



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

An Introduction to Local Government

Public Affairs 5030

3 Credit Hours

Autumn Semester 2018

Mondays & Wednesdays 9:35-10:55 AM

Page Hall 060

- Instructors:** **Larry Long**, The Ohio Projects Group LLC, Retired Executive Director (2013) County Commissioners Association of Ohio
Autumn Glover, MCRP, MPP
- Phone:** **Long**, 614-560-0562 (Cell)
Glover, 614-292-6901 (Office)
- Phone:** **Long**, long.38@osu.edu
Glover, glover.265@osu.edu
- Office Hours:** By appointment and before or after class. Student groups will meet with Glover at least once to scope out research projects.
- Instructor Duties:** Both **Long** and **Glover** will attend most classes. Each will have primary responsibility for classes as noted on the *Topical Outline*. **Long** will have primary responsibility to prepare and grade the **take-home quiz, midterm and final exams**; **Glover** will have primary responsibility to work with teams and grade **team research projects** and **localnews^{now} student presentations** and **briefing papers**. There will be shared responsibility for the grade assigned for **class attendance**.

COURSE OVERVIEW

This course is designed to provide a basic introduction to local government. Much of the course will focus on foundational issues related to Ohio's local governments. A general comparison with local government systems in other states will provide limited insight into the significant differences in local governance in the U.S.

The course looks at Ohio's general purpose local governments: municipalities, counties, and townships. It also includes a limited overview of school districts and other special purpose districts. The course focuses on the powers, responsibilities, organization and structure, financing, and management of local governments in Ohio. The course generally reviews the historical, constitutional, and statutory basis for Ohio local governments and structural options for the organization and management of municipalities, counties, townships, and school districts, discussing the pros and cons of the various structural options.

The course also discusses intergovernmental relations between local governments and the state and federal government. Included is a discussion of state and federal mandates; state enabling legislation; “home rule”, state pre-emption of local authority; and, federal and state financial assistance to local governments. The course also includes detailed information on local government finances, budgeting, intergovernmental revenue, Ohio’s property tax system, and other permissive local taxes and user fees.

STUDENT LEARNING GOALS AND OBJECTIVES

By the end of the semester, the instructors expect that students will:

- Understand the historical development and constitutional and statutory underpinnings of Ohio local governments.
- Identify the basic organizational and management structures available and used by Ohio’s local governments; understand the differences in organization, structure and responsibilities of Ohio’s local governments to those in some other states.
- Understand the primary responsibilities of Ohio’s local governments and their elected and appointed officials.
- Acquire a greater appreciation of intergovernmental relations between local governments and the state and federal governments; the nature and impact of state and federal mandates on local governments; how state pre-emption impacts local governments; and, the nature and importance of federal and state financial assistance and permissive local tax and user fee authority to local governments.
- Recognize the primary sources of local government revenue, major expenditure categories by each type of local governmental unit, and the general statutory budget procedures that must be followed by Ohio local governments to manage their budgets.
- Become better informed on issues local governments in Ohio and other states are currently confronting and challenges experienced by local elected officials and public administrators.
- Formulate opinions about the need for local government reform, consolidation, and the problems and opportunities for local government collaboration and shared services.
- Appreciate the challenges local government managers and policy analysts confront and gain an increased knowledge of exciting local government career opportunities.
- Further develop oral and written communication, presentation, and briefing skills through class participation and by working on a **team research project** and **localnews^{now} student presentations**. The **team research project** also will enhance skills related to working with other employees in the workplace.

REQUIRED TEXT AND READINGS

There is one required text for the course:

Broberg, Carl M., *Local Government in Ohio*, 2nd ed. American Legal Publishing Corporation, 2001. ISBN 0-9647908-0-7. This will be referred to as “Broberg” in the *Topical Outline*.

The publisher has discontinued printing the book so two copies have been placed on the second floor of Page Hall in the Glenn College Reading Corner. Scanned chapters will also be provided via Carmen.

Additional assigned readings will be provided in the course *Topical Outline* and/or via Carmen. In addition to assigned readings, students will be asked to follow the news and bring topics of interest to class.

GRADING

The course is graded A-E, based on a total of 100 points, with the percentage distribution outlined in the *Course Requirements* section below. This course is open to both undergraduate and graduate level students, graduate-level students will be graded with additional rigor (ie. graduate-level expectations) on individual written assignments and the team research project.

Course Grading System					
93-100	A	80-82	B-	68-69	D+
90-92	A-	78-79	C+	64-67	D
88-89	B+	73-77	C	63 or less	E
83-87	B	70-72	C-		

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

COURSE REQUIREMENTS

The course is designed under the assumption that for every hour of class instruction the student will spend two hours out of class to read materials and work on the **team research project** and [localnews^{now}](#). Thus, given that there are three hours of class instruction per week, students should expect to spend a minimum of six hours of out of class time on the course each week. The Instructors welcome comments on how close the readings and other assignments conform to this standard.

The course includes a **substantial amount of reading** and the Instructors also use power point presentations for many classes. The readings and power points will be posted on Carmen, usually no later than the morning of the class, but we try to post materials for the following week by the previous Friday. Guest presentation materials will be posted on Carmen when received by the Instructors. It is important that power points be reviewed prior to class as it is often not possible to discuss each slide on the power points, and students should come prepared to ask questions concerning the power points. At times, the power points will not be used during class, but students are responsible to review them as the **take-home**

midterm and **final exam** may include questions from the power points. Likewise, when other materials are read prior to class it makes it possible to have more class discussion and participation. These additional reading materials are often very detailed, technical and sometimes legalistic; they are not meant to be casually read. Students are expected to become generally familiar with technical and legal issues to an extent possibly not required in other courses.

Assignments	Percent of Final Grade
Attendance	10%
Quiz	5%
 (Individual Assignment)	10%
Take Home Mid-Term Exam	15%
Team Research Project – Executive Summary, Class Presentation, Research Paper	40%
Take Home Final Exam	20%

Attendance:

Attendance is required for this course and is worth 10% of your final grade. Active participation is both an important learning tool, but will also assist you in confirming your comprehension of assigned readings. A sign-in sheet will be provided at each class to record attendance and it is the responsibility of each student to record their attendance at each class. Much of the essential nuances of the readings and key take-aways are brought out during classroom discussion – and will be particularly helpful for mid-term and final exams. **Students should make special effort to attend all classes where guest speakers are giving their valuable time to contribute to your learning experience. The class prior to a guest speaker a student will be asked to volunteer to introduce our guest (bio information will be provided).**

 : Glover

Students will present on issues related to local governments currently in the news. Student presentations will occur at the beginning of class when there is no guest speaker, and at the end of the class when there is a guest. Student presenters will discuss a local government program, initiative, success, or challenge that has been in the news recently. The issue can relate to an Ohio local government or one in another state. The issue can also involve a federal or state initiative that will impact Ohio local governments. These presentations and discussions will last no more than 10 minutes. One week after the presentation to the class the student will also submit a briefing paper, of not less than two pages, to Glover describing the issue and providing student comments and analysis on the issue. Students should provide a copy of the full article used for their topic and a link to the web version if available. News is available across many channels, for local issues you might read a local newspaper or visit Governing.com for topics to choose from in recent news. The order of student presentations will be determined randomly during Class 2 and the first presentation will be during Class 4.

Take Home Quiz: Long

There will be one take home quiz that will be worth only 5% of your total grade. It will be available after class on September 17 and will be due no later than 5pm on Friday, September 21. It will consist of not more than 15 short answer or multiple-choice questions and one essay question which may not exceed

three 8 ½ x 11 typed pages. The primary purpose of this quiz is to familiarize students with the nature and level of detail that will be used for both the mid-term and final exams.

Take-Home Mid-Term Exam: Long

A take-home **mid-term exam** will be given. As shown on the *Topical Outline*, the **mid-term exam** will be provided to students on Monday, October 22 and will be due the following Monday, October 31, except for students on certain research teams, whose mid-term exam is due on Monday, November 5. Each **mid-term exam** will include a combination of multiple-choice and short word or sentence questions that generally test specific technical issues included in power points, reading materials, or lectures and includes up to three essay questions requiring a typed narrative response not to exceed three pages in length. Other questions could ask the student to apply what was read or discussed in class to a factual situation. Generally, the **mid-term exam** cannot be made up except in the case of a medical or family emergency upon written request and documentation from the student at the sole discretion of the **Long**. Most of the answers to the take home exams can be found in the power points, lectures, or other assigned readings. The Instructors believe this approach resembles how employment in the public sector works—employees conducting research and developing approaches to solve specific public policy issues and challenges.

Team Research Project: Glover

Each student will become a member of a team that will complete a **team research project**. The **team research project** provides the team with the opportunity to develop a detailed understanding of a foundational local government issue or a contemporary issue of importance to Ohio local governments. The **team research project** also will provide the class with the opportunity to learn from the project team on an issue that will not otherwise be covered extensively in class. Topics have been selected by the Instructors.

Formation of Research Teams and Topics

- Monday, August 27 – research teams will be divided by Graduate level teams and Undergraduate level teams and will consist of up to four people per team and will be assigned Week 2 of the course. The number of students on each team will be contingent on the number of students in the class. Teams and research project topics will be selected randomly, just as you might experience in the work place.
- Wednesday, September 5 – Teams may “trade” research project topics or propose alternate topics no later than Wednesday, September 5. To trade topics, notify **Glover** by email. To propose an alternate topic, send an email to **Glover** describing the topic and attach a one-page narrative explaining the topic. To trade topics all members of both teams must agree. Alternate topics must be approved by **Glover** and must be agreed to by all members of the team.
- Monday, October 1 – Team Scoping Sessions must be completed with Glover by this date; once teams are assigned you should contact Glover to schedule a session (all members of your team are not required to attend, but are encouraged to participate).
- Presentations will take place beginning Monday, October 17 and no later than Wednesday, December 5. Teams will have the opportunity to select presentation dates during their scoping session; dates will be available on a first come, first serve basis.

Team Research Project Deliverables

1. Scoping Session (1 hour): scheduled with Glover as soon as possible but not later than October 1.
2. Outline and Narrative Summary of the Project (1-2 pages): an outline of initial plans for the content and scope of the paper and narrative summary of important portions of the content of

the final paper to be submitted for comments from Glover not later than one week after the scoping session.

3. Executive Summary (1-2 pages): The purpose of this is to summarize the major issues that will be included in the research paper and to practice writing in a concise manner which is an essential skill for future careers in public affairs. The Executive Summary is due at least one week prior to the class presentation.
4. Class Presentation: (40 minutes and 10 minutes of facilitated class discussion): teams will select presentation dates on a first come, first serve basis during your scoping session. Dates available are October 17, October 22, October 29, October 31, November 14, November 19, December 3 and December 5.
5. Research Paper (12-16 pages): Your team executive summary is due ONE WEEK PRIOR to your presentation date; and your final paper is due by noon (12:00 p.m.) on Wednesday, December 5.

The purpose of this assignment is to strengthen and cultivate effective writing, research, presentation skills and practice verbal communications as will be necessary in future careers in public affairs.

The **team research project** will include the completion of **five deliverables** (listed above). First, each team must schedule a time for a one hour “**scoping session**” with **Glover** to discuss the research project and confirm understanding of the content and scope of the team research project. All scoping sessions must be completed no later than Monday, October 1. After this “**scoping session**” and no later than a week after the scoping session an Outline & Narrative Summary must be submitted for comments. Before your presentation date, the team will submit an Executive Summary of the research paper as described above.

The **research paper** should use an 11 point Calibri font on 8½ x 11 inch paper. The text should be double spaced and include one-inch margins at the top and bottom and on the sides. The paper should be divided into distinct sections. Each member of the team will be responsible for at least one distinct section of the paper. The **research paper** will include: (1) a cover sheet that includes the title of the paper; students’ names and email addresses; the name and number of the class; and the date (2) a table of contents which lists each distinct section of the paper and that identifies the student primarily responsible for the research and writing of that distinct section (3) an executive summary of the **research paper** as previously submitted prior to the class presentation or modified (4) the body of the **research paper** which may not include any table, graph or other graphic that is greater than 20% of the size of the page (5) footnotes for important sources or quotations, placed at the end of the paper, not on each page (6) a bibliography of sources used and web links to newspaper articles and similar sources used in the preparation of the paper, and (7) an appendix (optional) that includes tables, graphs, charts or other exhibits that are referred to in the body of the paper. These are attachments and are not included in the minimum page count in your research paper.

The team is responsible to assure the paper is stylistically consistent even though each team member contributes by having primary responsibility for writing a distinct section of the paper. Care should be taken that language and terminology is consistent and that the paper needs to look like one paper, not “two or three papers put together.” One good source of information on group writing from the University of North Carolina is available at: <http://writingcenter.unc.edu/handouts/group-writing/>.

Each **oral class presentation date** will be scheduled on a first come first serve basis at your scoping session. The **oral class presentation** should be divided as equally as possible among team members and should include approximately 15 minutes for class discussion. The **oral class presentation** must include visually pleasing and effective **graphics** such as a *Power Point™* presentation, a *Prezi™* presentation (<https://prezi.com/>), short video clips, or other **graphics** including paper handouts, flip charts, or posters.

The final presentation must be e-mailed to Glover before your presentation date or before 5:00 p.m. after presented; your team is responsible for arriving to class early and loading the presentation to begin promptly.

Helpful Resources for research paper and class presentation:

- Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>).
- Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.

Grading of the **team research project** will be on (1) the Executive Summary and **outline and narrative summary** of the project (10%), content and format of the **research paper** (50%), **oral presentation** style (20%), and effectiveness, and quality of **graphics** (20%). All students on the team will receive the same grade for all parts of the class research project except for the oral presentation grade will be based on each team member's presentation.

Take-Home Final Exam: Long

A take-home **final exam** will be given. As shown on the *Topical Outline*, the **final exam** will be provided to students on Monday, December 3 and will be due the following Monday, December 10 by emailing it to **Long** no later than 5:00 pm. Students in Team 8 may submit the **final exam** no later than Wednesday, December 12, unless the student is graduating. The format and content of the **final exam** will be the same as the **mid-term exam**, as detailed above. Generally, the **final exam** cannot be made up except in the case of a medical or family emergency upon written request and documentation from the student at the sole discretion of **Long**.

FORMAT STANDARDS FOR BRIEFING PAPER AND QUIZ, MID TERM & FINAL EXAMS

For the take home quiz, **mid-term** and **final exam** multiple-choice and short word or sentence questions may be completed in handwriting or typed. For essay questions students should use an 11-point Calibri font on 8½ x 11 inch paper. The text should be double spaced and include one-inch margins at the top and bottom and on the sides. If multiple pages are included in the submission, the pages must be numbered. The name of the student and their email address should be included on all submissions.

Academic Integrity (Academic Misconduct Policy)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact either Long or Glover.

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

Additional Resources

Student Advocacy Center: The Student Advocacy Center is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Our purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom.

Contact: <http://advocacy.osu.edu/>

Student Advocacy Center

001 Drackett Tower, 191 W. Lane Ave., Columbus, OH 43210

Phone: [614-292-1111](tel:614-292-1111) advocacy@osu.edu

Mental Health Resources:

RUOK? Buckeyes

OSU Campus Suicide Prevention Program

PAES Building 4th Floor

305 W. 17th Avenue, Columbus, Ohio 43201

<https://suicideprevention.osu.edu/ruok-buckeyes/>

Office of Student Life Counseling and Consultation Service

Younkin Success Center (4th Floor)

<http://psc.osu.edu/>

1640 Neil Avenue

Columbus, OH 43201

Phone: [614-292-5766](tel:614-292-5766)

<http://www.ccs.ohio-state.edu/about-us-and-our-services/>

Psychological Services Center

1835 Neil Avenue

105 Psychology Building

Columbus, Ohio 43210

Phone: [614-292-2345](tel:614-292-2345)

Student Accommodation Policy

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>. Students not certified by the Office of Disability Services but with any reason for concern about accommodation should feel free to contact the instructors at their earliest convenience.