov. 28**

**NO CLASS**

**Week 14**  
Dec. 5

**CAMELOT SIMULATION**

**Dec. 17**

**Final Exam: Submission of Student Projects**  
**Section 001 5-7 PM**



**PLSC 354/554 Metropolitan Problems**

**3c - 01 - 3sh**

Analyzes multiplicity of problems facing our metropolitan areas, such as urban renewal, shrinking tax base, federal aid to cities, subsidized mass transit, municipal authorities, and political consolidation.