

REQUIRED TEXTS

- THE POLITICS OF PUBLIC BUDGETING: GETTING AND SPENDING, Fifth Edition By Irene S. Rubin
- PUBLIC BUDGETING IN AMERICA, Fifth Edition By Robert W. Lynch and Thomas D. Lynch

EVALUATION FORMAT

The following is an outline of course evaluation weights:

Exams	40 % of Final Course Grade
	Exam 1--10%
	Exam 2--10%
	Final--20%
Research Papers (two)	30 % of Final Course Grade
Budget Exercises/Analyses	20 % of Final Course Grade
Participation/Presentations	
Discussion Leading	10 % of Final Course Grade

EXAMS: The exams will be essay in format and may include questions that require written responses of a problem-solving nature. The exams will address the reading assignments and all material covered during class sessions. The final will be comprehensive, but advance notice will be given of what to focus in preparing for this exam.

The key dates/times for the exams are:

Exam #1	Monday, February 16
Exam #2	Monday, March 30
Final	Thursday, May 7

Note: Graduate student examinations will be subject to more demanding evaluation standards than those for undergraduate students.

PAPERS: You will write two papers that respond to a research assignment given by the instructor. The first research project will focus on federal government budgeting, and the second on state/local budgeting. Each research assignment will provide substantive explanation of the paper's focus and the instructor's research, analysis and writing expectations. Undergraduate papers will be 7 to 8 pages (typed) of substantive discussion per research project, and graduate level papers will be 9 to 10 pages (typed) per project. In addition, graduate student papers will be subject to more demanding expectations and criteria of evaluation. The schedule for the research paper assignments is:

Research Assignment #1 (Federal Government Budgeting)

Distributed: Monday, February 2

Due: Wednesday, March 11 (beginning of class session)

Research Assignment #2 (State/Local Budgeting)

Distributed: Wednesday, March 11

Due: Friday, April 24 (beginning of class session)

Late Papers will accrue a penalty of 15 points per day late.

BUDGET EXERCISES/ANALYSES: Every two to three weeks throughout the semester, you will be given budget exercise/analysis assignments that will require you to submit write-ups that present the results of your research and thinking. Possible sources for these writing/analysis assignments include budget-related organizations or research institutes; state or local government offices or bureaucratic agencies; and articles from publications such as GOVERNMENT FINANCE REVIEW, STATE GOVERNMENT NEWS, GOVERNING, etc.

Note: Each write-up will be two to three pages (typed) in accordance with written instructions provided by the instructor. The normal completion timeline for each assignment will be one week from its distribution in class, and they must be turned in by the deadline specified in the assignment.

PARTICIPATION/PRESENTATIONS/DISCUSSION LEADING: You are expected to come to class prepared to discuss assigned readings. Participation also may include taking responsibility for short presentations of articles/readings; information reporting assignments; discussion leading assignments, brief in-class or out-of-class write-ups, and/or in-class group projects. Graduate students are expected to play a more active role in this facet of the course.

ATTENDANCE: A record of class attendance will be kept, with attendance used to your benefit in making final course grading decisions—i.e., if your grade should be on the borderline. This is done as an incentive based in part on the assumption that a good attendance record is important to acquiring knowledge of the subject matter. Also, for activities in the preceding evaluation area (i.e., participation, etc.) to occur, attendance obviously is important.

SPECIAL NOTE ON READINGS: Please note that the instructor reserves the right to assign readings not listed on the syllabus, but you may be assured that this right will not be abused. For example, a recently published article might be directly related to a topic under discussion. Also, there may be substitutions of readings formally listed on the syllabus if the instructor determines that they will work better for our learning objectives.

DISABILITIES

Students with a disability that requires accommodations should notify the instructor during the first week of classes. The instructor will do his best to respond to your needs.

ACADEMIC INTEGRITY

Students are expected to demonstrate academic integrity in all facets of this course, in accordance with Eastern Illinois University's Student Conduct Code. Any violations such as cheating or plagiarism will result in the following penalties: (a) formal notification of the Judicial Affairs Office and (b) a grade penalty of at least an F ("0") score for the exam or writing project, with the option of an F for the course.

OUTLINE OF GENERAL TOPICS AND READING ASSIGNMENTS

INTRODUCING THE CONTEXT AND POLITICS OF PUBLIC BUDGETING

*Smith and Lynch, Chapter Two

*Rubin, Chapter One

*Reading: Public-Value Failure: When Efficient Markets May Not Do (Bozeman, 2002, PUBLIC ADMINISTRATION REVIEW, p. 145-161)

REVENUES AND TAXATION: POLITICS, EVALUATION AND GENERAL ISSUES

*Rubin, Chapter Two

*Smith and Lynch, Chapter Nine

*Reading: Changing Revenue Policy in the United States: An Overview of the Record and Perennial Puzzles (Mikesell, 2005, PUBLIC BUDGETING AND FINANCE, pp. 99-126)

*Reading: State and Local Fiscal Sustainability: The Challenges (Chapman, 2008, Special Issue, PUBLIC ADMINISTRATION REVIEW, pp. S115-131)

*Reading: Preventing Local Government Fiscal Crises: Emerging Best Practices (Coe, 2008, PUBLIC ADMINISTRATION REVIEW, pp. 759-767)

BUDGET PROCESSES

*Rubin, Chapters Three and Four

*Smith and Lynch, Chapter Three, pages 93-110

*Reading: The Great Unraveling: Federal Budgeting, 1998-2006 (Rubin, 2007, PUBLIC ADMINISTRATION REVIEW, pp. 608-17).

*Reading: A Comment on “The Great Unraveling: Federal Budgeting, 1998-2006” (Hoagland, 2007, PUBLIC ADMINISTRATION REVIEW, pp. 618-23)

*Reading: State Budgetary Processes and Reforms: The California Story (Musso, Graddy and Grizard, 2006, PUBLIC BUDGETING AND FINANCE, pp. 1-21)

*Reading: Fiscal Management Implications of the TABOR Bind (Martell and Teske, 2007, PUBLIC ADMINISTRATION REVIEW, pp. 673-87)

BUDGET FORMATS, PREPARATION AND APPROACHES

*Smith and Lynch, Chapter One and Chapter Three, pages 71-93

*Reading: Have Cities Shifted to Outcome-Oriented Performance Reporting?—A Content Analysis of City Budgets (Tat-Kei Ho and Ya Ni, 2005, PUBLIC BUDGETING AND FINANCE, pp. 61-83)

*Reading: The Problem with Programs: Multiple Perspectives on Program Structures in Program-Based Performance-Oriented Budgets (Bourdeaux, 2008, PUBLIC BUDGETING AND FINANCE, pp. 20-47)

BUDGET ACTORS' BEHAVIOR AND DECISION-MAKING

*Smith and Lynch, Chapter Four

*Rubin, Chapters Five and Six

*Reading: Money and Mandates: The Politics of Intergovernmental Conflict (Gormley, 2006, PUBLIUS: THE JOURNAL OF FEDERALISM, pp. 523-540)

*Reading: Strengthening the Intergovernmental Grant System: Long-term Lessons for the Federal-Local Relationship (Handley, 2008, PUBLIC ADMINISTRATION REVIEW, pp. 126-140)

CAPITAL BUDGETING

*Smith and Lynch, Chapter Eight

*Reading: Capital Budgets: The Building Blocks for Government Infrastructure (Pagano and Shock, June 2007, GOVERNMENT FINANCE REVIEW, pp. 17-22)

*Reading: Can Public Officials Correctly Be Said to Have Obligations to Future Generations? (Frederickson, 1994, PUBLIC ADMINISTRATION REVIEW, pp. 457-64)