

**CRP 5074 Economic and Community Development Workshop:
Addressing Fiscal Austerity**

Fall 2017, 4 credit hours

For Fall 2017 this course will co-meet with CRP 4120/6120
Devolution, Privatization, and the New Public Management

Class meeting location: 208 W. Sibley Hall, Wednesday/Friday 10:10 am – 11:50 am
Additional Workshop Meeting– 4:30-5:30 Wednesdays in 208 W Sibley

Professor: Mildred Warner, 215 W. Sibley Hall, 5-6816, mew15@cornell.edu

Professor Warner's Office hours: Wednesday 2:30 – 4:30 and Friday 2:00 – 4:00 or by appointment

Class Website: <http://blackboard.cornell.edu>

Restructuring Local Government Website: <http://www.mildredwarner.org/gov-restructuring>

Upstate New York Fiscal Stress website

<http://www.mildredwarner.org/restructuring/fiscal-stress>

This economic development workshop will explore the impacts of state austerity on local governments in Michigan and New York State. The Michigan team will conduct surveys and develop case studies of Michigan cities that have been subjected to emergency management as part of an ongoing Engaged Cornell project. The New York State team will conduct additional research on responses to fiscal stress building from the survey conducted in Spring 2017. This may involve city case studies, quantitative budget research or additional research on responses such as community benefits agreements and payments in lieu of taxes. NYS Comptroller data may be used to analyze budgets. The goal of both teams is to assess the impact of state austerity policy on local budgeting and service delivery as well as on land use planning decisions, local economic development policy and local democracy.

Group reports will be presented at a December 1 conference to be hosted here at Cornell. Client partners in this effort include members of the Michigan Municipal League, The New York State Fiscal Policy Institute and the statewide local government organizations (Assoc. of Towns of NYS, and NYS Conference of Mayors). It is possible some of these groups will use our work in future conferences.

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Learning Objectives: PAB Learning Goals:

The Future - Emerging trends – Students will exhibit understanding of local government fiscal stress and its implications.

Written, Oral and Graphic Communication – Students will learn and practice effective communication skills.

Growth and Development – Students will develop understanding of the challenges and opportunities of linking local government fiscal management, economic development.

Assignments

Students in the workshop will follow the syllabus for CRP 6120, doing all the readings and engaging in class discussion (attendance required).

Workshop students will write the first theory paper and participate in Book Fest with students in CRP 6120.

The group project for the workshop class will be the workshop project. The final paper will be a revised, final version of the group workshop project. There will be no individual final paper for workshop enrollees.

Grading

Class Participation 25%

Theory Paper 20% Due Oct 11

Book Review 10% Form team and select book Sept 22, Present Oct 18-20

Group Paper* 45%* Preliminary Plan of Work due Sept 22, Revised Plan of Work due Oct 3, Presentation Nov 1, first draft full paper due 11/8, issue brief due 11/15, revised issue brief 11/20, revised final full paper due 12/12

*For the group project paper, peer grading will form half of the group paper grade. Each member will submit via paper or email a list with each team member's name, what they contributed, and a letter grade.

Review the work of our clients:

Fiscal Policy Institute, NY Conference of Mayors, Assoc of Towns of NYS, Michigan Municipal League

Ethics

Academic Integrity: Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Citation of sources is fundamental to the academy – when in doubt, cite. *Students caught plagiarizing will be given an F.* The professor reserves the right to use Turn It In to check student work for plagiarism.

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. See <http://cuinfo.cornell.edu/Academic/AIC.html>

Students are expected to review the AICP Planners Code of Ethics and abide by it in the professional work for this class. See. <http://www.planning.org/ethics/ethicscode.htm>

Ownership and Posting of Course Materials – Lectures and other course materials developed in this class or posted on Blackboard are intellectual property belonging to the author. Students are not permitted to buy or sell any course materials. *No taping of lectures is allowed unless permission is explicitly granted by the instructor. Such permission is only for the student's own study purposes. No additional posting of course materials is allowed without the express permission of the instructor.* Such unauthorized behavior constitutes academic misconduct. Some materials developed by the class will be published to my website, but only after they have been thoroughly vetted and approved by me.

Computer/Phone /Tablet Use in Class

Computers, tablets and smart phones can be disruptive to class discussion and cause students to not be fully present. Thus, computers, tablets and smart phones may be used in this class *only* if they are used to take notes or to enhance class discussion. Violators will be called out. Students may be asked to submit notes for review to ensure that computer use in class is limited to class related activities.

Academic Accommodation: In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made.

Assignments and Grading

Collaborative team work is required in this class. Group projects and class discussion depend on full participation of all students. Students will summarize readings and post their summaries to Blackboard at least 24 hours before class. Thus, failure to deliver your component of the work on time undermines the learning experience of others and therefore constitutes an ethics violation of the class code (and will result in a grade reduction). Peer grading for group project will constitute half the group project grade.

Group Paper–Form groups and present an outline for your plan of work and proposed products by Sept 22. You will be expected to complete your primary research in October. You will develop a professional product from your research: case studies and a longer report and issue briefs. First drafts of the full report are due Nov. 8. First draft of the issue brief for the conference due Nov 15. Final draft of issue brief due Nov 20 (Monday before Thanksgiving). Issue brief to printer Nov 27. As with all professional work, substantial editing will be required to get to a professional product. Final revised

draft of the full report is due Dec. 12. Our clients may join us during the term to provide advice and guidance.

Students in this course in 2015 conducted focus groups and prepared a report and issue briefs shared with local governments across the state. In 2014, students prepared team reports on social indicators, tax policy, economic development, infrastructure, service innovation and union-municipal collaboration. These reports were presented at a statewide conference in Albany in Dec 2014. In 2013 students prepared case studies on fiscal stress of upstate New York cities, the impact on communities, and how they are addressing the challenges through innovations in service delivery and finance. Case study reports were presented at the State of New York Cities Conference in March, 2014. Reports, issue briefs and powerpoint presentations can be found on Prof. Warner's website at <http://www.mildredwarner.org/restructuring/fiscal-stress>