

SYLLABUS

PSPA 532

PROBLEMS IN MUNICIPAL GOVERNMENT:

An Examination of the Roles and Relationships of Councils, Mayors and Managers

SPRING 2001

INSTRUCTOR:

Greg Kuhn

M 6:30-9:30 - pm
SEC. 1
NAPERVILLE CAMPUS

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COURSE GOALS & PURPOSE

The purpose of this course is to provide the student with an in-depth examination of a specialized topic or topics in urban management and local government administration. The course assumes a solid foundation in public administration and a working knowledge of issues that confront local government managers as derived from PSPA 530 and other equivalent introductory courses in the MPA curriculum. This is not an introduction course to public management and urban administration. Our focus will be much more specialized and exploratory. In particular, we will be examining critical emerging municipal issues involving the role of the chief administrator, the role of the governing board, executive/governing board relations, administrative leadership/policy leadership, board behavior and expectations, executive evaluation, to the broad legal, political, and administrative trends involving municipal executives. Attributes of local government in the U.S.

Current issues and developments will also be explored and discussed to help focus broad concepts and ideas. To augment materials in the textbooks and class lectures, guest speakers directly involved in local government will be invited to lead class discussions on a periodic basis. It is my intention to encourage and promote frank and open discussions of ideas, examples and theories. Your participation will be vital to the learning experience.

STUDENT RESPONSIBILITIES & EXPECTATIONS

The expectations and goals of this course are threefold. First, PSPA 532 will review the basic political/administrative models of professionalized local government and how top-level local government leadership really works. Most of our focus will be on city and county government rather than special districts. Second, this course will explore how local government organizations react and

adapt to executive leadership from both elected policy makers and the appointed chief administrator. Some familiar theories of public management will be investigated. We will review how administrative models have evolved historically, and how the models are being applied today

A third function of this course is to have the student become involved in local government case studies and research. About the only way to really learn this material is to immerse yourself in it. Therefore, a major portion of the course will emphasize hands on case study material, current event tracking, student research, and class discussion. A background in the concepts of Public Administration, Local Government, Organizational Theory and & Political Science is assumed in this course. PSPA should not be one of your first courses in the urban management field..

Those of you who have never had an upper level course should be aware of the following. The intensity and breadth of material presented during each class session is substantially greater than introductory classes. The rigor and level of performance expected in PSPA 532 will be the same or greater as other 500 level classes. Consider whether this is the kind of class for you. The reading, writing, and evaluation standards for the class will be high, but I'm certain you'll get a lot out of the course—we'll work hard, but we'll have some fun too.

The first responsibility of students is to come to class prepared and participate! While a significant amount of the material we will -cover will be derived from the textbooks, an equally significant amount will come from examples and presentations made in class from my own experience and research as well as the experiences of guest lecturers. **You need to attend class and take good notes.** From time to time we'll have pop quizzes to check attendance and reading progress. The results of these quizzes will count towards your final grade. Your second responsibility is to be sure to read assigned material **on time.** Keeping up with the readings will make for a better understanding of the material we cover and will lead to livelier class discussions. Also, a fair amount of material on exams will draw from lecture presentations.

Let me say again, YOU NEED TO COME TO CLASS AND TAKE GOOD NOTES—fair warning. If schedules permit, guest lecturers from local government posts will join us to amplify class readings and topics. Materials from those presentations may also be part of exam questions during the semester.

If something I say is confusing or doesn't make sense--let me know, there's no such thing as a stupid question. Additionally, if you have some observations to make or would like to share your experiences with local governments to provide insight to one of our topics, please join in the discussion. It will make class more interesting for all of us.

REQUIRED TEXTS & RESERVE READINGS:

Carver, John. Boards That Make A Difference. 1st edition, Jossey-Bass, 1990.

Svara, James. Official Leadership in the City. Oxford University Press, NY/Oxford , 1990.

Banovetz, James, B. Managing Local Government- . Cases in Decision-Making - Washington, D.C. ICMA Press, 1993 1st Ed.

COURSE REQUIREMENTS:

Grading Policy- Grades for your work this semester will be determined by a cumulative point system. Each exam, quiz and paper will have a point value as will your class attendance and participation. At the end of the semester, grades will be assigned based on the student's accumulation of points during the term as they relate to the grading scale that follows:

- A=91-100% of total possible points
- B=81-90% of total possible points
- C=71-80% of total possible points
- D=61-70% of total possible points
- F=less than 61% of total possible points

(this scale will also be used to determine the letter grade of specific assignments and tests as well)

Exams and Assignments:

Take Home Final Examination	150	pts.
Research Paper	150	pts.
Case Study Presentation	150	pts.
Class Participation/Quizzes	<u>130</u>	pts.
Total Points for Grading	580	pts.

Exams- There will be one exam over the course of the semester; a take-home comprehensive final. The exam will occur at the end of the semester. A tentative schedule is provided with the syllabus. Any changes in that schedule will be announced at least a week in advance. Exams must be submitted on the scheduled date unless advance arrangements are made with the instructor. NO MAKE-UP EXAMS WILL BE GIVEN WITHOUT A WRITTEN MEDICAL EXPLANATION FROM A PHYSICIAN OR UNIVERSITY HEALTH SERVICES OFFICIAL.

Quizzes- Unannounced quizzes worth 5-10 points will be given from time-to-time to check reading progress and attendance during the course of the semester.

Class Participation/Discussion. Students are encouraged and expected to raise questions and make observations about the topics we cover. Students that contribute to class discussions and attend class regularly will be noted by the instructor and earn participation points. Your goal, at a minimum, should be to get me to know your name through participation by the mid-term. There are no dumb questions, but please refrain from monopolizing class time with filibusters or repeated and repeated and repeated observations.

RESEARCH PAPER- Each student will be required to prepare an 18-23 page research paper on one of two general topics outlined below related to executive/governing board role in local government.

THEORETICAL/LIBRARY RESEARCH WITH SUPPORT FROM THE FIELD

1.) An assessment, review and analysis of how City Councils or Governing Boards achieve supervision and accountability of the appointed Chief Administrator/City Manager in view of our democratic ideals of local government. Present a theoretical description of leadership practices, organizational structures and group processes on both a political and administrative level that can be used to assure accountability of professional chief administrators found in the literature. Support your arguments with a review of the basic tenets of the CM form of government, a discussion of political culture, and administrative/governance practices from real-life organizations.

FIELD RESEARCH WITH SUPPORT FROM THE LITERATURE

2.) Complete an inventory (with explanation and analysis) of the current chief administrator performance evaluation practices of the city, local government or special districts that you serve or your hometown. Frame your analysis in the performance evaluation literature and compare and contrast the practice you've found with the ideals of accountability, policy governance, leadership and board/council supervision found in the literature. Provide examples or recommended processes based on your analysis.

The paper must:

1. Be based on the **student's own original field and library research** and subsequent analysis. **NO INTERNET PAPERS, NO COPYING/RE-WORKING SOMEONE ELSE'S WORK.**
2. Represent the student's best work in terms of content, analysis, form, grammar and attribution.
3. Be typewritten, double-spaced and a minimum of 18 pages in length and a maximum of 23 pages in length (excluding exhibits/appendices etc). Proper footnote and bibliography citations must be provided as well.
4. The subject should be treated in a detached, objective and analytical manner.
5. **Be submitted no later than 6:30 pm on MONDAY, March 19, 2001.**
6. **LATE PAPERS WILL BE PENALIZED 15 POINTS FOR EACH CALENDAR DAY THE PAPER IS LATE.**

The papers will be graded on the basis of content, scope, form, research, creative and analytical content. **DO NOT WAIT UNTIL THE LAST MINUTE!! A HANDOUT ON THE FORM OF THE PAPER WILL BE PROVIDED DURING THE SEMESTER.**

CASE STUDY PRESENTATION

Students will be assigned to teams of two or three for the purpose of writing and presenting an assigned case study from the Banovetz Reader to the Class. Students are expected to read all assigned cases, but you and your group will prepare a five question, 10pt. QUIZ for the case, and summarize and lead the discussion on your case on the date assigned. The summary report should be no longer than **four to five** pages including identification of key issues, suggested solutions as to how you would solve the case. Lastly, offer alternatives as to how you and your group would perhaps do things differently. All team members must participate in the preparation, writing and class presentation of the case. **NO EXCEPTIONS.** Teams and Topics will be assigned **AT ABOUT WEEK FIVE** of the Class.

READING & CLASS ASSIGNMENT SCHEDULE

The dates associated with the reading assignments are **tentative** due to our own progress and the scheduling of guest presentations. It is *the student's responsibility* to keep up to date with readings and be appraised of any changes in assignments. It is my hope that the course be centered more on substantive discussions than lectures. So, please come to class prepared by doing the readings and bringing relevant questions and observations to class. Note some readings are on reserve in the Library. You are responsible for these readings in the same manner as textbook materials.

WEEK OF JAN. 29

Class Introduction & Research Project

Theories of local government governance structures. What is local government professional administration all about? Where have our models come from? Why study them? What are some of the structural issues facing local government leadership today?
Banovetz Chpt. 1.

WEEK OF FEB. 5

The Nature of Local Government Governance: Models of Leadership and Board Behavior. Svava, Chpt.1 -Introduction & Carver Chpts. 1-2.

WEEK OF FEB. 12

Continue Nature of Local Govt. Governance. Carver Chpts. 2-5
Policy Design, Organization Mission & Setting Limits.

WEEK OF FEB. 19

Board-Executive Relationship and Board Mechanics. Carver Chpts. 6-9

WEEK OF FEB. 26

Striving for Excellence-Part I. Carver Chpt. 10, Accountability and Evaluating the Executive-Why Does it Matter? Handout

WEEK OF MAR 5

The Significance of Structure and Patterns of Conflict Svava Chpt 2-3. The Mayor and City Manager. Christensen Chpt. 11
(Reserve) Case Study Assignments

WEEK OF MAR 12	SPRING BREAK <u>RESEARCH PAPER DUE</u> AFTER SPRING BREAK.
WEEK OF MAR 19	PAPER DUE The Case Study Approach-Case 1: A Jail in City Center. Banovetz Case 7, p. 93.
WEEK OF MAR 26	Mayors and Councils. Svara Chpt. 5-6
WEEK OF APRIL 2	The Chief Administrator-Roles, Style and Reality. Svara Chpt. 6. Begin Case Study Presentations. Principles Under Pressure-Case 19.
WEEK OF APRIL 9	Case Studies Continued Case 5 Efficiency, Effectiveness and Patronage; Case 11 Moving the Multi-Service Center
WEEK OF APRIL 16	Case Studies Continued Case 1 Replacing the Police Chief; Case 20 Personnel or People?
WEEK OF APRIL 23	Case Studies Continued Case 13 Unionizing the Office Manager; Case 18 Goodbye Sampson Inc.
WEEK OF APRIL 30	Urban Governance and the Professional-Looking Back - Looking Forward FINAL EXAM DUE Simulation Exercise-In Class.