

## PLSC 625 SYLLABUS

Local Government Management  
Summer 2004  
Dr. Elaine Martin

Office Hours:  
4:30-5:15 MW &  
By appointment

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### **Course Purpose:**

This course is designed to introduce the student to the administrative and political problems encountered in the management of local government. The primary focus will be on professionally administered cities with city manager type government. Extensive use will be made of case studies prepared by the International City Management Association.

### **Course Organization:**

Classes will be a combination of lecture and student discussion of assigned readings and case studies. See special instructions.

### **Textbooks:**

James Banovetz (ed), **Managing Local Government: Cases in Decision Making**, 2nd. ed.  
Morgan/England, **Managing Urban America**, 5th ed.

### **Evaluation Process:**

Three exams with two weighted parts will be given. Each exam will be 30% of the student's grade, for a total of 90%. The remaining 10% will be at the professor's discretion and based on participation in class discussion. One-third of each exam will be over the Morgan/England text and will be a standard, in-class, essay exam. The other two-thirds of the exam will be a take-home assignment over the case studies and will be due the same day as the in-class exam. See special instructions for further information.

First exam, July 14  
Chapters 1, 2, 3  
Cases # 14 (practice case), 6, 1, 20

Second exam, July 30  
Chapters 5, 6, 7, 8  
Cases # 12, 5, 11, 4

Third (final) exam, Aug 14  
Chapters 9, 10, 11, 12  
Cases # 15, 19, 8, 13, 3

## CLASS SCHEDULE/ASSIGNMENTS

- Mon 6/30      Introductions, Syllabus,  
Practice Case #14 Affirmatively Managing Helen
- Wed 7/2      Intergovernmental Relations  
Chapter 1  
Case # 6, A Jail in City Center
- Mon 7/7      Structures of Government  
Chapter 2  
Case # 1, Replacing the Police Chief
- Wed 7/9      Urban Policymaking\ Role of City Manager  
Chapter 3  
Case #20, Principles Under Pressure

### **Monday, July 14      First Exam**

- Wed 7/16      Analysis and Evaluation  
Chapter 5  
Case # 12, Moving the Multi-Service Center
- Mon 7/21      Urban Service Delivery  
Chapter 6  
Case # 5, Politics, User Fees, and Barracudas
- Wed 7/23      Privatizing  
Chapter 7  
Case # 11, Contracting for Trash
- Mon 7/28      Politics and Management Process  
Chapter 8  
Case # 4, Efficiency, Effectiveness & Patronage

### **Wednesday, July 30, Second Exam**

- Mon 8/4      Personnel Conflicts  
Chapter 9  
Case #15, Cedar Valley Slowdown
- Wed 8/6.      Budget Conflicts  
Chapter 10  
Case #19, County Prison Overtime

- Mon 8/11      Economic Development  
                  Chapter 11  
                  Case # 8, Redeveloping the Waterfront
- Wed 8/13      Politics and Ethics  
                  Chapter 12  
                  Case #13, Personnel or People
- Mon 8/18      Community Politics  
                  Case #3, Unknown Taxpayer Preferences

**Wednesday, August 20, Final Exam**

**SPECIAL INSTRUCTIONS FOR USE OF CASE STUDIES**

1. Class participation. The object of case discussions is to focus attention on a specific decision or series of related decisions made by real-life administrators. It is necessary that each student read each case with care **prior to class**.

Students should prepare by asking themselves two questions: why did things happen as they did? How could the results have been improved?

In considering these questions, it is important to note the different **attitudes** of the different people concerned, to consider their interest and their **frames of references** and to recognize the **roles** they play in the organization. Finally, it should be stressed that there is no single correct answer to the above questions. Students may differ with one another, as well as with the instructor. The purpose of the class discussion is to clarify the issues and alternative approaches to problem solving.

2. Take-home assignment. Each student is to prepare a **two to three page typed, double-spaced analysis** of each case study, to be turned in the day of the scheduled exam. This analysis, ideally, should be prepared in draft or note form prior to the class in which the case will be discussed. Marginal notes in casebook work well. Then, during class, the student may make such modifications as deemed appropriate as a consequence of class discussion. Finally, the typed final version should be submitted to the instructor.

The best papers will be those which are **analytical**, as opposed to simply summarizing the action/issues. The focus will vary, according to the student's own insights; perhaps dealing with issues/views raised in class or perhaps concentrating on one or more of the 'final discussion questions' presented in the case book.

Because these assignments are part of the exam process, **NO LATE CASE STUDIES** will be accepted.