

UNT Department of Public Administration
PADM 5700. NEW REGIONALISM

Fall 2019

COURSE INFORMATION:

Course Location: Th 2:00PM - 4:50PM in Sage 356

Office Hours:

Dr. Skip Krueger: Wed 1:00PM – 3:00PM in Chilton Hall 204D (and by appointment)

Julie Winkler (TA): Wed 12:00PM – 3:00PM in Chilton Hall 114F (and by appointment)

COURSE DESCRIPTION:

The goal of the course is twofold: to provide students with an introduction to the political economy of metropolitan America and to evaluate the policy, managerial and financial implications of the choices of structural arrangements utilized to provide public services at the local level. The basic premise of the course is that a host of problems at the local level are not easily solved by a single local government. Many policy issues -- from pollution, to watersheds, to emergency management, to public transportation -- are regional in nature, and not easily or appropriately confined to a single governmental unit. Because of this, governments often must achieve policy objectives jointly. This has implications for policymaking, management, and finance in local governments.

This is an advanced elective for graduate students in the Department of Public Administration. As such, some basic knowledge about public administration will be assumed and the reading load will be heavy. It is thus imperative that you read the material thoroughly every week, and that you come prepared to discuss the nuanced details of those readings in class.

As an advanced elective, the course is NOT designed as a lecture-style class. Rather, you and your classmates will be responsible for a majority of the discussion in class. This “seminar style” can be very intellectually rewarding for the students, but only if everyone comes VERY well prepared to class. A superficial review of the readings is not enough – you will need to read and reread the material BEFORE class so that you can come prepared to discuss the finer points and details. The professor will ONLY be there to guide the discussion and provide clarity to the material as needed. The exam will be based on the assumption that the students fully and completely prepare for class each week, and participate in a lively and deep discussion of the issues. The professor will not “fill in the gap” if the discussion does not proceed because students assume they can let the other students do all the discussing. Successful completion of the course will require active participation and consistent attendance. If you know you will need to miss more than one of the regular weekly classes due to work or other obligations, you should not take this course.

The Student Learning Objectives of this course include the ability to:

1. Describe the historical forces that impact urban local governments today.
2. Evaluate the value of city-county consolidations.
3. Critically assess regional problems and solutions that have been utilized in the public and nonprofit sector.
4. Identify barriers to collaborative efforts between public and nonprofit organizations, and be able to discuss mechanisms for overcoming those barriers.

REQUIRED BOOKS:

The Collaborative Public Manager: New Ideas for the Twenty-first Century

by Rosemary O'Leary and Lisa Blomgren Bingham
Georgetown University Press (2008)
ISBN-10: 1589012232



Referred to in the
rest of the syllabus as
OLB

Governing the Metropolitan Region: America's New Frontier

By David Y. Miller and Raymond Cox (2015)
ISBN-10: 076563984X



Referred to in the
rest of the syllabus as
M&C

COURSE ASSIGNMENTS AND GRADES:

Your grade will consist of three parts: weekly quizzes, one exam, and one research paper. Your overall grade will be determined as follows:

Weekly Quizzes:	20 percent
Exam:	40 percent
Research Project:	40 percent

Each week, a quiz will be given at the start of class. The quiz will consist of one short essay question that will be based on the readings assigned that week. Thus, the quiz will be over NEW material, and is designed to encourage students to read every week. The quiz will be given at the start of class. No late quizzes or make-ups will be allowed. If you are late or absent, you will receive a zero for that quiz **without exception**. ONE quiz will be dropped from your weekly quiz average at the end of the term.

You should expect the exam to be comprehensive and to explore the material deeply. Superficial answers that do not show a deep understanding of the material will not be sufficient to earn a passing grade in this course. Any students who misses the exam must fully comply with university policy for an excused absence (proof of student illness or death of an immediate family member will be required) to be allowed to take a make-up exam.

Each student will be required to prepare a research paper of no less than 20 pages and no more than 25 pages (excluding bibliography, tables, figures, and appendices) that more deeply evaluates one of the topics covered in the course. All papers will be required to be submitted to www.turnitin.com to check for plagiarism, as well as in hard copy to the professor.

COURSE OUTLINE:

Week	Date	Topic	M&C	OLB	Readings
1	8/29/2019	Introduction, Types of Goods, Regional Problems			
2	9/5/2019	Forms of Government, Federalism	1-3,8		
3	9/12/2019	Evolution of Cities	6,7		1
4	9/19/2019	Competition & Collaboration	4		2-4
5	9/26/2019	Annexation & Consolidation	9		5-7
6	10/3/2019	Interlocal Agreements, Council of Governments, and Special Districts	10-11		8-11
7	10/10/2019	The Public Administration Perspective: Managing in a Fragmented World	12	1-4	
8	10/17/2019	Economic Development and Planning			12-16
9	10/24/2019	Regional Assets			17-19
10	10/31/2019	Common Pool Resources			20-22
11	11/7/2019	Emergency Management and Disasters		5,6,9	23
12	11/14/2019	Housing and Human Services		10	24
13	11/21/2019	Nonprofits			25-26
14	11/28/2019	****Thanksgiving****			
15	12/5/2019	*****EXAM*****			
16	12/12/2019	***Papers due***			

EXTRA READINGS:

- | Number | Reading |
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| 1 | Judd, Dennis R., and Todd R. Swanstrom. 2014. <i>City Politics</i> . 9th ed. Routledge. (Chapters 2-4). |
| 2 | Hanlon, Bernadette, John Rennie Short, and Thomas J. Vicino. 2010. <i>Cities and Suburbs: New Metropolitan Realities in the US</i> . New York: Routledge. (Chapters 2-4.) |
| 3 | Judd, Dennis R., and Todd R. Swanstrom. 2014. <i>City Politics</i> . 9th ed. Routledge. (Chapters 11-12). |
| 4 | Ostrom, Vincent, Charles M. Tiebout, and Robert Warren. 1961. <i>The Organization of Government in Metropolitan Areas: A Theoretical Inquiry</i> . <i>The American Political Science Review</i> 55: 831-842. |

- 5 Johnson Linda S, and Jared B. Carr 2004. *Making the case for (and against) city-county Consolidation*. In *City-County Consolidation and Its Alternatives: Reshaping the Local Government Landscape*. Jered B. Carr and Richard C. Feiock, eds. Armonk, NY: M.E. Sharpe.
- 6 Leland, Suzanne, and Kurt Thurmaier. 2000. "Metropolitan Consolidation Success: Returning to the Roots of Local Government Reform." *Public Administration Quarterly*, 202-222.
- 7 Carr, Jared B. 2004. "Whose Game Do We Play? Local Government Boundary Change and Metropolitan Governance." In *Metropolitan Governance: Conflict, Competition, and Cooperation*, by Richard C. Feiock. Georgetown University Press.
- 8 Thurmaier, Kurt, and Curtis Wood. 2004. Interlocal Agreements as an Alternative to Consolidation. In *City-County Consolidation and Its Alternatives: Reshaping the Local Government Landscape*. Jered B. Carr and Richard C. Feiock, eds. Armonk, NY: M.E. Sharpe.
- 9 Kwon, Sung-Wook, and Richard Feiock. 2010. Overcoming the Barriers to Cooperation: Intergovernmental Service Agreements. *Public Administration Review* 70(6): 876-884.
- 10 Stephen, G. Ross, and Nelson Wikstrom. 1999. Metropolitan Government and Governance: Theoretical Perspectives, Empirical Analysis, and the Future. Oxford: Oxford University Press. (Chapter 7.)
- 11 McCabe, Barbara Coyle. 2004. Special Districts: An Alternative to Consolidation. In *City-County Consolidation and Its Alternatives: Reshaping the Local Government Landscape*. Jered B. Carr and Richard C. Feiock, eds. Armonk, NY: M.E. Sharpe.
- 12 Agranoff, Robert and Michael McGuire. 1998. Multinetwork Management: Collaboration and the Hollow State in Local Economic Policy. *Journal of Public Administration Research and Theory* 8(1): 67-91.
- 13 Johnson, Martin and Max Neiman. 2004. Courting Business: Competition for Economic Development among Cities. In *Metropolitan Governance: Conflict, Competition, and Cooperation*. Richard C. Feiock, ed. Washington, D.C.: Georgetown University Press.
- 14 Olberding, J. C. 2002. Does regionalism beget regionalism? The relationship between norms and regional partnerships for economic development. *Public Administration Review* 62(4): 432-443.
- 15 Norris, Donald F. 2001. Regionalism Reconsidered: Prospects for Regional Governance Under the New Regionalism: Economic Imperatives Versus Political Impediments. *Journal of Urban Affairs* 23(5): 557-571.
- 16 Gainsborough, Juliet F. 2002. Slow Growth and Urban Sprawl: Support for a New Regional Agenda? *Urban Affairs Review* 37(5): 728-744.
- 17 Battaglio, R. Paul, and Ghassan A. Khankarli. 2008. Toll Roads, Politics, and Public—Public Partnerships: The Case of Texas State Highway 121. *Public Works Management & Policy* 13(2): 138-148.
- 18 Moon, M. Jae. 2001. Cultural Governance: A Comparative Study of Three Cultural Districts. *Administration & Society* 33(4): 432-454.
- 19 Turner, James W. 1995. The Allegheny Regional Asset District: communities thinking and acting like a region. *Government Finance Review* 11(3): 19-23.
- 20 Ostrom, Elinor, Paul C. Stern, and Thomas Dietz. 2010. "Chapter 14 - Water Rights in the Commons." In *Water Ethics: Foundational Readings for Students and Professionals*, by Peter G. Brown. Island Press.
- 21 Ostrom, Elinor. 1990. "Chapter 4 - Analyzing Institutional Change." In *Governing the Commons: The Evolution of Institutions for Collective Action*, 103-42. Cambridge, Cambridge University Press.
- 22 Cowie, G. M., & Borrett, S. R. (2005). Institutional perspectives on participation and information in water management. *Environmental Modelling & Software*, 20(4), 469-483.
- 23 Caruson, Kiki, Susan A. MacManus, Matthew Kohen, and Thomas A. Watson. 2005. Homeland Security Preparedness: The Rebirth of Regionalism. *Publius* 35(1): 143-168
- 24 Basolo, Victoria, and Dorian Hastings. 2003. "Obstacles to Regional Housing Solutions: A Comparison of Four Metropolitan Areas." *Journal of Urban Affairs* 25 (4): 449-472.
- 25 Milward, H. Brinton, and Keith Provan. 2003. Managing the Hollow State: Collaboration and Contracting. *Public Management Review* 5(1): 1-18.
- 26 Weber, E. P. and Khademian, A. M. (2008), Wicked Problems, Knowledge Challenges, and Collaborative Capacity Builders in Network Settings. *Public Administration Review* 68: 334-349.

POLICY ON CHEATING AND PLAGIARISM

Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

Definitions

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties

Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals

Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

POLICY ON DISABILITY ACCOMMODATION

The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters (4th class day of summer sessions).

POLICY ON LAPTOPS AND CELL PHONES IN THE CLASSROOM

The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.