

# POLS 413: Contemporary Intergovernmental Relations

## Spring 2014

Department of Political Science  
Southern Illinois University

### 1 Instructor Information

Shane A. Gleason

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Office Hours: Wednesday: 10:00-12:00,

Thursday: 12:00-1:00,

and by appointment

Class Location: Faner 2006

Course Time: 2:00-3:15 TR

### 2 Course Description and Purpose

Intergovernmental relations and federalism sound “dry;” but are in fact an essential part of American politics that impacts everything from the constitutionality of Obamacare to why recreational marijuana is legal in some states but not others. Perhaps more importantly, intergovernmental relations is concerned with which level of government addresses which problems. This understanding is critical for anyone planning on a career in politics, the law, or issue advocacy.

This course can be divided into four parts. First, we explore what is meant by federalism and the various types of federalism. We then turn to the role of various political institutions in a federal system. Next, we examine federalism from the perspective of the states. We close with an examination of the fiscal and administrative aspects of federalism.

Throughout the course, the readings are filled with occasional case studies. Instead of just talking about the courts and federalism, we will examine courts and federalism in the context of the Affordable Care Act (Obamacare). Rather than just examining the theoretical underpinnings of states as “laboratories of democracy” we’ll do so in the context of the recent debate over recreational marijuana.

Another primary purpose of this course is to improve your critical reading, writing, and organizational skills. Toward that end, the emphasis in the two exams is applying what we have covered in class to broader contexts. Additionally, writing is a critical skill that is important regardless of your major or eventual career. Accordingly, you will produce an individual research paper that explores some aspect of intergovernmental relations in considerable depth. Feedback and direction will be provided on the research paper throughout the semester.

### 3 Course Format

This course is a 400 level seminar and it will be conducted as such. A seminar differs from lower level classes in that we do not have “lectures” in the traditional sense, but we have “discussions.” In order for this approach to work, you **must** do the assigned readings in advance. With such a small number of students and a heavy discussion component, it will be obvious who is reading and

who is not.

## 4 Requirements

### Text

There are two required books, which the majority of our readings will come from. Other readings are posted on Desire to Learn (D2L) and are noted on the course schedule.

The books are available at the campus bookstore and the 710 Bookstore, although they are available at a substantially lower rates online. To this end, I provide the ISBNs for the books in the syllabus and will place all of the first week's readings on D2L to allow for shipping time. After the first week I expect you to have the book and bring it with you to class. Unfortunately, I will not be able to place either book on course reserve at the library.

1. Zimmerman, Joseph F. 2008. *Contemporary American Federalism: The Growth of National Power*. State University of New York Press: Albany, NY. ISBN: 978-0791475966
2. O'Toole, Laurence J. and Robert K. Christensen. 2013. *American Intergovernmental Relations: Foundations, Perspectives, and Issues*. Congressional Quarterly Press: Thousand Oaks, CA. ISBN: 978-1452226293 0

### Assessment

This course is worth 100 points which are broken up over several different items

- Participation and Attendance: 10 points
  - Discussion Leader: 10 points
  - Writing Assignments: 40 points
    - Paper proposal: 5 points
    - Paper draft: 10 points
    - Final paper: 20 points
    - Paper presentation: 5 points
  - Quizzes: 10 points
  - Mid-Term Exam: 15 points
  - Final Exam: 15 points
1. **Participation and Attendance (10 points)**– As a senior seminar, class participation is vital for the smooth functioning of class. You are expected to come to class, actively participate in the discussion, comment on the readings, and engage the comments other students make. Since the class is small, tardiness will take away from class participation. To this end, you will not be permitted to sign the attendance sheet after 2:02pm.

2. **Discussion Leader (10 points)**— Our classroom discussion will be led by a different student each class period. When it is your turn, you will be responsible for preparing reading questions in advance and moving the conversation along. You must submit these questions to the rest of the class via e-mail at least 24 hours in advance of class. I encourage you to work with me to help draft your questions. Regardless of enrollment in the course, you will lead discussion twice over the course of the semester.
  
3. **Quizzes (10 points)**— Periodically throughout the semester I will administer unannounced quizzes. These quizzes will be given at the start of class and will consist of multiple choice, true or false, fill in the blank, and/or short answer items. They can cover anything previously discussed in class or anything from that day’s readings. Quizzes will be passed out at exactly 2:00PM and no quizzes will be passed out after that time, so it is important to arrive to class on time. While there is no set number of quizzes, I will take your top five quizzes over the course of the semester to compile your total quiz score (with each worth 2% of your final grade). Quizzes cannot be made up, therefore it is imperative you attend class regularly, read for class, and are on time for class.
  
4. **Writing Assignments (40 points)**— You will produce a seminar paper addressing some aspect of intergovernmental relations. The writing assignment makes up the single largest component of your grade, but it is broken up over several different assignments. First, you will produce a proposal, which you can think of as an “outline” of the paper you’d like to write. Next, you’ll produce a rough draft of the paper, and finally you will produce a final paper. At each step you will have feedback from me and the point values increase for each subsequent assignment. As a final component, you will give a brief presentation about your paper to the class summarizing your findings. The presentation is critical, in whatever career you choose to enter you will need to effectively communicate ideas to others, and convince them of the importance of those ideas. For more information on the writing assignment please see the writing assignment handout which will be passed out on the first day of class and will also be available on D2L. Throughout the entire semester, we will often discuss the writing project in class.
  
5. **Exams (30 points)**—There are two exams, each is worth 15 points. Exams will consist of short identification terms and essays and must be completed in a bluebook. **You must bring a bluebook to the exam.** I suggest you go to the bookstore and buy a few bluebooks at the start of the semester so you are not in any danger of not having one on exam day (They cost about 50 cents each). You should note that if you are unable to take the exam at the scheduled time, the make-up exam will be a separate research paper.

### Assessment Scale

A	100-90	B	89-80	C	79-70	D	69-60	F	59 or below
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## 5 Course Policies

### Contacting the Instructor

I am happy to help you either via e-mail or during office hours. Of course, if my office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book and notes and read the material in advance. If you contact me via e-mail, I will respond within 48 hours, though in most cases it will be less than six hours. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient's name), a closing (as simple as your name), and a descriptive message subject. If you do not follow that convention or if you use Internet shorthand (ie: "u" instead of "you,") I will not reply to the message.

### Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper.

Papers are due in hard copy at the beginning of the class on the date indicated in the schedule. I will not accept e-mail copies or papers placed under my door. Please do not be afraid to print multiple rough drafts and revise them before turning them in. I am happy to look at drafts and help you with crafting your final paper. I do not accept excuses about dogs, computers, or traffic. Be responsible.

### Extra Credit

The only extra credit I offer is a one point increase on each paper grade (remember, the course is only worth 100 points) for visiting the writing center. Please be aware the writing center often fills its schedule early, so you should call early in the morning. When visiting the writing center, be sure to ask them to send me a report about your visit.

### Academic Honor Code

Students are expected to uphold the Academic Honor Code published in Southern Illinois University-Carbondale's Student Conduct Code (Section II, Article A). Plagiarism is the most serious academic offense. Violations of this code can lead to failure of the course and a hearing with the university's judicial board to suspend you from the university.

### Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of law will include several sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

### Acceptable Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

### Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

### Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

## 6 *Tentative* Course Schedule

A few notes about reading the course schedule:

- "*Zimmerman*" refers to the required Zimmerman book
- "*O'Toole*" refers to the required O'Toole and Christensen book
- "**D2L**" means that reading can be found on Desire to Learn

### Course Introduction

Tuesday January 14– Introduction to the Course

- *No readings*

## What is Federalism?

Thursday January 16– Federalism Defined

- Zimmerman: Chapter 1 (1-12) (12)
- Gerston: Chapter 1 (5-18) (13) (**D2L**)

Tuesday January 21– Philadelphia, 1787

- Gerston: Chapter 2 (19-32) (13) (**D2L**)
- Zimmerman: Chapter 2 (13-54) (42)

Thursday January 23– The Other Perspective: Anti-Federalists

- Dry, Murray. 1985. “The Constitutional Thought of the Anti-Federalists” (6) (**D2L**)
- Selections from Anti-Federalist writers (**D2L**)

Tuesday January 28– Library Research Presentation from Professor Xiong (**meet in Morris 139-near the auditorium and rotunda**).

- *No readings, but page through the syllabus for a sense of what topic you’d like to write your paper on.*

## Types of Federalism

Thursday January 30– Vertical Federalism

- Gerston: Chapter 6 (93-116) (23) (**D2L**)

Tuesday February 4– Horizontal Federalism

- Gerston: Chapter 7 (117-140) (23) (**D2L**)

## Political Institutions

Thursday February 6– Congress and the States

- Zimmerman: Chapter 4 (55-81) (26)
- Liebschutz, Sarah F. 1985. “The National Minimum Drinking-Age Law.” *Publius* 15: 39-51. (**D2L**)

Tuesday February 11– Congress and the States (continued)

- Richardson, Lilliard E. and David J. Houston. 2009. “Federalism and Safety on America’s Highways.” *Publius* 39: 117-137. (**D2L**)
- Teske, Paul and Andrey Kuljiev. 1999-2000. “Federalism, Preemption, and Implementation of the 1996 Telecommunications Act.” *Publius* 30: 53-67. (**D2L**)

Thursday February 13– Federal Courts and the States

- Zimmerman: Chapter 5 (83-105) (22)
- Conlan, Timothy J. and Robert L. Dudley. 2005. "Janus-Faced Federalism: State Sovereignty and Federal Preemption in the Rehnquist Court." *PS: Political Science and Politics* 38: 363-366. (D2L)

Tuesday February 18– Courts, Taxes, and the Affordable Care Act

- Zimmerman: Chapter 6 (107-135) (28)
- O'Toole: Chapter 29 (367-383) (16)

Thursday February 20– The President and Federalism: Ronald Reagan

- Conlan: Chapters 6/7 (D2L)

Tuesday February 25– The President and Federalism: Ronald Reagan (continued)

- Conlan: Chapters 8/9 (D2L)

Thursday February 27– The President and Federalism: George W. Bush and Barack Obama

- Conlan, Tim and John Dinan. 2007. "Federalism, the Bush Administration, and the Transformation of American Conservatism." *Publius* 37: 279-303. (D2L)
- Conlan, Tim and Paul L. Posner. 2011. "Inflection Point? Federalism and the Obama Administration." *Publius* 41: 421-446. (D2L)

Tuesday March 4– **Case Study in Education in the U.S. and Canada**

- Vergari, Sandra. 2010. "Safeguarding Federalism in Education Policy in Canada and the United States." *Publius* 40: 534-557. (D2L)
- Manna, Paul. 2011. "Competitive Grants and Educational Federalism: President Obamas Race to the Top Program in Theory and Practice." *Publius* 41: 522-546. (D2L)

Thursday March 6– **MIDTERM EXAM**

- *Be sure to bring a blue book*

Tuesday March 11– **NO CLASS- SPRING BREAK**

Thursday March 13– **NO CLASS- SPRING BREAK**

## Life Among the States

Tuesday, March 18– Interstate Relations

- Zimmerman: Chapter 7 (137-162) (25)

Thursday, March 20– State-Local Relations

- Zimmerman: Chapter 8 (163-185) (22)

Tuesday, March 25– States as Laboratories of Democracy? The Case of Medical Marijuana

- O’Toole: Chapter 27 (332-349) (17)

Thursday, March 27– Hard Budget Times: Consolidating Governments

- Faulk, Dagny and Georg Grassmueck. 2012. “City-county Consolidation and Local Government Expenditures.” *State and Local Government Review* 44: 196-205. **(D2L)**

Tuesday April 1– A History of Grants, the States, and Localities

- Canada, Ben. 2003. “Federal Grants to State and Local Governments: A Brief History.” *Congressional Research Service* 1-16. **D2L**

Thursday April 3– **NO CLASS: MIDWEST POLITICAL SCIENCE ASSOCIATION MEETING**

## The States Influencing the Federal Government

Tuesday April 8– State Attorneys General and Federal Policy Making

- Provost, Colin. 2006. “The Politics of Consumer Protection: Explaining State Attorney General Participation in Multi-State Lawsuits.” *Political Research Quarterly* 59: 609-618. **(D2L)**
- Goelzhauser, Greg and Nicole Vouvalis. 2013. “State Coordinating Institutions and Agenda Setting on the U.S. Supreme Court.” *American Politics Research* 41: 819-838. **(D2L)**

## Fiscal Federalism

Thursday April 10– Fiscal Aspects of Intergovernmental Relations

- O’Toole: Chapters 14-17 (173-207) (34)

Tuesday April 15– Fiscal Federalism at the Local Level

- O’Toole: Chapters 18-20 (208-244) (36)

### **Administrative Aspects of Federalism**

Thursday April 17– Regulations and Mandates

- O'Toole: Chapters 21-2 (247-271) (24)

Tuesday April 22– Bargaining and the Global Perspective

- O'Toole: Chapters 23-4 (272-299) (27)

### **Final Paper Presentations**

Thursday April 24– Research Presentations

Tuesday April 29– Research Presentations

Thursday May 1– Research Presentations

**Final Exam: Friday May 9 12:50 to 2:50pm in our normal classroom**

*"We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives."<sup>1</sup>*

<http://pvcaa.siu.edu/>

**IMPORTANT DATES \***

<u>Semester Class Begins</u> .....	<b>01/13/2014</b>
<u>Last day to add a class</u> (without instructor permission): .....	<b>01/24/2014</b>
<u>Last day to withdraw completely and receive a 100% refund:</u> .....	<b>01/26/2014</b>
<u>Last day to drop a course using SalukiNet:</u> .....	<b>03/23/2014</b>
<u>Last day to file diploma application</u> (for name to appear in Commencement program): .....	<b>03/28/2014</b>
<u>Final examinations:</u> .....	<b>5/5 – 5/9/2014</b>

\* Note: For outreach, online, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

**SPRING SEMESTER HOLIDAYS**

Martin Luther King, Jr.'s Birthday 01/20/2014  
Spring Vacation 03/08—03/16/2014

**WITHDRAWAL POLICY ~ Undergraduate only**

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit <http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

**INCOMPLETE POLICY~ Undergraduate only**

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:

<http://registrar.siu.edu/grades/incomplete.html>

**REPEAT POLICY**

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

**GRADUATE POLICIES**

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

**DISABILITY POLICY**

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

**STUDENT CONDUCT CODE**

[http://policies.siu.edu/other\\_policies/chapter3/conduct.html](http://policies.siu.edu/other_policies/chapter3/conduct.html)

**SALUKI CARES**

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or [siucares@siu.edu](mailto:siucares@siu.edu), <http://salukicare.siu.edu/index.html>

**EMERGENCY PROCEDURES**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the **SIU Emergency Response Plan** and **Building Emergency Response Team (BERT)** programs. Emergency response information is available on posters in buildings on campus, available on BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety's website at [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.**

**INCLUSIVE EXCELLENCE**

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

**MORRIS LIBRARY HOURS**

<http://www.lib.siu.edu/about>

**LEARNING AND SUPPORT SERVICES**

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

**Tutoring** : <http://tutoring.siu.edu/>

**Math Labs** [http://tutoring.siu.edu/math\\_tutoring/index.html](http://tutoring.siu.edu/math_tutoring/index.html)

**WRITING CENTER**

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

**AFFIRMATIVE ACTION & EQUAL OPPORTUNITY**

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:

<http://diversity.siu.edu/#>

**Additional Resources Available:**

**SALUKINET:** <https://salukinet.siu.edu/cp/home/displaylogin>

**ADVISEMENT:** <http://advisement.siu.edu/>

**PROVOST & VICE CHANCELLOR:** <http://pvcaa.siu.edu/>

**SIU ONLINE:** <http://online.siu.edu/>

<sup>1</sup> Southern Illinois University Carbondale. (2013). *Pathways to Excellence: A Strategic Plan*  
Retrieved from [http://chancellor.siu.edu/common/docs/A\\_Strategic\\_Plan.pdf](http://chancellor.siu.edu/common/docs/A_Strategic_Plan.pdf)