

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: johnsont@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, purposely 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 additional 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

Assignments:

		Grade	Percent
Reading Notes (10)	15%	A =	92% & up
Trip & Reflection Paper*	15%	AB =	89-91%
Article Presentations (2)*	30%	B =	82-88%
Group Research Project*	40%	BC =	78-81%
Total	100%	C =	68-77%
		D =	60-77%
		F =	below 60%

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.)

Date	Topic(s)	Readings/Other
Jan 16, 18	Intro & Welcome Group assignments	Syllabi (D2L)
Jan 23, 25	Intro to State & Local Govt Thurs: <i>Governing</i> ; Government Performance Project (www.governing.com/gpp/2001/gp1intro.htm)	SGB CH 1 SW CH 1
Jan/Feb 30, 1	Federalism Thurs: <i>Governing</i> ; "Radical Federalist" (www.governing.com/articles/8poto.htm)	SGB CH 2 SW CHs 2 & 3 (skim)
Feb 6, 8	Constitutions Thurs: Research groups have state constitutions (use suggestions given in text pg 91) and bring to class	SGB CH 3
Feb 13, 15	Political Culture, Political Attitudes & Participation Thurs: <i>Governing</i> ; "Urban Notebook" (www.governing.com/notebook/today.htm)	SGB CH 4
Feb 20, 22	Local Government Tues: <i>Governing</i> ; "Gone with the Windfall" (www.governing.com/articles/1poto.htm) Thurs: Group A, 330p; Group B, 405p	SGB CH 10 SW CH 9 Case Study 4 (skim rest)

Feb/Mar 27, 1	Finance Tues: <i>Governing</i> , "Modest Mandate Relief" (www.governing.com/articles/7poto.htm) Thurs: Group C, 330p; Group D, 405p	SGB CH 11
Mar 6, 8	Parties & Interest Groups Tues: <i>Governing</i> ; choose article (www.governing.com/politics.htm) Thurs: Group E, 330p; Group F, 405p	SGB CH 5
Mar 13, 15	SPRING BREAK	
Mar 20, 22	Legislatures Tues: <i>Governing</i> ; "Legislatures 2004: Statehouse News" (www.governing.com/legis.htm) Thurs: Group A, 330p; Group B, 405p	SGB CH 6 Trip to Madison, Fri, Mar 23
Mar 27, 29	Governors & Executives Tues: <i>Governing</i> ; choose article (www.governing.com/politics.htm) Madison Reflection paper due Mar 27 Thurs: Group C, 330p; Group D, 405p	SGB CH 7
Apr 3, 5	Courts Thurs: Group E, 330p; Group F, 405p	SGB CH 8
Apr 10, 12	Bureaucracy Tues: Prepare presentations for Academic Symposium, April 11	SGB CH 9
Apr 17, 19	Education Policy Thurs: <i>Governing</i> ; "Federalism, Anyone?" (www.governing.com/articles/2poto.htm)	SGB CH 12 SW CH 5 Case Study 2 (skim rest)
Apr 24, 26	Crime & Punishment Policy Thurs: <i>Governing</i> ; search for related article(s) (http://www.governing.com/srchgov.htm)	SGB CH 13

May 1, 3	Health & Welfare Policy Thurs: <i>Governing</i> ; search for related article(s) (http://www.governing.com/srchgov.htm) Intergovernmental Relations Today Catch-up Final report wrap-up	SGB CH 14 SW CH 7 Case Study 3 (skim rest) SW CHs 3, 10 Case Studies 1 and 5 (skim rest)
May 15	Final Research Paper DUE, 1-3p (Prof Johnson's office)	