

Local Government Administration

On-Line Class

PS 526

Fall, 2022

Instructor: James C. Clinger

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Office Hours: 4:20-5:50 p.m., Tuesday

Cell Phone: (270) 293-3958

(virtual hours)

Department: Political Science

Credit Hours: 3

Course Number: PS 526

- I. TITLE:** Local Government Administration
- II. COURSE DESCRIPTION AND PREREQUISITES** Provides a foundation and understanding of local government administration for students and future practitioners in public administration.
- III. COURSE OBJECTIVES:** By the end of the course, students should be able to
 1. Comprehend different forms of local government structure and their policy responsibilities;
 2. Describe different modes of local service delivery;
 3. Understand the major issues in public management within local government;
 4. Appreciate the legal, economic, and political constraints placed upon local government in the U.S.; and
 5. Summarize the relevant research literature pertinent to local government administration.
- IV. CONTENT OUTLINE:** The course will discuss issues of policy analysis, program evaluation, agenda-setting, policy formulation, policy enactment and implementation, and control of the policy process.
- V. INSTRUCTIONAL ACTIVITIES.** The class will include a mixture of reading, writing, discussion, lecture on Zoom, student participation in class and on the Blackboard Discussion Board, and student research. Students should feel free to contact the instructor as frequently as possible regarding anything that they have on their minds.
- VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** None required

VII. TEXT AND RESOURCES: All students are required to read one basic textbook, *Local Government Administration in Small Town America*, edited by James C. Clinger, Donna M. Hadley, and Wendy L. Eaton, as well as a number of required articles. Additional required readings are available on the class Blackboard page. Some short, current readings from on-line periodicals will be posted on the Blackboard page throughout the semester. These on-line readings will be discussed in class and on the Discussion Board

VIII. EVALUATION AND GRADING PROCEDURES: Students will be asked to complete one term paper project (see guidelines at the end of the syllabus) and to complete two exams. Each exam will have an essay format and will be worth 30% of the semester grade. The student will be responsible for all the material in the textbook and other readings, not just the material covered in class. The research paper project will count for 30% of the semester grade [see guidelines at end of syllabus]. Participation on the course's Blackboard page's Discussion section will count for the final 10% of the semester grade. Periodically forums will be posted on Discussions. Students will be expected to respond within four days of the day of posting. Each Tuesday evening at 7:30 Central Time the instructor will hold a Zoom meeting to go over class content. Students may attend the Zoom meeting and/or they may view the recording.

IX. ADA Compliance: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

X. Pregnant and Parenting Students: Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work

together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

XI. Title IX Discrimination & Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.



[Sexual Assault Resources](#)

XII. Regular and Substantive Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Description of RSI activity, and
- Description of RSI activity.

Example:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information

about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Note: Your activities may look different from these as they are used solely for the purpose of this example.

Tentative Schedule (subject to change)

Week beginning January 16

Introduction to the course

Clinger, Handley, and Eaton, (eds). Chs. 1-2

Frant, H. (1993). Rules and governance in the public sector:

The case of civil service. *American Journal of Political Science*, 37(4), 990-1007.

Week beginning January 22

Clinger, Handley, and Eaton, (eds). Chs. 5-7

Week beginning January 29

Clinger, Handley, and Eaton, (eds). Ch. 10

Leon-Moreta., A., & Totaro, V. R. (2021). Workforce Capacity in Municipal Government. *Public Administration Review*, 81(2), 273–285.

Week beginning February 5

Clinger, Handley, and Eaton, (eds). Chs. 16-17

Week beginning February 12

Clinger, Handley, and Eaton, (eds). Ch. 18

Terman, J. N. (2023). Entrepreneurial Performance: Determinants of Performance in Stimulus-Oriented Granting. *Public Performance & Management Review*, 46(2), 285–307.

Paper proposals due

Week beginning February 26

Clinger, Handley, and Eaton, (eds). Chs. 19-20

First Exam (posted on Blackboard February 29.

Completed exam must be submitted to Blackboard by March 2, 11:59 p.m.)

Week beginning March 4

Clinger, Handley, and Eaton, (eds). Chs. 3 and 21

Week beginning March 11

Clinger, Handley, and Eaton, (eds). Ch. 4

Kimball, D. C., & Kropf, M. (2006). The Street-Level Bureaucrats of Elections: Selection Methods for Local Election Officials. *Review of Policy Research*, 23(6), 1257–1268.

Progress Reports Due

Spring Break

Week beginning March 25

Clinger, Handley, and Eaton, (eds). Ch. 8

Hung, P., Granger, M., Boghossian, N., Yu, J., Harrison, S., Liu, J., Campbell, B. A., Cai, B., Liang, C., & Li, X. (2023). Dual Barriers: Examining Digital Access and Travel Burdens to Hospital Maternity Care Access in the United States, 2020. *Milbank Quarterly*, 101(4), 1327–1347.

Week beginning April 1

Clinger, Handley, and Eaton, (eds). Chs. 9 and 11

Week Beginning April 8

Clinger, Handley, and Eaton, (eds). Chs. 12-13

Week beginning April 15

Clinger, Handley, and Eaton, (eds). Chs. 14-15

Week beginning April 22

Clinger, Handley, and Eaton, (eds). Conclusion

Papers Due April 26

Week beginning April 29

Final Exam Posted in Blackboard on April 29. Completed exam must be submitted in Blackboard by May 1, 11:59 p.m. Central Time.

Paper Project Guidelines

This project is an exercise in the scholarly study of local government administration. Students are expected to perform the following tasks:

- (a) Choose a substantive, empirical issue pertaining to local government administration and/or policy. The topic may certainly have normative implications, but it should be fundamentally an empirical issue. The paper should not be an advocacy document.
- (b) Examine a substantial portion of the social scientific or scholarly literature analyzing that issue.
- (c) Select one or more explanations or perspectives from that literature (or derive a new approach) for the chosen phenomenon.
- (d) Confer with the prof (face to face or by phone or e-mail) to discuss the project. This may be done at the start of the student's research, if desired. At some point students who are examining an empirical issue should be able to state, in hypothesis form, what observable implications can be drawn from their explanation(s). The hypothesis should posit the relationship between at least one independent variable and one dependent variable, and should be testable, at last in principle. Students should also be able to state the assumptions from which their hypothesis is derived. Each student must be prepared to identify what literature he/she has read in researching his/her topic. Each student is required to submit a written version of a paper proposal. The written proposal should contain a stated hypothesis or thesis, the premises upon which the argument(s) is/are based, and a preliminary bibliography. Failure to turn in a research proposal by the due date will cause a reduction in the research paper grade by one-third of a letter grade.
- (e) Prepare a short follow-up progress report (including an outline of the paper itself). The progress report should include a brief statement describing progress gained from the time that the project proposal was submitted. At the very least, the student should have completed an introductory section of the paper, as well as a discussion of the background of the problem to be examined, and an extensive review of the pertinent literature. These sections must be included within the progress report. There must also be an expanded bibliography that demonstrates considerable progress gained since the submission of the proposal. Failure to submit a progress report by the due date will also cause a reduction of the project grade by one-third of a letter grade.

and

- (f) Write a paper, roughly 12-15 pages long, evaluating the explanation(s) or thesis as applied to the substantive topic. The paper should be written using APA citation format. The instructor will be happy to read and make comments upon rough drafts of student papers before the final draft is submitted.

The methodological approach used in the paper is pretty much up to the student. In-depth case studies of single events, comparative case studies of two or more events, bibliographic essays comparing several explanations or perspectives in general terms, qualitative examinations of trends over time or across different agencies or states, cities, etc., or statistical analyses of large numbers of cases are all permissible.

Students may find newspapers, magazines, government documents, and a variety of Internet sources helpful in doing the paper. If so, they are encouraged to use them. Yet these sources are *not* generally adequate to provide an understanding of social science explanations. For that reason students *must* rely upon some scholarly journals and/or books as sources. Journals dealing generally with public organizations, bureaucracy, and policy may be especially helpful. These include *Public Administration Review*, *Administrative Science Quarterly*, *Journal of Public Administration Research and Theory*, *Policy Studies Journal*, and the *Journal of Policy Analysis and Management*, and others. General social science journals such as the *American Political Science Review*, the *American Journal of Political Science*, the *American Sociological Review*, and the *American Economic Review* may be helpful. Newspapers such as the *New York Times*, *Washington Post*, *Lexington Herald-Leader* and the *Louisville Courier Journal* may be useful, but they should not be relied upon exclusively. **The papers should have a minimum of eight articles from peer-reviewed journals cited in the references and used in the text of the paper.**