

PA 780: Urban Administration

Department of Public Administration
San Francisco State University

Spring 2016 Syllabus

Instructor: Bryan Montgomery

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Office Hours: Wednesdays 5:15pm to 6:00pm, or by Appointment

Class Day and Time: Wednesdays from 6:00pm to 8:45pm in DTC 617



SAN FRANCISCO
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COURSE DESCRIPTION

This course seeks to provide students with the knowledge necessary to analyze and understand the key issues in urban administration. The course includes a discussion of the foundational history of cities, the social science principles of urban life and how these affect the practice of urban administration. Finally, this course outlines the "practitioner" tools needed to be successful in leading local government and, for others (such as leaders in non-governmental organizations), in navigating the political and organizational context of the local government bureaucracy.

EXPECTED LEARNING OUTCOMES

PA 780 aims to help develop future leaders, managers, and scholars in public administration. This course will help students to:

- > learn of the history and sociological context of cities
- > learn the basic political and governance structure of cities
- > learn about some of the major urban management and policy issues facing cities today — fiscal, transportation, development, sustainability and more.
- > learn about internal management issues facing cities as well—budgetary, pension management, motivating employees, legal constraints, and ethics
- > learn about important trends and activities in urban management—collaborative management, contracting, regionalism, new ways of engaging citizens
- > further develop their writing, presentation skills and critical thinking skills

COURSE MATERIALS

1. Required Textbooks:

- a. ***Effective Local Government Manager***. (3rded.) edited by Wayne F. Anderson, Chester A. Newland, and Richard J. Stillman II. Washington, D.C.: International City/County Management Association.

This is our main textbook. The authors provide a strong practitioner foundation to understanding the key areas of analysis and the required skill sets for local government administrators. An inexpensive digital version of this textbook can be obtained at this link to the [ICMA website](#).

- b. ***Cities and Urban Life*** (6th ed.)· Macionis, John J. & Pànilo, Vincent N. (2013). New York: Pearson Education, Inc.

This companion textbook supplements the main textbook by providing the historical and sociological context of urban administration.

2. **Other readings:** The textbooks may be supplemented from time to time with scholarly articles, which will be assigned well in advance. You are also encouraged to be reading about and otherwise staying abreast of current events relating to public administration, particularly making note of news relating to local government.
3. **Reference:** Students are expected to use the APA style throughout the MPA program.
 - a. Hacker, D., & Sommers, N. (2011). *A writers' reference* (7th ed.). Boston, MA: Bedford/St. Martin's
 - b. Library resources - Ms. Mira Foster is the SFSU Librarian for the public administration field. For your library research needs throughout the Program, you may contact her at mira@sfsu.edu, or at (415) 405-2590

COURSEWORK AND GRADING

1. **Preparation, Attendance and Participation (40%)** - There are three basic components to be successful in this class: **preparation**, **attendance**, and **participation**. For the preparation portion, please know that we will use the textbooks primarily as a departure point for learning. As such, each of you must complete the reading prior to class (graduate courses do typically require 2-3 hours of reading each week). This reading will allow us to maximize our time together in our class session. After you have prepared by reading and thinking about the material, it is essential that you attend class. In order to contribute to the quality of our discussions, you need to be present. Finally, being present alone is not enough, you need to be engaged and participate. *I believe that a significant portion of your learning will come from your interaction with your fellow students* as you grapple with issues and concepts provided in the readings and class discussion. Thus, it is impossible to succeed in this course without participating in the discussions. The participation grade will, therefore, be my assessment of your preparation, attendance, and participation in the course. You will have the opportunity to assist me in the assessment of your preparation by completing a weekly "Preparation Record" as explained below.

- a. **Preparation Records and Quizzes:** A brief Preparation Record will be due each class starting February 3rd, as is outlined in the schedule of classes and assignments found below. A total of twelve (12) Preparation Records are assigned and will be worth up to ten (10) points each; **120 points** total are possible. The Preparation Record form will be emailed to you and will also be available on jLearn.

As a part of evaluating your preparation for class discussion, throughout the semester five (5) pop quizzes will be given at the beginning of class worth ten (10) points each (**50 points** possible). The quizzes will cover material found in the assigned reading. (Speak with me for an assignment to make-up a quiz if it is held during a class for which you have an "excused" absence, as defined below). Make-up quizzes will not be given if you are tardy or you do not have an excused absence.

- b. **Attendance:** You will receive ten (10) points for each class you attend, starting with the second class (13 classes for a total possible of **130 points**). If you email me prior to the class and demonstrate a reasonable excuse for an absence, you will receive five (5) points for that "excused" absence. The determination of an "excused" absence is at my sole discretion, but would involve very serious illness, surgery, funeral, jury duty or similar reason. Leaving substantially early from class will reduce your attendance score for that class.
- c. **Participation:** I understand that each student has her or his own personality and interest in speaking up and participating in class discussions; however, your participation and engagement are essential components of learning in this class. Read and come prepared to share your thoughts and opinions and learn how to share those in a brief, concise and polite manner that respects others' opinions and adds to the learning experience. (There will be opportunities for smaller breakout group discussions throughout the course, which may be a more comfortable setting for some of you). I will be making notes throughout the course regarding your participation and at the conclusion of the course I will grant up to one hundred (**100**) **points** as an overall evaluation of your participation in the class and small group discussions.

2. **Group Presentation/Discussion Leading (10%)** - You will be assigned to a group during the second class. You will improve your skills in collaboration, critical reading and presentation by working in the group, by making presentations to the rest of the class, and by helping to lead the class in the discussion. Groups will draw lots to determine which chapter/case study will be assigned to each group. Included below is some guidance to help your group with your presentation. There are one hundred (**100**) **points** possible, 50 points for the group score and 50 points specific to your performance/participation.

- a. *Synthesizing skill:* Summarize, present and discuss the key points of the assigned chapter and assigned case study using PowerPoint slides.
- b. *Presentation skill:* Check your slides for readability (for example, can the audience read from the back?), typographical errors, accuracy (are you spelling proper names right?), consistency (do you present similar information similarly, start each bulleted sentence the same way, or lay out consistently?), and meaning (are you making sure each slide conveys coherent information on its own?) Prepare to conduct your group's presentation over about a 20 minute period, including time for questions and discussion. (Strive to keep within this time frame).
- c. *Critical reading skill:* In discussing the key points of the assigned chapter/article, are you able to think through and explain the various implications, alternatives and ramifications of your analysis?
- d. *Engagement skills:* Find ways to engage the class during and/or at the end of the presentation. Provide your own analysis, but decide how to best cause the class to learn and to participate in the analysis (as individuals, or as a group). Find ways to keep the attention of your listeners.
- e. *Collaboration skill:* Each group will undergo peer evaluation of members' contributions (it will be emailed to you). Be helpful and productive, be creative, and show your team spirit when you conduct your presentation. (An imbalance in group contribution will result in having different grades for each member).

3. **Interview of Local Government Official (10%)** - Your assignment is to interview a Bay Area non-elected local government official (i.e., city manager, assistant/deputy city manager, or major department director, etc.) and write a five (5) page written summary of your interview. (You may not interview someone with whom you work or have worked). While the final date to submit the written summary is not **until May 11, 2016**, you should set the appointment for your interview as soon as you and your interviewee can fit it into your schedules.

The interview and written summary should address the following:

- a. What are the demographic, economic, geographical, and governing features of the municipality?
- b. What is the employee's job title and job description?
- c. How long has he/she been employed with the government and in their current capacity?
- d. In her/his opinion, what are the most important issues the municipality is facing right now and what is being done to address those issues?
- e. Given what you know, what do you imagine will be the most pressing issues for your municipality in 5 years? 10 years?
- f. How does the official believe it is possible for a local government official to achieve "community leadership?"
- g. What are some things this official does to increase the governing body's effectiveness?
- h. Discuss the official's opinions of ethical standards, like the ICMA's *Code of Ethics*, and if the official believes such standards are important and why.
- i. Ask for examples of the ways this official works with other municipalities **and** non-profit entities and how this official believes such collaboration can be made even more effective.
- j. What competencies would the official suggest future city managers and local government managers possess in order to meet current and future challenges?

The written summary should be single-spaced, using a standard 12pt font. Margins are to be 1" on all sides of the paper and the summary should be 5 pages in length. A simple title on the first page of the paper that includes your name and the name of the assignment may be used, or a cover title page that does not count toward the length of the paper. This assignment is **due on or before May 11, 2016** and is worth a total of one hundred (100) points.

4. **Attendance at City Council or County Board of Supervisors Meeting (5%)** -This assignment involves attending (for at least 60 minutes) one city council or county board of supervisors meeting (not your city, if you currently working in one), and writing a two to three (2-3) page summary and personal reflection of at least one key issue that was discussed during the meeting. The preference is that you attend the meeting in person. Please indicate at the beginning of your paper if you watch the meeting online or on television and there will be a deduction of five (5) points from your score. There are fifty (50) points possible. Include in your paper if you speak at the meeting (address the City Council/Board during the meeting about the issue you discuss in your paper) and you will receive up to twenty-five (25) extra credit points.

The format of the written summary would include at least the following four parts:

- a. *Introduction:* What meeting did you attend? What was the date and time of the meeting? Why did you select this particular governing body to attend? What was the key topic/issue that that was discussed at the meeting that you will be reviewing in this written summary?
- b. *Issue Summary:* What was discussed regarding this topic? Was it controversial? What comments were made from staff, the governing body or members of the public regarding

the item? Was there a clear recommendation from staff to the governing body? What were the pros and cons and/or alternatives that were discussed? What was the final decision of the governing body?

- c. **Personal Reflections:** What are your feelings and opinions regarding the issue? In your opinion, was the issue presented well by staff, discussed thoroughly by the governing body, and gained a positive outcome? What ideas would you have shared/presented if you were a member of staff, the governing body and a member of the public?
- d. **Conclusion:** Provide a brief wrap-up of your experience attending the meeting and any concluding remarks that indicate the value you did or did not find in attending the meeting.

The written summary should be single-spaced, using a standard 12pt font. Margins should be 1" on all sides of the paper. A simple title on the first page of the paper that includes your name and the name of the assignment may be used, or a cover title page that does not count toward the 2-3 page length of the paper. This assignment is **due on or before May 11, 2016.**

5. Exams - (35%). The exams will test your knowledge of the material covered in the textbooks and class discussion and will primarily be short essay.

- a. **Mid-term Exam - (20%)** - This is an in-class exam, with questions covering the first half of the lessons (textbook, articles, and other discussions in class). The exam is typically a combination of conceptual mastery questions and brief essays that require an analysis of current events using public administration theories and concepts. The exam is worth one hundred and fifty **(150) points**.
- b. **Final Exam - (35%)** - This exam will include questions covering all the course material but with an emphasis on the second half of lessons (textbook, articles, and other discussions in class). Please note that one major criterion in the Final is an evaluation in terms of the learning processes. Improvements in your writing and analysis must be shown from your earlier works. A lack of improvement (unless you had an excellent score before), or a decline, will reduce your scores. The final exam is worth two hundred **(200) points**.

1,000 total points possible

Grading Scale:

| | | | |
|-------------|-------------|-------------|-------------|
| 100-94% A | 86.9-84% B | 76.9-74% C | 66.9-60% D- |
| 93.9-90% A- | 83.9-80% B- | 73.9-70% C- | <60% F |
| 89.9-87% B+ | 79.9-77% C+ | 69.9-67% D+ | |

Extra Credit:

Some opportunities for extra credit **may** be provided during the course of the semester.

COURSE SCHEDULE

The Instructor reserves the right to make any needed changes to this proposed schedule:

| DATE | TOPICS | REQUIRED TO READ BEFORE CLASS | DUE TODAY |
|--------|---|--|---|
| JAN 27 | <ul style="list-style-type: none"> > Introductions > Why the Public Service? > Syllabus Review > What is Urban Administration? > Exploring the City > The Origin and Development of Cities > Effective Local Government Manager | <ul style="list-style-type: none"> <input type="checkbox"/> Log on to the course through I-learn <input type="checkbox"/> Course Syllabus <input type="checkbox"/> Chapter 1, Macionis <input type="checkbox"/> Chapter 2, Macionis pages 24-29; 52-53 <input type="checkbox"/> Forward, ICMA, p.xi <input type="checkbox"/> Preface, ICMA, p.xiii <input type="checkbox"/> Appendix B, ICMA <input type="checkbox"/> Appendix C, ICMA | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Bring textbooks to class (or have available digitally)</i> <input type="checkbox"/> <i>Download Syllabus</i> |
| FEB 3 | <ul style="list-style-type: none"> > Development of North American Cities > The Profession of Local Government Manager: Evolution and Leadership Styles > Group Assignments | <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 3, Macionis <input type="checkbox"/> Chapter 1, ICMA | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Preparation Record #1 (include all readings for the day in one Prep Record)</i> |
| FEB 10 | <ul style="list-style-type: none"> > Today's Cities and Suburbs > Achieving Effective Community Leadership > Meet with Groups | <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 4, Macionis <input type="checkbox"/> Chapter 2, ICMA | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Preparation Record #2</i> |
| FEB 17 | <ul style="list-style-type: none"> > Urban Sociology > Enhancing the Governing Body's Effectiveness | <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 5, Macionis <input type="checkbox"/> Chapter 3, ICMA | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Preparation Record #3</i> <input type="checkbox"/> GROUP #1 |
| FEB 24 | <ul style="list-style-type: none"> > Promoting the Community's Future > Strategic Planning | <ul style="list-style-type: none"> <input type="checkbox"/> Chapter A, ICMA <input type="checkbox"/> <i>"8 Things that May be Missing from Your City's Strategic Plan" (including Durham and Ft. Lauderdale "full cases"), Clear point Strategy will be emailed</i> | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Preparation Record #4</i> <input type="checkbox"/> GROUP #2 |

| | | | |
|--------|---|--|--|
| MAR 2 | > ICMA Code of Ethics > Guest Speaker | <input type="checkbox"/> Updated version will be emailed <input type="checkbox"/> "Basics of Public Service Ethics," ILG will be emailed | <input type="checkbox"/> Preparation Record #5 <input type="checkbox"/> GROUP #3 |
| MAR 9 | > Essential Management Practices | <input type="checkbox"/> Chapter 5, ICMA | <input type="checkbox"/> Preparation Record #6 <input type="checkbox"/> GROUP #4 |
| MAR 16 | > Mid-term exam | In-class exam covers all the topics up to last week's class | |
| MAR 23 | > Spring Recess - NO CLASS! | Enjoy the time off | © |
| MAR 30 | > Critical Urban Sociology: <i>The City and Capitalism</i> | <input type="checkbox"/> Chapter 7, Macionis | <input type="checkbox"/> Preparation Record #7 GROUP #5 |
| APR 6 | > Stratification and Social Class > Urban Diversity | <input type="checkbox"/> Chapter 10, Macionis <input type="checkbox"/> Chapter 11, Macionis | <input type="checkbox"/> Preparation Record #8 <input type="checkbox"/> GROUP #6 |
| APR 13 | > Policy Implementation, Productivity and Program Evaluation | <input type="checkbox"/> Chapter 6, ICMA | <input type="checkbox"/> Preparation Record #9 <input type="checkbox"/> GROUP #7 |
| APR 20 | > Housing, Education, Crime | <input type="checkbox"/> Chapter 12, Macionis | <input type="checkbox"/> Preparation Record #10 <input type="checkbox"/> GROUP #8 |
| APR 27 | > Relating to other Organizations | <input type="checkbox"/> Chapter 7, ICMA | <input type="checkbox"/> Preparation Record #11 <input type="checkbox"/> GROUP #9 |
| MAY 4 | ⚠ Leading a Manager's Life ⚠ Guest Speaker | <input type="checkbox"/> Chapter 8, ICMA | <input type="checkbox"/> Preparation Record #12 <input type="checkbox"/> GROUP #10 |
| MAY 11 | > Course Summary > Distribute FINAL EXAM | <input type="checkbox"/> Review Readings & Notes | <input type="checkbox"/> Last day to submit Written Summaries |
| MAY 18 | > FINAL EXAM This exam will cover all of the class, with an emphasis on the coursework since the Spring Recess | <input type="checkbox"/> Email the Final Exam to bmontgomerv@sfsu.edu by 8:45pm. NO late exams will be accepted. | <input type="checkbox"/> Final Exam |

ACADEMIC EXPECTATIONS

The University's expectations of you as a student are outlined in this year's SFSU Bulletin and other University publications. All of the University's expectations for your conduct as a student apply in this class. Please also keep the following specific expectations in mind:

Electronic Devices: Turn off all electronic devices while you are in the classroom. The use of an electronic device, such as a cellular phone or iPod, during an exam will result in the confiscation of the exam and no credit. Laptop computers may be used for taking notes, but please refrain from any online activity. Students who browse the internet during class can be a distraction -- detracting from the learning experience of colleagues. Text messaging, surfing, emailing during the class will significantly reduce your participation score.

Attendance: Your attendance and participation is required. Arrive at the assigned room before the start of class. Tardiness is disrespectful to me and to your colleagues. Please do not leave class early, as this also disrupts the learning experience of your colleagues.

Late Assignments: The written summaries, and exams may not be late - no exceptions. Any Preparation Record submitted after the beginning of class in which it is due will be reduced by at least 30%. No credit will be given 14 days beyond the due date.

Communication with the Instructor: If you have questions or if there are topics you would like to discuss in greater detail, make use of my office hours or schedule an appointment with me. Email or text messaging are the best ways to reach me and my email and cell phone number are found at the beginning of this syllabus.

Class Discussion: Through discussion, we are likely to uncover diverse opinions, life experiences, and frames of reference. We each hold our own views and strong opinions. During our discussions, we must respect one another's views and allow everyone to participate. Please participate respectfully and positively. Also, make sure everyone has an opportunity for input. We are interested in each person's contribution, so please understand if I ask for brevity or a conclusion to a chain of discussion.

Academic misconduct: Cheating, plagiarism, and all forms of academic misconduct will not be tolerated. The California State University has established procedures for disciplinary action pursuant to Section 41301 of Title 5 of the California Code of Regulations. Any student may be expelled, suspended, placed on probation, or given a lesser sanction for discipline problems. The Student Discipline Officer, housed in the Dean of Students Office, is responsible for administering the Student Disciplinary Procedures for the California State University and should be contacted for further information.

Plagiarism: When writing, students must take great care in how they reference ideas and information sources. Never use someone else's words or ideas in your writing without proper attribution. Indiana University provides a useful pamphlet to help you better understand plagiarism. Students should review the document, which can be found online at: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>. The SFSU Department of Political Science also provides useful references for writing: <http://bss.sfsu.edu/polisci/writing.html>.

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process.

Student Disclosures of Sexual Violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

Religious Holidays: The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester.

Deadlines for all registration procedures: Deadlines for all registration procedures, including withdrawals and requests for credit/no credit will be strictly adhered to by the Instructor, the Department Chair and the Associate Dean of College of Health & Human Services.

CHSS Withdrawal Policy: The last day to drop a class is **February 9, 2016 until 11:59pm.** Starting **February 10 - April 26, 2016** you must submit a withdrawal petition. Withdrawal from a class starting **February 10, 2016** will be considered for ***serious and compelling*** reasons only and must have accompanying documentation. From **April 27 - May 17, 2016** you may not withdraw from a class or the University, except in the case of a **serious** documented illness or a verified accident. For further information on withdrawal policies: <https://chss.sfsu.edu/advising/>

CR/NC Option: The last day to request CR/NC option is **March 20, 2016 until 11:59pm.** The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permit numbers is **January 27 - February 9, 2016.** The period to add classes by Exception is **February 10 - February 23, 2016.** It is your responsibility to procure a late permit number from your instructor and add the class.

Check your registration through SF State Gateway: Sign up for CR/NC, drop and add classes by the appropriate deadline online through **SF State Gateway.** **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure her/his schedule is correct, even if the instructor indicates he will drop you.** The Registration Calendar: <http://www.sfsu.edu/~admisrec/req/regsched.html>

"Facing the challenges of the future will increasingly be beyond the immediate skills of elected officials, who generally serve on a part-time basis. The manager then must assume a responsibility for very carefully guiding and leading within the community without being seen as an invader of the policy-makers' position." - Mary Jane Kuffner Kirt