State & Local Government
PU EN AF 406-001 (SPRING 2007)
MAC 223, TR, 3:30-4:45 p.m.

Prof. Terri Johnson
Office: Mary Ann Cofrin Hall B321
Phone: 465-2758
Email: johnson.t@uwgb.edu
Hours: TR 2:00-3:30 p.m., or by appointment

Required Texts:
- Kevin B. Smith, Alan Greenblatt, and John Buntin. 2005. Governing States and
  Localities, Washington DC: CQPress
- G. Ross Stephens and Nelson Wikstrom. 2007. American Intergovernmental Relations:
  A Fragmented Federal Polity, New York: Oxford University Press

Purpose:
The governments of the U.S. are part of a federal system, purposively designed by our
Founding Fathers. The result of this unique system of government is an ever-changing set of
relationships between the federal government, state governments, and local governments.
This course will focus specifically on state and local governments and the intergovernmental
relations found among them. Moreover, this course will focus on the differences among and
between state and local governments through a research project students will work on
throughout the semester. We will do a lot of the background of this work in class (through
our readings and discussion) but students will be required to conduct research and data
collection outside of class.

Course Requirements:
Read assignments, come to class and be prepared to participate in discussions! This is a
rigorous upper level class and is heavily focused on critical thinking through writing
assignments, class attendance and discussion. We move quickly through material and much of
the class is geared toward your research project. If you miss a class it will be tough to make
it up.

D2L (Desire to Learn) will be used in this class for posting your grades (for your eyes only!),
assigning additionally readings, documents for the research project, accessing important web
links, and communicating news, so it is essential that you get logged in to D2L as soon as
possible. If you are not familiar with D2L, please ask questions and get assistance at the
beginning of the semester.

Students will be evaluated based on their performance in three main areas: reading
notes/participation, group presentations on two separately assigned articles, and a research
project that includes a presentation & paper.

A Note on Written Assignments
It is expected that written assignments will be clear, concise, legible, and error-free (good
grammar and no typos). For essay or research papers (not Reading Notes), a title page
(including name and date), section headings (including introduction, body of essay broken
down in to subjects, and conclusion), source citations in text and bibliography, and page
numbers, will all be taken into consideration towards the overall grade. Grades will be
reduced for poorly written work. It is recommended that you have someone else read your
paper to proof for clarity and errors. Also consider using the Writing Center located at CL109
(phone x2338). (Please do not email your papers, unless previously approved by instructor.)

Reading Notes & Class Participation
For each week of class, students will prepare notes from their assigned readings. They do not
have to be typed or in essay format; rather, they should be notes legible enough for the
purpose of class discussion and participation. This is to ensure that all students come to
class prepared. You should include in your notes: reading title and author; a brief summary
of what reading is about and the main points; and your reaction (what did you learn?). I will
collect Reading Notes on Tuesdays. You need to do a total of 10 Reading Notes for the
semester. Reading Notes count for 15% of your overall grade.

Class Trip to Madison & Reflection Paper
On Friday, March 23, we are tentatively schedule to go to Madison and visit the state capitol.
While the details of our day are forthcoming (the itinerary, the cost, etc.), students should
prepare to take the day off work, make arrangements for other classes, and note any sporting
events. Students will be required to write a 2-3 page reflection paper describing the day’s
activities and what you learned, including how it relates to our studies. The reflection paper
is due Tues, March 27, and is worth 15% of your total grade. If students are unable to go on
the trip, a longer essay/research assignment will be assigned.

Article Presentations
Students will form groups of 3 and sign-up for two articles to read and present to class on the
dates listed. Students must present the material to the class as if “teaching.” Students not
presenting are required to attend class and ask questions (attendance will be taken and
graded under reading Notes/Participation). The key factors to include in your presentations:
• Tell us what the article was about (the topic)
• How does it (the article or the topic) relate to class?
• What is the important point of the article?
• Be able to answer questions from the class

Students will need to work together to put together a PowerPoint presentation. It should be
apparent the contribution of each students’ effort to the presentation. Each student will be
graded separately. Groups will do two of these presentations over the semester and each will
be graded on a 5-point scale. There are no make-ups for these assignments, so please pay
attention to the schedule. The presentations are worth 30% of your total grade.

Students are also required to attend all article presentations and ask meaningful questions.
Students unable to attend will not receive credit. Attendance counts for 50% towards this
grade.

Group Research Project, Presentation & Final Report
Students will be assigned to 6 small groups. Each group will conduct research on local
governments in 3 states (detailed instructions and sign-up sheets forthcoming). There are
several characteristics of the research that will vary from a traditional research report.
• First, this research project will last the entire semester. Groups will be emerged in
the process of collecting, maintaining and analyzing local government data.
• Second, each group will meet with me twice during class time. I will answer questions,
provide assistance and direction, and ensure you are staying on topic. Only students
whose groups are scheduled on syllabus need to attend. Other students should use this
time to meet and work on projects.
• Third, groups will be required to present their findings at the Academic Symposium in
April 11th. [Note: proposals have to be accepted for this event. If our proposal is not
accepted, we will do presentations in another forum.]
• Lastly, groups are required to submit a research paper as their final paper. The final
paper is due Tuesday, May 15, 1pm.

Students must be prepared to put effort into this project. It is not one that can be done in a
week! In addition to detailed instructions, students will also be given a list of resources, a
form to track data, and presentation materials. You will also be given the evaluation forms in
advance so you know how you will be graded. Readings and class discussions for the first few
weeks of class will provide you background and additional sources for gathering information.
Each component will be graded separately on a 5-point scale (participation in group effort,
attendance at meetings with me, presentation at Academic Symposium, and final group
research paper) for each student. Students missing any of these components will not get full
credit. The entire research project will be worth 40% of your overall grade (participation
10%; meetings 10%; presentation 40%; paper 40%).

Grades:
Assignments will be graded on a 5-point scale (* below):
  • 5 points = understands point of question/assignment; directly and thoroughly answers
    question/completes assignment; demonstrates understanding of terminology related to
    question/assignment; is able to defend position or argument, using appropriate sources
    and citations; writing skills outstanding (as outlined under Notes on Written
    Assignments)
  • 4 points = one of the above conditions not met
  • 3 points = two of the above conditions not met
  • 2 points = three of above conditions not met
  • 1 point = turns in something but does not understand assignment
  • 0 points = turns nothing in or demonstrates no effort towards assignment

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Notes (10)</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Trip &amp; Reflection Paper*</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Article Presentations (2)*</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Group Research Project*</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grades are posted at D2L gradebook. Please check there periodically to make sure that all of
your grades have been posted. I will do my best to get all work returned within one week.
Disability Assistance:
Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin - Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact Lynn Niemi, Coordinator, Disability Services Office, at 465-2849 or niemil@uwgb.edu as soon as possible to discuss your needs and arrange for the provision of services.

Academic Integrity:
Cheating in any form will not be tolerated. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors (UWS 14.01, Wisconsin Administrative Code). Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code.

Schedule of Topics and Assignments
(The instructor reserves the right to change the schedule, topics and assignments.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16, 18</td>
<td>Intro &amp; Welcome</td>
<td>Syllabi (D2L)</td>
</tr>
<tr>
<td></td>
<td>Group assignments</td>
<td></td>
</tr>
<tr>
<td>Jan 23, 25</td>
<td>Intro to State &amp; Local Govt</td>
<td>SGB CH 1</td>
</tr>
<tr>
<td></td>
<td>Thurs: Governing; Government Performance Project (<a href="http://www.governing.com/gpp/2001/gp1intro.htm">www.governing.com/gpp/2001/gp1intro.htm</a>)</td>
<td>SW CH 1</td>
</tr>
<tr>
<td>Jan/Feb 30, 1</td>
<td>Federalism</td>
<td>SGB CH 2</td>
</tr>
<tr>
<td></td>
<td>Thurs: Governing; “Radical Federalist”</td>
<td>SW CHs 2 &amp; 3 (skim)</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.governing.com/articles/8poto.htm">www.governing.com/articles/8poto.htm</a>)</td>
<td></td>
</tr>
<tr>
<td>Feb 6, 8</td>
<td>Constitutions</td>
<td>SGB CH 3</td>
</tr>
<tr>
<td></td>
<td>Thurs: Research groups have state constitutions (use suggestions given in text pg 91) and bring to class</td>
<td></td>
</tr>
<tr>
<td>Feb 13, 15</td>
<td>Political Culture, Political Attitudes &amp; Participation</td>
<td>SGB CH 4</td>
</tr>
<tr>
<td></td>
<td>Thurs: Governing; “Urban Notebook”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.governing.com/notebook/today.htm">www.governing.com/notebook/today.htm</a>)</td>
<td></td>
</tr>
<tr>
<td>Feb 20, 22</td>
<td>Local Government</td>
<td>SGB CH 10</td>
</tr>
<tr>
<td></td>
<td>Tues: Governing; “Gone with the Windfall”</td>
<td>SW CH 9 Case Study 4 (skim rest)</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.governing.com/articles/1poto.htm">www.governing.com/articles/1poto.htm</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs: Group A, 330p; Group B, 405p</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Feb/Mar 27, 1 | Finance                        | Tues: *Governing*, “Modest Mandate Relief”  
(www.governing.com/articles/7poto.htm)  
Thurs: Group C, 330p; Group D, 405p |
| Mar 6, 8    | Parties & Interest Groups       | Tues: *Governing*; choose article  
(www.governing.com/politics.htm)  
Thurs: Group E, 330p; Group F, 405p |
| Mar 13, 15  |                                 | **SPRING BREAK**                                                            |
(www.governing.com/legis.htm)  
Thurs: Group A, 330p; Group B, 405p |
| Mar 27, 29  | Governors & Executives          | Tues: *Governing*; choose article  
(www.governing.com/politics.htm)  
**Madison Reflection paper due Mar 27**  
Thurs: Group C, 330p; Group D, 405p |
| Apr 3, 5    | Courts                          | Thurs: Group E, 330p; Group F, 405p                                        |
| Apr 10, 12  | Bureaucracy                     | Tues: Prepare presentations for Academic Symposium, April 11                |
| Apr 17, 19  | Education Policy                | Thurs: *Governing*; “Federalism, Anyone?”  
(www.governing.com/articles/2poto.htm)  
SW CH 5 Case Study 2  
(skim rest)   |
| Apr 24, 26  | Crime & Punishment Policy       | Thurs: *Governing*; search for related article(s)  
(http://www.governing.com/srchgov.htm) |

SGB CH 11, 5, 6, 7, 8, 9, 12, 13
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
</tr>
</thead>
</table>
| May 1, 3| **Health & Welfare Policy**  
Thurs: *Governing*; search for related article(s)  
(http://www.governing.com/srchgov.htm)  
**Intergovernmental Relations Today**  
Catch-up  
Final report wrap-up |
| May 15  | Final Research Paper DUE, 1-3p (Prof Johnson’s office) |
|         | SGB CH 14  
SW CH 7 Case Study 3  
(skim rest)  
SW CHs 3, 10 Case Studies 1 and 5 (skim rest) |