Introduction to Public Budgeting  
POLS 5120  
Spring 2016

Professor:
Robert A. Cropf, Ph.D.  
cropfra@slu.edu  
314-977-3936  
MacGannon Room 154  
or contact Mary Lapusan to make an appointment: lapusanm@slu.edu, 977-5564  
TBA

Meeting times:
Monday, Jan. 14, 21, 28, Feb. 4, 11, 18, 25, March 3, 17, 31, April 7, 14, 21, 28, May 5. The class meets from 7:00 to 9:30pm.

Meeting Location:
MacGannon Rm. 122

Course Prerequisites:
No prerequisites for graduate students.

Textbooks:

Course Description:
This course will focus on budgeting at all levels of government as well as the economic and political aspects of budgeting. It also features an evaluation of Rock Hill, MO, budget and case-studies. The primary focus is on the political dimension of budgeting but there is also a very important “hands-on” element with the Rock Hill analysis and case studies.

Goals of the Course:
This course will give students an introduction to Public Sector Budgeting. Students will not only learn how the public administrator or nonprofit executive can use budgeting as a financial and management accounting tool but as a leadership enabler in developing and deploying policy in the public or nonprofit organization’s work.

The course will also provide you familiarity with the process of public budgeting and with the terms that shape its language. You will learn about issues that affect the budgeting process, such as politics, political ideas and traditions, and policy analysis. You will also have the opportunity to explore public budgeting from the viewpoint of a local municipality as the ultimate intent of the course is to help you to formulate your own public budgeting beliefs, attitudes and instill an
understanding of the process.
By the end of the course students will understand public budgeting as a dynamic process, which, with all its failures and challenges, provides a tool for helping governments govern. The intent of this course is to change what you notice and think about and how you comprehend the world of public budgeting —and to change what you do as you navigate through that world of budgeting. If the class is successful, you will be better able to deliver on your role as public administer or non-profit executive. The objective of this course is not just to improve your understanding of the world of public budgeting, but also to improve your understanding of how you can use public budgeting in the engagement of public policy analysis and administration.

Learning Objectives:

1. Explain how and why public budgeting is much more than the collecting and managing of public money that represents how tax dollars are collected, money borrowed and spent by public sector and nonprofit entities.
2. Explain how and why the budgeting process can be used as a communication tool in connecting the elected leaders with the constituents.
3. Explain how and why the public budgeting process can be a lever aligning problems, politics and solutions.
4. Explain how and why the public budgeting process can help launch the public sector down the path of successful performance management.

In light of the above goals and objectives, it is important that you do all the readings and writing assignments. The readings are well done and cover the subject of public budgeting and policy analysis in a fun and interesting way. (I realize that’s my opinion!) It is also useful if you actually think about how this material applies to you in your current life as well as in your future career. Learning the material requires actively engaging with it. The easiest way to do this is by reflexively applying the principles and ideas of budgeting when you’re watching, reading or listening to a story about government and public policies.

How to Get the Most Out of the Class:

1. Involvement and Engagement. To accomplish our objectives, we need to be partners in the learning process. The currently available empirical evidence suggests that instructor ratings (as a measure of teaching) and student learning (as assessed on objective tests) are completely uncorrelated. That is not surprising as teaching and learning are two separate activities. Teaching is what we do; learning is what you do. The class is yours and ours. One way of understanding our job is that we play the role of your “personal knowledge facilitator.” I will do my best to make available to you the tools—the readings, a classroom environment conducive to teaching, and candid discussions that have as their aim a motivating and encouraging climate.

But learning is your responsibility. Moreover, it is your responsibility to decide what is important for you to learn and retain, and how best to do that. When you subsequently need to put the material of this course into practice, you probably won’t have the notes, handouts, the books, or the professor sitting nearby. It is, therefore, important that you will work to internalize the learning, ideas, and the feelings and beliefs about the budgeting process that
you develop during this course. Remember, it is your class, so it is your responsibility to make the most of the opportunity.

2. **Education and Learning.** Education is about seeing new things, or seeing the same things differently. Therefore, the materials and ideas that form the basis for much of the course material have been selected because they actually *do challenge* many aspects of conventional wisdom or the taken-for-granted assumptions that many people hold about the subject of public budgeting, especially given the most recent media attention on this nation’s debt ceiling and lack of budget management. The ideas and concepts are well grounded in literature in the behavioral and social sciences. If some of the readings or discussions disagree with your ideas or cause you to feel uncomfortable, that is part and parcel of the learning process. The intent is to help you find your unique DNA when it comes to the American form of government by the people and for the people and the role that public budgeting plays in that ideal.

3. **Critical Thinking.** The class sessions will explicitly ask you to answer a question that is a product of the reading assignments. Our goal is help you learn how to think and write about a subject each week of the course.

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**Course Outline**

**Class grade breakdown:**

- **20%** – Attendance, engagement, and participation in the classroom.
- **50%** – Reflection / Experience / Action on the City of Rock Hill. This portion of the grade will be based on your perceptions and recommendations of focus group discussions at City Hall on November 16th and your research on the community ahead of time.
- **30%** – Final Examination – probably will be a take home exam with the format TBD.

**Rock Hill Assignment:**

Rock Hill, MO, is a municipality in St. Louis County in one of the inner ring suburbs of St. Louis City. As of 2010, 4,635 people are living in the city that is roughly 1.09 square miles in total area. It is surrounded by more affluent neighboring communities and is part of the Webster Groves School District.

The city faces economic issues similar to those found elsewhere in the region. In some ways it is more fortunate than some municipalities but in some other respects, it has some disadvantages. For these reasons, it is a good subject for study.

Every government, local, state or the federal, has to budget. All governments, except the federal, have to have a balanced budget. Rock Hill is no exception. Our assignment this year is to help Rock Hill balance its budget but not only does the city have to balance the budget it must also cut total spending from the previous year’s budget.
Rock Hill’s city administrator, Jennifer Yackley, will present a guest lecture in one of the early weeks of class. She will provide a broad overview of last year’s budget and discuss what her expectations are for the assignment. The whole assignment will consist of three brief memos and a final PowerPoint presentation. The first memo will be due in week 6, the second will be due in week 9 and the final memo will be due in week 11. Each memo should be around 300-350 words in length. The final presentation should be in PowerPoint format, including your charts and figures.

First memo: In 300-350 words, describe Rock Hill’s situation based on the city administrator’s guest lecture and your own research. Take a big view of the situation, in other words, compare where you think the city is today to where it was five years ago and where you think it will be five years from now. How can the budget help to move the city where it needs to go? What are some obstacles to Rock Hill’s progress? Is the city gaining or losing population? Are there more older people than young people? Is the city’s racial profile likely to change or stay the same?

Second memo: Now is the time that you will start to take a closer look at the city’s budget. What are the main components of the city’s spending? Revenues? What have been the long-term patterns in the city’s spending and revenues? What do the spending patterns suggest in terms of the city’s needs? Create a budget for Rock Hill where every thing is the same as last year except costs rise by the rate of inflation.

Third memo: Rock Hill is a piece of the big puzzle that is the regional economy. In this memo, you are to take a look at the drivers of the local and state economy. In other words, what are the region’s and state’s biggest employers and economic sectors? You should also look at the budgets in St. Louis County and the city of St. Louis. Are they growing? How fast? Now look at the national economy. What is the prediction for the next 12 months for the U.S. economy?

PowerPoint Assignment: This is where you bring everything together. The memos have given you the necessary background, now you have to do an analysis that you will share with the class and a panel of professionals. Your task is to come up with a budget that is less than last year’s by six percent. Where do you cut? Your analysis should include information on the city’s current and future demographic trends, the regional and national economic outlook, and recent revenue and expenditure trends in Rock Hill. You will have 15 minutes to present and 5 minutes to answer questions from the panel.

Class Schedule:
Each class will be comprised of approximately two hours of lecture which will include a discussion of that week’s readings.

Reading assignments and catalog of questions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings by Week</th>
<th>Reading Assignments:</th>
<th>Class Discussion Topics:</th>
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</thead>
<tbody>
<tr>
<td>Jan.14</td>
<td>Week 1</td>
<td>Syllabus, Lewis &amp; Hildreth</td>
<td>What is budgeting? What is the difference between private, or personal, budgeting and public budgeting? Participatory budgeting video</td>
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<td>(Introduction)</td>
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<td>Jan.21</td>
<td>Week 2</td>
<td>Lewis &amp; Hildreth</td>
<td>What are the most significant budgeting issues facing the United States, the state government, and</td>
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<td>(Ch.1)</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Reading/Activity</td>
<td>Notes</td>
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<td>Jan. 28</td>
<td>Week 3</td>
<td>Lewis &amp; Hildreth (Ch.2); Policy Brief: Participatory Budgeting at the City Level</td>
<td>What is the role and responsibility of public budgets process? (<a href="http://www.participatorybudgeting.org/wp-content/uploads/2013/11/citylevelpbmemo1.pdf">http://www.participatorybudgeting.org/wp-content/uploads/2013/11/citylevelpbmemo1.pdf</a>)</td>
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<tr>
<td>Feb. 4</td>
<td>Week 4</td>
<td>Rockhill Budget and other materials; Lewis &amp; Hildreth (Ch.9)</td>
<td>How to read a local budget. How is a local budget different from the national budget? Jennifer Yackley, Rock Hill City Administrator guest lecture</td>
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<td>Feb. 11</td>
<td>Week 5</td>
<td>Lewis &amp; Hildreth (Ch.3)</td>
<td>What tools do those that govern at the federal level have available to grow the economy? Recommend a fiscal policy for today’s national economic situation.</td>
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<td>Feb. 18</td>
<td>Week 6</td>
<td>Rothstein, The Making of Ferguson</td>
<td>How do public policies set at the national, state and local government levels affect metropolitan areas? How do historical choices come to determine where we live today? What are the budgetary impacts of these policies and historical choices?</td>
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<td>Feb. 25</td>
<td>Week 7</td>
<td>Lewis &amp; Hildreth (Ch.4)</td>
<td>What drives the executive budget--the available tax revenues or the expense obligations made by those who govern? First Rock Hill memo due.</td>
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<td>March 3</td>
<td>Week 8</td>
<td>Lewis &amp; Hildreth (Ch.5)</td>
<td>Formulating a budget proposal is somewhat like trying to build a bridge while walking on it in the middle of a tornado. State budgets have to be balanced. Why not the federal budget?</td>
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<tr>
<td>March 17</td>
<td>Week 9</td>
<td>Lewis &amp; Hildreth (Ch.6), ICMA Case Study: Investing in Results</td>
<td>Why is cutting deficits politically popular and cutting programs not?</td>
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<td>March 31</td>
<td>Week 10</td>
<td>Lewis &amp; Hildreth (Ch.7)</td>
<td>Second Rock Hill memo due.</td>
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<td>April 7</td>
<td>Week 11</td>
<td>Lewis &amp; Hildreth (Ch.8)</td>
<td>As a public administrator, argue and defend your choice to use debt.</td>
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<td>April 14</td>
<td>Week 12</td>
<td>Lewis-Hildreth (Ch.10)</td>
<td>Why is budgeting important for democracy?</td>
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<td>April 21</td>
<td>Week 13</td>
<td>Salvation Army Takeover Case Study; Open Data Case Study</td>
<td>Does leadership matter for successful budgets? Can Open Data make public budgets more transparent? Present preliminary results of project.</td>
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<td>April 28</td>
<td>Week 14</td>
<td>Turn in assignment</td>
<td>What are the ends of public decision? Present before a panel including Dr. Cropf and Ms. Yackley.</td>
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<td>May 5</td>
<td>Week 15</td>
<td>final exam due at 5:00 p.m.</td>
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**Attendance Policy:**
Your success in this course will depend on your ability to complete the assigned reading and weekly writing and discussion assignments. Absence in three classes without a reason that is out
of the control of the student will result in a one level drop in the final grade (i.e. illness, work conflict, medical emergency, etc.)

**Courtesy Expectations:**
Students will treat their classroom obligations as they would treat any serious professional engagement. That includes:
1) Preparing thoroughly for each session in accordance with the instructor’s request;
2) Adhering to deadlines and timetables established by the instructor;
3) Providing constructive feedback to faculty members regarding their performance.

**Disability Services:**
Students who believe that, due to the impact of a disability, they may need academic accommodations in order to meet the requirements of this, or any other, class at Saint Louis University are encouraged to contact the Office of Disabilities Services (977-8885; DuBourg Hall, Rm. 36). Confidentiality will be observed in all inquiries.

**SLU Policy on Academic Integrity:**
The University is a community of learning whose effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment of academic integrity. Academic integrity is violated by any dishonesty in submitting for academic evaluation the assignments and tests required to validate the student’s learning. Where there is clear indication of such dishonesty, the faculty and/or administration have the responsibility of applying sanctions in order to protect the environment of integrity necessary for learning. While not all forms of academic dishonesty can be listed here, the following instances should be seen as actions that not only violate the mutual trust necessary between faculty and students, but also undermine the validity of the university’s grading of students, and take unfair advantage of fellow students.

It is academically dishonest to solicit, receive, or provide any unauthorized assistance in the completion of assignments and tests submitted for credit as part of a course.

Examples of such unauthorized and, therefore, academically dishonest assistance would be:

a. copying from another student’s test paper, lab report or assignment, or allowing another student to copy from oneself;
b. copying from a textbook or class notes during a closed-book exam;
c. submitting material authored by another person but represented as the student’s own work;
d. submitting as one’s own work/material without permission of the instructor that has been subjected to editorial revision;
e. copying a passage or text directly from a book or journal without indicating the source or without using a recognized style for citing sources;
f. taking a test or writing a paper for another student;
g. taking a course for another student or securing another student to take a course for oneself;
h. securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor.

Faculty and students are encouraged to use the following links regarding any concerns or questions relating to academic integrity and plagiarism: [http://itr.slu.edu/CTEplagiarism.html](http://itr.slu.edu/CTEplagiarism.html) and [http://academicintegrity.slu.edu/](http://academicintegrity.slu.edu/)

**Cell Phones, pagers, laptops and tablets**
Turn off cell phones and pagers unless you are on standby for emergency reasons, and if so, you must advise the instructor. Laptops and tablets may be used to view course material from SLUGlobal or to take notes. Browsing the web, checking email and similar activities are not acceptable use of computers during class time. Students who abuse this policy will have their devices confiscated during the class and returned afterwards.

Availability of Instructor

If a student has any questions or issues regarding the course, it is up to the student to convey this to the instructor. Inability to contact the instructor will never be viewed as a valid excuse under any circumstance in this course.

We may be reached by phone or by e-mail (e-mail is preferred). Dr. Cropf checks his SLU email every day. His hours are by appointment and must be scheduled with Mary Lapusan (see above). Our phone numbers and email addresses are on the front page of the syllabus. No guarantee that phone messages or emails will be answered during the evening or on weekends or holidays. You may anticipate responses within 24 hours from Dr Cropf.

Student learning, disability statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Course Evaluations

Everyone will fill out the Dept of Political Science paper evaluation forms. This means that SPS students will need to fill out two evaluation forms, the one online for SPS and a paper evaluation form. The course evaluation will be filled out on the last night of class before the final exam.

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.
The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:


Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:

http://www.slu.edu/x12657.xml

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web address: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy

www.slu.edu/here4you.

Student Success Center Syllabi Statements

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. As faculty members construct their syllabi for future courses, it is requested that they update materials to include new language regarding academic and career related support offered to students through the Student Success Center.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

- Student Success Center: www.slu.edu/success
• Reinert Center for Transformative Teaching & Learning: www.slu.edu/ctl

Student Success Center Syllabus Statement: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:
  • Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
  • University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Disability Services Academic Accommodations Syllabus Statement: Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.