

INTERGOVERNMENTAL RELATIONS (PoIS 469)
Department of Political Science
Boise State University – Fall 2009

Dr. Fredericksen

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PoIS 469-001 will meet on Mondays per the syllabus from 2:40-5:30p in ILC203.
Please review this syllabus for more information on meetings times/topics.

Office: PAA #127B

Office Hours: Mondays, 5:30-6:30p & Wednesdays, 9a - noon

TEXTS AND MATERIALS:

Required: (O'Toole, 2007)

Please see the section entitled "Citation for Referenced Material in PoIS 469" for detailed bibliographic information on assigned readings.

In addition to the text assigned for this class, O'Toole's *American Intergovernmental Relations*, 4th ed., students will have readings assigned from either web sources or other texts and journals. Assigned readings are identified in the section entitled "Readings, Topics & Events" and noted in association with the appropriate due date. All readings, outside of O'Toole 2007, are available through either public access on the web, the library electronic reserve or library online databases. Supplemental material may be also be posted on Blackboard (hereafter referenced as BB) and students will be notified if new material is posted for reading on BB. Access information for BB is detailed within this syllabus. Readings from *Governing*, and *Journal of Urban Affairs* are available through the online Boise State journal database. The chapters from edited books – except for O'Toole, 2007 - are on library reserve.

Optional, but recommended: (Hacker, 2003) or later editions

Student Learning Objectives and Responsibilities

You are expected to attend every class session and to be on time for each session, and are subject to the official student absence policy (4240-d) which allows make ups for required assignments missed due to absences for university activities. You are expected to participate in terms of attendance, preparation, and questions/discussion. This will help to demonstrate your grasp of the material and it is part of your grade.

You should be prepared for active discussion in the class. **Read the assigned material BEFORE class.**

You'll be expected to discuss the reading and to integrate it with lecture and discussion as appropriate in your exams and paper. Asking questions and discussing does not equate to pontification and domination of course time. You are expected to take exams as scheduled in this syllabus. Students should access the University's Blackboard site for this course by 9p on 8/28/09 and notify Dr. Fredericksen if you have any difficulties. Please check your boisestate email and your Blackboard account daily for announcements and supplemental material relevant to this class.

Please contact Dr. Fredericksen if you have any concerns about the material, the format, or environment of the class. By the end of this course, you should:

- Recognize the historical and cultural basis for the U.S. system of federalism and intergovernmental relations.
- Recognize the specific administrative issues in the management of cross-jurisdictional policy development and implementation.

- Understand the major issues attendant to interstate, interlocal, nation/state, nation local and state/local relationships.

Course Materials: You will find the syllabus and other course materials posted on Blackboard. You will be responsible for monitoring Blackboard daily for announcements and supplemental material. Upon occasion, you may be asked to bring a hard copy with you to class for use during in-class exercises.

Technology and Electronic Devices: No audio or video recording of lecture and discussion is authorized in this class. Unless you have some type of urgent situation, and you should notify Dr. Fredericksen in advance in these cases, please turn off your phone. Laptops are permitted for note taking unless their use becomes a distraction to the instructor or to other students.

Instructor's Objectives/Responsibilities

Dr. Fredericksen will establish the parameters of instruction in this class and will discuss material relevant to broader understanding of the assigned readings, but will not engage in a routine summarization of the readings. Your work will be graded promptly with attention to both specific performance and demonstrated improvement, but late assignments will not be accepted without a reasonable (as determined by Dr. Fredericksen) explanation. Late work, even if accepted, may be penalized. Please contact Dr. Fredericksen by email or phone to schedule an appointment to receive assistance on the material and discuss any course-related issues.

EVALUATION OF STUDENT PERFORMANCE: ASSIGNMENTS AND EXAMINATIONS

Evaluation of Student Performance

Exams: Although you may substitute your score on the optional summary paper for your score on one of the three exams, all student must sit for all exams in this class. The exams will be short answer/essay and will be a means to demonstrate your ability to synthesize and apply the material presented in the text and lectures. Students must receive Dr. Fredericksen's permission to make up scheduled exams. If you miss an exam because of an official university-recognized activity, then you are, of course, subject to the official student absence policy (4240-d).

Optional Summary Paper: The guidelines for this paper are detailed in this syllabus and the paper is due as an email attachment by 5:30pm on 12/14/09. This rigorously graded paper may be submitted to replace one of the exams (either Exam 1 on 9/21, Exam 2 on 10/26 or Exam 3 on 11/30). If you do submit this paper and the score is higher than what you achieved for the lowest score of the three exams, then the paper score will substitute. **Please review the Guidelines for Writing in this syllabus for information about format, general expectations, citation, and submission protocol.** Your paper is limited to 5 pages not counting the reference page and must be formatted as outlined in the *Guidelines for Writing* in this syllabus. Students can discuss the question with others, **but must independently complete the paper.** Beware -- shorter papers are often more difficult to write and require great clarity and precision of language. This paper must incorporate relevant course reading and lecture material.

Participation/Quizzes/Exercises: Students can expect small quizzes (1 to 5 pts) and in-class exercises (5 to 50 pts). The participation component of the course grade will include a combination of actual in-class participation (pertinent questions, comments, observations) and team/small group efforts during in-class exercises. In addition, you will have the opportunity to participate in a virtual discussion in lieu of a class meeting on 10/12/09. Generally, makeup quizzes/exercises will not be given. However, if you miss an a quiz, or exercise because of an official university-recognized activity, then you are subject to the official student absence policy (4240-d) and will not be penalized. Please discuss the implications of absences with Dr. Fredericksen.

Class Attendance and Preparation: Your success in this class is dependent upon your intellectual engagement and active participation. Missing class has implications for the participation section of your grade as well as

in your overall mastery of the material. You will find that careful (rather than cursory) review of assigned reading should prepare you for class participation, quizzes, exercises, exams, and the optional summary paper.

Fredericksen’s Grading Policy - Undergraduate Political Courses

A+ (97 - 100%); A (93 – 96.9%); A- (90 – 92.9%)

Distinguished Work. In addition to the expectations associated with B-level work, the student writes at the appropriate academic level. Written work is error free (proper punctuation, spelling, grammar, sentence structure), and demonstrates logical organization, proper documentation and appropriate supporting evidence. Distinguished work also requires a demonstrated mastery of course concepts with some original analysis. Participation is thoughtful and informed demonstrating preparation in the course material prior to lecture.

B+ (87 – 89.9%); B (83 – 86.9%); B- (80 – 82.9%)

Superior Work. In addition to the expectations associated with C-level work, written work evidences a thorough review and mastery of course materials but may not demonstrate significant critical analysis.

C+ (77 – 79.9%); C (73 – 76.9%); C- (70 – 72.9%)

Average Work. The student satisfies requirements appropriate to the grade level, demonstrating minimum mastery of material with limited integration, application, and analysis. Depending upon the course material and pedagogy, the student is expected to participate in the class through attendance and pre-class preparation.

D+ (67 – 69.9%); D (63 – 66.9%); D- (60 – 62.9%)

Below Average or Unsatisfactory Work. The student satisfies some minimum requirements.

F (<60%)

Failure. The student does not meet minimum requirements.

Assignment Weighting:

| | | | |
|------------------------|-----|---------------------------------|-----|
| Exam 1 (or substitute) | 30% | Exam 3 (or substitute) | 30% |
| Exam 2 (or substitute) | 30% | Quizzes/Exercises/Participation | 10% |

Assessment Rubrics:

Optional Summary Paper/Exam Essays -

The format may be revised to reflect the nuances of a particular assignment.

| CATEGORY | POINTS |
|----------------------------|--------|
| address question | 40 |
| mastery of literature | 25 |
| analysis/critical thinking | 25 |
| technical (sp/grmr/strct) | 10 |

In-class Participation

A+, A, A- regular attendance with frequent, thoughtful participation related to course content

B+, B, B- regular attendance with consistent, thoughtful participation related to course content

C+, C, C- regular attendance with occasional, thoughtful participation related to course content

D+, D, D- sporadic attendance and/or participation

F little/no attendance and/or participation

Guidelines for Writing

Students should pay close attention to their formal writing for this class. Failure to observe these guidelines will affect your grade. The optional summary paper requires properly formatted references. Students must demonstrate writing skills appropriate to grade level. Thus, you are expected to write using legible, coherent, literate sentences on all assignments. All students must use a standard term paper format for the summary paper including 1” margins, double-spacing, page numbering, standard 12 pt times new roman font and proper APA citation procedures. Because you are submitting a formal, analytical paper, you should avoid contractions,

jargon, and colloquialisms. Students must use the APA format, as this style is required often by public administration and public policy journals. Guidance on the use of APA is available in Hacker's book on the subject of writing (available in the bookstore), or through reference texts on APA citation in the Albertsons Library and in the Political Science Department office. All students must submit the summary paper as an email attachment. This document must be formatted in WORD (200?, etc., or XP). You can find WORD software in all campus computer labs. Please do not use *Vista* formats. Students anticipating difficulties with this requirement must contact Dr. Fredericksen by or before 8/28/09. Dr. Fredericksen will assess your work primarily in terms of content/substance and development/support/analysis. However, the technical aspects of writing are important considerations as errors in these basic skills detract from your message. The best approach to each writing assignment depends upon the content, the question, and your analytical style. Approaches to content/substance, and the development of supporting argument and evidence for one's central premise/thesis statement include:

- using a premise/thesis with some mix of rationale in support, scholarship in support or competing scholarship and discussion of limitations and gaps in that scholarship. This is the most common approach, though a primary error that students make is to take no position or provide no overarching statement in response to the assignment question. This error leads to rambling papers with no clear structure.
- comparing and/or contrasting positions taken by different scholars in assessing an overall theoretical paradigm/model. After a brief summary of the positions, one might then organize the compare/contrast by noting differences and similarities across one or two overall themes (e.g., treatment of groups or a comparison by level/type of government). Conversely, one could use the compare/contrast approach, but organize the content analysis according to observed patterns of behavior, underlying assumptions about causality or timing, or even policy outcomes.
- discussing the evolution or devolution of outcomes or decisions. This approach works well in considering public policy. For example, if we take an evolutionary approach, then we might respond to an assignment with a paper organized around the question of where we started and how we arrived at a particular policy. We could also deconstruct an outcome by reviewing various critical decision points and the criteria used to determine a direction and then considering alternative decisions and the possible outcomes that might derive from different information or a different set of assumptions.

Technical considerations might include minor errors such as in spelling, punctuation, or manuscript format. Major technical errors might include errors due to structure, verb agreement/tense, voice/style, word use, split infinitives, contractions, possessives, or gratuitous verbosity.

Academic Honesty

The following summary of the university's policy on academic honesty applies to conduct in this class.

"The university's goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Code of Conduct. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty" (Boise State University Undergraduate Catalog – 2009-2010, p. 17).

Incidents involving academic dishonesty will be addressed on an individual basis and forwarded with documentation to the appropriate administrative office within the parameters provided through Boise State policy and procedures. Please note that this means a student must clearly distinguish between content that represents his or her own thought/analysis and written material that is drawn, completely or paraphrased, from the work of another.

Aside from doing the reading, general course preparation and, of course, coming up with a brilliant and original response, citation seems to offer the greatest challenge to students. In particular, students struggle with the

difference between directly quoted material, acceptable paraphrasing and citation, and plagiarism due to inappropriate use/citation. The following excerpt, directly quoted from Hacker (2003, pp. 385-386), offers a superb demonstration of the distinctions:

APA-2c Put summaries and paraphrases in your own words.

A summary condenses information; a paraphrase reports information in about the same number of words. When you summarize or paraphrase, you must restate the source's meaning using your own language. You are guilty of plagiarism if you half-copy the author's sentences – either by mixing the author's well-chosen phrases without using quotation marks or by plugging your own synonyms into the author's sentence structure. The following paraphrases are plagiarized – even though the source is cited – because their language is too close to that of the source.

ORIGINAL SOURCE

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists. – Davis, *Eloquent Animals*, 1976, p. 26

UNACCEPTABLE BORROWING OF PHRASES

Davis (1976) observed that the existence of a signing ape unsettled linguists and startled animal behaviorists (p. 26).

UNACCEPTABLE BORROWING OF STRUCTURE

Davis (1976) observed that if the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (p. 26).

To avoid plagiarizing an author's language, set the source aside, write from memory, and consult the source later to check for accuracy. This strategy prevents you from being captivated by the words on the page.

ACCEPTABLE PARAPHRASE

Davis (1976) observed that both linguists and animal behaviorist were taken by surprise upon learning of an ape's ability to use sign language (p. 26).

Blackboard at Boise State University

When you access the Blackboard site, you will see several tabs to the left of your screen (e.g., Announcements, Course Information, or Course Documents). Please familiarize yourself with the material available in each tab.

The manual for Blackboard, located in the "Tools" tab, may prove useful. Most of the material for the course will be located under the "Course Documents" tab. Use your broncweb username and password to access the course. For assistance: blackboard@boisestate.edu or (208) 426-2583 (8a-5p M-Fri)

1. In Microsoft Internet Explorer or Netscape Navigator, go to... <<http://www.boisestate.edu>> .
2. Click the Blackboard button located on the left hand side of the University's website.
3. Enter your username and password.
4. Click on the Course Title displayed under the My Courses area.

READINGS, TOPICS AND EVENTS:
The following outline applies to PolS 469 students in Fa09.

8/24

Topics: Course introduction and parameters; General Concepts of Federalism, IGR and IGM

8/31

Topics: Introduction to Federalism

Readings:

- O'Toole, overview pp. 1-32
- O'Toole, #5 (Wright)
- O'Toole, #3 (Grodzins)
- O'Toole, #4 (Scheiber)

9/7/09 Labor Day, no class

9/14

Topics: Context

Readings: O'Toole, # 2 (Diamond)

- The Federalist Papers, #6, #39, #45 & #46 (note that #39 is available in O'Toole as reading #1)
- deTocqueville, 1831, Vol II, Section/Book 4 "Of certain peculiar and accidental causes, which either lead a people to complete the centralization of government, or which divert them from it"
- deTocqueville, 1831, Vol I, Ch. 5 "Necessity of examining the condition of the states before that of the union at large"

Note: The deTocqueville content is available from http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html
The Federalist Papers are available from <http://www.foundingfathersinfo/federalistpapers/>

9/21 - Exam 1

9/28

Topics: Fiscal Federalism

- Readings: O'Toole, #8 (Reischauer)
- O'Toole, #15 (Break)
 - O'Toole, #16 (Monypenny)
 - O'Toole, #18 (U. S. ACIR)

10/5

Topics: Intergovernmental Politics: Policy and Administration

- Readings: O'Toole, # 9 (Cammisa)
- O'Toole, #13 (Derthick)
 - O'Toole, #7 (Rubin)
 - O'Toole, #24, (Agranoff & McGuire)

10/12

Virtual Class – Reflection on Fiscal Federalism and contemporary events
Dr. Fredericksen will post instructions on blackboard by 10/5/09.

10/19

Topics: National-State Relations
Readings: O’Toole, #6 (Derthick)
O’Toole, #23 (Posner)
(Perlman, 2000) electronic reserves

10/26 - Exam 2

11/2

Topics: Interstate & Interlocal Relations **Guest speaker: Mayor Phil Bandy, Eagle**
Readings: O’Toole, #10 (Bowman)
O’Toole, #19 (Brunori)

11/9

Topics: State-Local Relations
Readings: (Elazar, 1998) electronic reserves
(Hosansky, 1995) online via library journals
(Gainsborough, 2001) online via library journals

11/16

Topics: National-Local Relations
Readings: O’Toole, #26 (Kettl)
O’Toole, #20 (Nivola)
O’Toole, #17 (Sbragia)

THANKSGIVING BREAK: November 23-27, 2009

11/30 - Exam 3

12/7

Topics: Putting it all together: Federalism, IGR and IGM
Readings: O’Toole, #25 (Walters & Kettl)
O’Toole, #27 (O’Toole & Hanf)

12/14/09 - Optional Summary Paper due as an email attachment to Dr. Fredericksen by 5:30pm

In preparing your response, please review the syllabus and pertinent assigned reading material as well as relevant lecture notes.

Consider the various federal and state court interpretations on the legal distribution of power and authority, as well as the various perspectives on the political distribution of power and authority in national-state, interstate, state-local, national-local and interlocal relations. What are the implications for shifts in power and influence in policy-making derived from either political or legal foundations when we consider the policy goal of stabilizing the economy?

Note: You’ll find it useful to review the readings from 8/31 and 9/14 in particular.

Sample Citation for PolS 469 Referenced Material

- de Tocqueville, A. (1831). *Democracy in America: Necessity of examining the condition of the states before that of the union at large.* . Retrieved August 3, 2009, from http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html
- de Tocqueville, A. ([1831]). *Democracy in America: Of certain peculiar and accidental causes, which either lead a people to complete the centralization of government, or which divert them from it.* . Retrieved August 3, 2009, from http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html
- Elazar, D. J. (1998). *State-local relations: Union and home rule.* In R. L. Hanson (Ed.), *Governing Partners: State-local relations in the United States* (pp. 37-51). Boulder, CO: Westview.
- Gainsborough, J. F. (2001). *Bridging the city-suburb divide: States and the politics of regional cooperation.* *Journal of Urban Affairs*, 23(5), 497-512.
- Hacker, D. (2003). *A writer's reference* (5th or later ed.). Boston, MA: Bedford/St. Martin's.
- Hamilton, A. (1787 [retrieved 2007]). *The federalist papers, #6: Concerning dangers from dissensions between the states* (McClellan ed., Vol. #6). Washington, DC: US Department of State.
- Hosansky, D. (1995). *The other war over mandates.* *Governing*, 8(April), 26-28.
- Madison, J. (1788 [retrieved 2007]-a). *The federalist papers, #45: Alleged danger from the powers of the union to the state governments considered* (McClellan ed.). Washington, DC: US Department of State.
- Madison, J. (1788 [retrieved 2007]-b). *The federalist papers, #46: The influence of the state and federal governments compared* (McClellan ed.). Washington, DC: US Department of State.
- O'Toole, L. J. (Ed.). (2007). *American Intergovernmental Relations* (4th ed.). Washington, DC: CQ Press.
- Perlman, E. (2000). *The preemption beast: The gorilla that swallows state laws.* In L. J. O'Toole (Ed.), *American intergovernmental relations* (pp. 143-151). Washington, DC: Congressional Quarterly.
- The chapters within an edited work (e.g., readings for O'Toole, 2007) can be referenced in the same manner as Perlman or Elazar.