**POLS 572-02: Local Government Politics and Administration**

**In Person**

**Fall 2020**

**University of Idaho**

**Department of Politics and Philosophy**

**Assistant Professor Michael Overton Phone: 208-885-0972**

**331 Administration Building Email:** **MOverton@uidaho.edu**

**Office Hours: Thursday 10:00 AM – 12:00 PM only by appointment or alternative times by appointment.**

**Course Description**

Local governments are unique and ubiquitous governing entities in the United States. Properly managing and developing policy requires a keen understanding of the political, managerial, economic, and social constraints facing cities, counties, and special districts. The first half of this course will introduce students to the unique milieu shaping local government decision-making. The second half of this course is aimed at introducing emerging issues for local government managers.

**Course Objectives**

* Learn and understand – Through course material, personal research, discussion, and collaborative inquiry; students will gain a thorough understanding of major concepts and emerging trends in local government, and how to apply abstract concepts in practical settings.

* Improve professionalism – Students will be encouraged and coached to approach every interaction—presentations, everyday attire, course work, etc.,--professionally.
* Improve citizenship – through open dialogue and collaborative discussions, students will be challenged to grow as leaders. They will respect diversity, take on personal responsibility, and challenge one another through civil discourse.
* Development communication skills – demonstrate, and articulate understanding of course material to a variety of audiences in a variety of settings through a variety of mediums.

**Texts**

No texts are required for this course. All materials will be made available in electronic format on the courses BBLearn webpage. Yet, two books will be used heavily and some may want to purchase the texts for their personal libraries:

*Optional:*

1. England, Robert E., John P. Pelissero, and David R. Morgan. *Managing urban America*. 7th Ed. CQ Press, 2016.
2. Newell, Charldean, ed. *The effective local government manager*. Intl City County Management Assn, 1993.

**In-Person Attendance for Fall 2020**

Given the extraordinary nature of the pandemic and the risk it posses on many students, members of the community, and their families, I am taking precautions to limit the risk any individual will endure to take this course.

* First, I am limiting the number of in-person sessions down to **Three** sessions on September 3rd, October 5th, and November 2nd. No other in-person sessions will be scheduled for the semester. These sessions will be used to foster dialogues about the materials discussed up to that point.
* Second, Attendance will not be mandatory. I will take no punitive action if you never step foot in my classroom this semester. I want to minimize exposure for everyone, if you do not feel like coming up to campus please don’t.
* Third, all material for the semester (including submission of assignments), will be accessible online. There are recorded lectures and discussions boards that you will be given access too. This will be the primary way the course material is delivered this semester.
* Fourth, on the days we do have an in-person class, do not attend if you have any of the symptoms listed on the Healthy Vandals website. I will notify everyone the day of if the class is still planned to continue that day. There is always a chance I have symptoms and will need to cancel the in-person session.
* Fifth, I will not have any in-person office hour meetings this year. I will be available to zoom or call as wanted or needed. Do not hesitate to reach out to me to schedule a time to discuss class issues.

If you have any questions about the material or concerns, please email me first. I am also giving all of you my personal phone number to contact me in case something comes up. I am open to discuss anything and everything with you regarding the class and Covid. My personal number is 214-924-9994.

**Blackboard**

The course will have a Blackboard page, which may be accessed at <https://bblearn.uidaho.edu/>. It will contain this syllabus, links to or electronic versions of the reading materials, and other course content as needed.

**Grading Policy**

Students will be responsible for assigned readings, class lectures/discussions, participation in-class and other assignments. You are expected to come to class prepared to discuss the readings.

Grades in this course will be awarded based on your performance during the semester. The grade is determined entirely by a student’s scores on the exams, memos, and projects, in addition to general professionalism. Students are responsible for all reading assignments. *Lectures will expand beyond the reading material, using it as a basis for more in-depth discussions of the material*.

**Professionalism 10%**

Students are expected to act and behave as professionals during class or in any interaction with students or university officials. This grade will be assessed subjectively by the instructor based on viewing/listening to course lectures, participation in discussions on the discussion board, and generally defined professional behavior.

**Midterm Exam 25%**

**Final Exam 20%**

The exams for this class are not cumulative. The midterm will cover all material before midterm, and the final will cover all material after the midterm. Details regarding the administration of the exams will be provided closer to the exam dates.

**Memos 20%**

Over the course of the semester you are expected to create four professional memos based on readings in the class. One memo will be due Nov. 9th and can be from any of the readings listed on #37 of the course readings. The other two memos can be written about any reading assigned in the course and are due Sunday by midnight of the week the reading was assigned.

Memos are to be no longer than 1 page, look as professionally as possible, and include the following information:

1. A brief summary of the point of the reading.
2. How the reading applies to a local government.
3. What strategic actions can/should be taken based on the information in the reading.

The goal of these memos is to practice communicating lots of information concisely. This skill will help your career more than other, more technical skills.

**Project 25%**

Students will pick out one general-purpose local government (city or county), collect public data, and assess the political, economic, and social structure of the city. Details about the project will be given a week after midterms.

**Calendar**

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| **Week of** | **Topic** | **Readings** |
| 24-Aug | Class introduction/types of goods. |   |
| 31-Aug | What is a local government and why do they matter? | 1-4 |
| 7-Sep\*In-person session | Politics and history: understanding the structure of cities. | 5-7 |
| 14-Sep | Cities as intergovernmental actors. | 8-11 |
| 21-Sep | It is complicated…policy in local governments. | 12-14 |
| 28-Sep | Interlocal governmental relationships. | 15-19 |
| 5-Oct\*In-person session | Service delivery | 20-23 |
| 12-Oct | **\*\*Midterm\*\*** |   |
| 19-Oct | Smart cities | 23-26 |
| 26-Oct | Citizen engagement | 27-29 |
| 2-Nov\*In-person session | Economic development: part 1 | 30-34 |
| 9-Nov | Economic development: part 2 | 35-37 |
| 16-Nov | Social Equity | 38-40 |
| 23-Nov | No Class-Fall Recess |  |
| 30-Nov | City Management/Rural Governance | 41-44 |
| 7-Dec | **\*\*Project Due: Final Review\*\*** |   |
| 14-Dec | **\*\*Final\*\*** |   |

**Readings**

1. Chapter 1. Stephens, G. Ross, and Nelson Wikstrom. Metropolitan government and governance: Theoretical perspectives, empirical analysis, and the future. Oxford University Press on Demand, 2000.
2. Chapter 1. England, Robert E., John P. Pelissero, and David R. Morgan. Managing urban America. 7th Ed. CQ Press, 2016.
3. Chapter 1. Newell, Charldean, ed. The effective local government manager. Intl City County Management Assn, 1993.
4. Trounstine, Jessica. "All politics is local: The reemergence of the study of city politics." Perspectives on Politics 7.3 (2009): 611-618.
5. Chapters 1,2,3, and 4. Judd, Dennis, and Todd Swanstrom. City politics. Routledge, 2015.
6. Chapter 3. England, Robert E., John P. Pelissero, and David R. Morgan. Managing urban America. 7th Ed. CQ Press, 2016.
7. Chapter 3. Newell, Charldean, ed. The effective local government manager. Intl City County Management Assn, 1993.
8. Chapter 6 and 7. Nice, David. “Federalism: The Politics of Intergovernmental Relations.” Saint Martin’s Press: New York. 1987.
9. (Optional) Chapter 2. England, Robert E., John P. Pelissero, and David R. Morgan. Managing urban America. 7th Ed. CQ Press, 2016.
10. Chapter 7. Newell, Charldean, ed. The effective local government manager. Intl City County Management Assn, 1993.
11. Agranoff, Robert, and Michael McGuire. "American federalism and the search for models of management." Public Administration Review 61.6 (2001): 671-681.
12. Chapter 4 (Required) and 6 (Optional) . England, Robert E., John P. Pelissero, and David R. Morgan. Managing urban America. 7th Ed. CQ Press, 2016.
13. Chapter 3. Peterson, Paul E. City limits. University of Chicago Press, 1981.
14. Chapter 6. Newell, Charldean, ed. The effective local government manager. Intl City County Management Assn, 1993.
15. Chapter 8. Nice, David. “Federalism: The Politics of Intergovernmental Relations.” Saint Martin’s Press: New York. 1987.
16. Tiebout, Charles M. "A pure theory of local expenditures." Journal of political economy 64.5 (1956): 416-424.
17. Ostrom, Vincent, Charles M. Tiebout, and Robert Warren. "The organization of government in metropolitan areas: a theoretical inquiry." American political science review 55.4 (1961): 831-842.
18. Feiock, Richard C. "The institutional collective action framework." Policy Studies Journal 41.3 (2013): 397-425.
19. Swanstrom, Todd. "What we argue about when we argue about regionalism."Journal of urban affairs 23.5 (2001): 479-496.
20. Chapter 7. England, Robert E., John P. Pelissero, and David R. Morgan. Managing urban America. 7th Ed. CQ Press, 2016.
21. Bovaird, Tony. "Public–private partnerships: from contested concepts to prevalent practice." International review of administrative sciences 70.2 (2004): 199-215.
22. Milward, H. Brinton, and Keith Provan. "Managing the hollow state Collaboration and contracting." Public Management Review 5.1 (2003): 1-18.
23. Brown, Trevor L., and Matthew Potoski. "Transaction costs and contracting: The practitioner perspective." Public Performance & Management Review28.3 (2005): 326-351.
24. Desouza, Kevin C., and Benoy Jacob. "Big data in the public sector: Lessons for practitioners and scholars." Administration & Society (2014): 0095399714555751.
25. Robbins, Emily, and Christiana McFarland. "Performance Management: A Guide for City Leaders." International Public Management Review 16.1 (2015): 216-235.
26. DePuis, Nicole and Elias Stahl. “Trends in Smart City Development, National League of Cities, Center for City Solutions.” (2016).
27. Michels, Ank. "Innovations in democratic governance: how does citizen participation contribute to a better democracy?." International Review of Administrative Sciences 77.2 (2011): 275-293.
28. Thomas, John Clayton. "Citizen, customer, partner: Rethinking the place of the public in public management." Public Administration Review 73.6 (2013): 786-796.
29. Harris, Charles C., et al. "Results of community deliberation about social impacts of ecological restoration: comparing public input of self-selected versus actively engaged community members." Environmental management50.2 (2012): 191-203.
30. (Optional) Chapter 5. England, Robert E., John P. Pelissero, and David R. Morgan. Managing urban America. 7th Ed. CQ Press, 2016.
31. Chapter 7. Newell, Charldean, ed. The effective local government manager. Intl City County Management Assn, 1993.
32. Bradshaw, Ted K., and Edward J. Blakely. "What are “third-wave” state economic development efforts? From incentives to industrial policy."Economic Development Quarterly 13.3 (1999): 229-244.
33. Peters, Alan, and Peter Fisher. "The failures of economic development incentives." Journal of the American Planning Association 70.1 (2004): 27-37.
34. Bartik, Timothy J. "Solving the problems of economic development incentives." Growth and Change 36.2 (2005): 139-166.
35. Overton, Michael. "Sorting Through the Determinants of Local Government Competition." The American Review of Public Administration (2016): 0275074016651143.
36. Overton, Michael. “The Economic Impact of Transportation Infrastructure.” Report prepared for the North Central Texas Council of Governments (2016).
37. Choose One:
	1. The Sharing Economy
	2. Food-Based Business Incubator
	3. The Maker Movement
	4. City Financial Inclusion Efforts
38. Stokan, Eric, Aaron Deslatte, and Megan E. Hatch. "Exploring the Trade-Offs Local Governments Make in the Pursuit of Economic Growth and Equity." Urban Affairs Review (2020): 1078087420926648.
39. Gooden, Susan T. "Social equity and evidence: Insights from local government." Public Administration Review 77, no. 6 (2017): 822-828.
40. International City Managers Association. “ICMA Equity and Inclusion Toolkit.” (2020).
41. Stark, Nancy, and Director Rural Governance Initiative. "Effective rural governance: What is it? Does it matter." Rural Policy Research Institute (RUPRI), University of Missouri, Columbia, consultado em http://www. rupri. org/Forms/RGI\_in\_pdf. pdf Stoker, G.(2006) Public Value Management: A New Narrative for Networked Governance, American Review of Public Administration 36.1 (2005): 41-57.
42. (Optional) Chapter 8. England, Robert E., John P. Pelissero, and David R. Morgan. Managing urban America. 7th Ed. CQ Press, 2016.
43. Chapter 8. Newell, Charldean, ed. The effective local government manager. Intl City County Management Assn, 1993.
44. National League of Cities. “State of the Cities: 2020.” (2020).

**COVID-19 and Other Policies**

**Policies For Healthy Vandals**: It is a longstanding tradition that Vandals take care of Vandals, and we all do our best to look out for the Vandal Family. The simple precautions listed below go a long way in reducing the impact of coronavirus on our campuses and in our communities. With everyone engaging in these small actions, we can continue to participate in our vibrant campus culture where we are able to learn, live, and grow. Visit [U of I's COVID-19 page](https://www.uidaho.edu/vandal-health-clinic/coronavirus) often for updated information. Questions related to U of I’s coronavirus response can be sent to covid19questions@uidaho.edu.

**In-Person Class Attendance:** Refrain from attending class in-person if you are ill, if you are experiencing any of the [known symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), or if you have tested positive for COVID-19 or been potentially exposed to someone with COVID-19.

If you display symptoms and/or test positive, you should quarantine following the [CDC's recommendations](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html). Do not return to class until you meet the [CDC's requirements](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html).

If you have been exposed but are asymptomatic, you should stay home for 14 days from the last exposure if you remain asymptomatic, adhering to the [CDC's requirements](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html).

Documentation (a doctor's note) for medical excuses is not required; instead, email me to make arrangements to submit any missed work and make plans to use Zoom and/or online course materials to stay current with the course schedule.

**Face Covering Requirements:** All faculty, staff, students and visitors across all U of I locations must use face coverings over the nose and mouth whenever in any U of I buildings. **Thus, you are required to wear a face covering in this classroom at all times.**

* If you have a medical condition that affects your ability to comply with the face covering policy, please contact the [Center for Disability Access and Resources (CDAR)](https://www.uidaho.edu/current-students/cdar/covid-19) to request a reasonable accommodation.
* If you have other reasons you believe make you exempt from wearing face coverings, please contact the COVID-19 Coordinator.
* Failure to wear a face covering over your nose and mouth will require you to leave the classroom immediately. If a disruption to the learning experience occurs due to repeated offence and/or egregious behavior, you will be reported to the[Dean of Students Office](https://www.uidaho.edu/student-affairs/dean-of-students) for a potential code violation.

***Student Resources***: The University of Idaho provides student support to ensure a successful learning experience.

[Student Resources Webpage](https://www.webpages.uidaho.edu/studentresources/)

***Library Help***: The UI Library website has many databases that will help you find relevant and reliable books, articles, images, and more. Don't hesitate to contact a librarian for research assistance.

[UIDAHO Library Website](http://www.lib.uidaho.edu/)

[Help - Reference Services](http://www.lib.uidaho.edu/help)

[Help for Distance Ed Students](http://www.lib.uidaho.edu/help/offcampus.html)

***Technology Help***: The UI Student Technology Center provides many technology related services to students.

PHONE: 208-885-HELP (208-885-4357)

Technology Help Email

[Technology Help Website](http://www.uidaho.edu/its/stc)

***Writing Support***: The UI Writing Center is dedicated to providing one-on-one assistance to student writers and other members of the campus community.

PHONE: 208-885-6644

Writing Center Email

[Writing Center Website](https://www.uidaho.edu/class/writing-center)

***Academic Honesty:*** It is the policy of the Philosophy Department to refer all instances of suspected academic dishonesty to the Student Judicial Council. For the Dean of Students' Academic Integrity site, which includes UI Policies and Student Academic Dishonesty Resources, see <http://www.uidaho.edu/DOS/academicintegrity>

***Reasonable Accommodations:*** Students with disabilities needing accommodations to fully participate in this class should contact Center for Disability Access and Resources (CDAR). All accommodations must be approved through CDAR prior to being implemented. To learn more about the accommodation process, visit CDAR's website at [www.uidaho.edu/cdar](https://www.uidaho.edu/cdar) or call 208-885-6307.

***Assignment and Grade Record-keeping:***Students are responsible for saving all graded work until final grades are recorded with the registrar and checked by the student.

***Classroom Learning Civility:*** In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern.   Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

***Vandal Food Pantry:*** The [Vandal Food Pantry](https://www.uidaho.edu/food-pantry) is a free resource stocked weekly with food, grocery bags, and various hygiene items. Its eight locations across campus are accessible during building hours and open to all. Please take what you need.

***Green Dot Safety Program:*** What's Your Green Dot? It's up to all of us to make a safer campus. Vandal Green Dot is a program that helps students learn about the power of the bystander, how to recognize potentially risky situations, and realistic ways to intervene. Together we can bring down the number of people being hurt by interpersonal violence on our campus. No one has to do everything, but everyone has to do something! Learn more and get involved by visiting [UI's Green Dot Safety Program](https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/green-dot) or emailing greendot@uidaho.edu.

***Firearms:*** The University of Idaho bans firearms from its property with only limited exceptions. One exception applies to persons who hold a valid Idaho enhanced concealed carry license, provided those firearms remain concealed at all times. If an enhanced concealed carry license holder's firearm is displayed, other than in necessary self-defense, it is a violation of University policy. Please contact local law enforcement (call 911) to report firearms on University property. University of Idaho leadership remains committed to maintaining a safe work, living and learning environment on campus. We will not tolerate any threatening use of firearms or any other weapons. While authorized license holders may have familiarity and be at ease carrying a loaded firearm, we ask that they be aware that many people are not familiar with handguns and are uncomfortable in their presence.

**\*\*Instructor maintains the right to change the syllabus at anytime throughout the semester\*\***