

SUL ROSS STATE UNIVERSITY

Syllabus

Political Science 5311

Intergovernmental Relations

Fall, 2021

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Office Hours: M, T, W, Th 2-4:00 p.m.
Friday 10:00-11:00 a.m.
By appointment

Required Texts: American Intergovernmental Relations: A Fragmented Federal Polity (2007) by G. Ross Stephens and Nelson Wikstrom
Forced Federalism: Contemporary Challenges to Indigenous Nationhood (2008) by Jeff Corntassel and Richard C. Witmer, II

Catalogue Description: A study of governmental relations among public administrators at various levels [national, state, and local] focusing on interactions among these public officials.

Student Learning Outcomes: The graduating student will:

- Demonstrate the ability to critique significant theoretical approaches of public administration.
- Demonstrate the ability to evaluate domestic and international administrative processes.
- Demonstrate the ability to apply appropriate statistical tools for quantitative analysis.

Course Outcomes and Objectives: In an earlier era, this course would have been entitled federalism: a study of the constitutional relationship between the national and state governments. The relationship between the states and the cities would have received some attention, perhaps, but the relationship between the local governments and the nation would have largely been unrecognized because the local governments were considered manifestations of the states, and they, in theory, dealt with the national government only indirectly through the state. In today's world, and really since the Great Depression, local governments have had a more direct relationship with the national government. The concept of Intergovernmental Relations incorporates that reality and leads the student to look at all the permutations of governmental relationships that might exist: nation-state, state-local, nation-local, state-state, local-local. I want to muddy the waters even further and throw in two additional governments into the mix: Native American reservations and U. S. territories. Largely neglected, I want us to consider these two governmental forms in the intergovernmental equation as well.

- a. The student will be able to identify relevant concepts and terminology (to be assessed by concept clarification assignments);
- b. The student will be able to identify prominent scholars in the student of intergovernmental relations (to be assessed by presentation of assigned articles);
- c. The student will analyze the dynamics of intergovernmental conflict (to be assessed by case study analysis);

- d. The student will be able to conduct original research associated with the study of intergovernmental relations (to be assessed by research paper).

Methods of Instruction: Guided study over assigned readings, case study analysis, student presentations of assigned articles, and student research project.

Methods of Evaluation: The student will be evaluated based upon the quality of the student's work on the following: written analyses of three case studies; written analyses and reviews of the Stephens and Wilkstrom text; written analyses and reviews of the Corntassel and Witmer text; a three-page, single-spaced summary of an article over Native American intergovernmental relations; a three-page, single-spaced monograph over an assigned U. S. territory to be presented to the class; and a fifteen-page research paper over an aspect of intergovernmental relations and the presentation of the research.

Submission of Assignments: All assignments are to be submitted through Blackboard.

Caveat: In order to get an "A" in the course, the student must (1) submit all assignments; (2) when submitting the study guides for chapters, articles, and case studies, answer the questions on the template, (3) have the student's name on the assignments, and (4) have no open sources such as Wikipedia or other open sources used for references. Let me explain. I want my instructions and the questions themselves on the same paper as the answers so you will have the instructions before you to remind you of what I am asking. If I ask for complete sentences (a reasonable request of graduate students), I want you to have that request before you. Also, in web courses, I want your name on the assignment because it claims authorship. For me it claims that the work is your work. And the prohibition of wiki sources in scholarly work is a standard of the academy—and we all love Wikipedia. When these necessary conditions are met, then if the quality of work is "A" level, then the grade for the course will be an "A." Thank you.

Disabilities Accommodation: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Counseling & Accessibility Services, Telephone: 432-837-8203 (if no answer, leave a message and your call will be returned as soon as possible during work hours), or E-mail: rebecca.wren@sulross.edu. Disability Services are located on the first floor of Ferguson Hall (Suite 112). The mailing address is P. O. Box C-122, Sul Ross State University, Alpine, Texas 79832.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website

The Graduate Center: The **Graduate Student Center**, located in **BAB 104**, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance the Graduate Center at 432-837-8524.

SRSU Library Services: The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement: University education at its best supports and encourages diversity of thoughts, perspectives and experiences, and values diverse identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, and nationality). The diversity in this classroom is an asset in the study of politics.

COURSE OUTLINE

Unit I:

The Colonial Canon: The Mayflower Compact, The Articles of the New England Confederation, William Penn's Plan of Union, The Albany Plan of Union, Joseph Galloway's Plan of Union, The Articles of Confederation.

Case Study-Recount.

Guided Study of American Intergovernmental Relations: A Fragmented Federal Polity, Chapters 1-5

Unit II:

Case Study-Thirteen Days (The Cuban Missile Crisis)

Guided Study of American Intergovernmental Relations: A Fragmented Federal Polity, Chapters 6-10

Unit III:

Case Study of Rio Grande Pueblo Polities-Surviving Columbus

Native American Tribal Governments in Intergovernmental Relations:

Readings:

Forced Federalism: Contemporary Challenges to Indigenous Nationhood by Jeff Corntassel and Richard Witmer II

Also, please find an article that discusses some aspect of intergovernmental relations between tribal government and federal or state government to report on.

United States Territories in Intergovernmental Relations

“The Ambiguous Status of the Insular U. S. Territories” by Joseph E. Fallon in The Journal of Social, Political, and Economic Studies, v. 23, no 2 (Summer 1998), pp. 189-208. Link provided.

“The Basis of Puerto Rico’s Constitutional Status: Colony, Compact, or Federacy?” by David Rezvani in Political Science Quarterly, v. 122, no 1 (Spring 2007), pp. 115-140. Link provided.

Also, each student will visit the web-site listed on Blackboard and will write a three-page, single spaced monograph over one of the insular territories or over one of the associated states:

Territories:

American Samoa

Guam

Midway Islands

Northern Mariana Islands

Puerto Rico

United States Virgin Island

Associated States:

Federated States of Micronesia

Republic of Palau

Republic of the Marshall Islands

Unit IV: Student research findings.

Political Science 5311
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Course Schedule
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Date	Chapter	Daily Assignment <i>Assignments will be posted under the Assignments link on Blackboard</i>	Due Date for Assignment <i>Assignments due 11:55 p.m.</i>
August 23	The Colonial Canon: The Mayflower Compact, the Articles of the New England Confederation, the William Penn Plan of Union, the Albany Plan, the Joseph Galloway Plan of Union, the Articles of Confederation	Read the documents. The documents are on the EXTERNAL LINKS on Blackboard. Complete the guided study of the documents.	September 10
August 29	You have a term paper over a topic in intergovernmental relations to write in this course—and I want to approve the topic.	Please submit a brief proposal for the term paper to Dr. Case for approval. See Blackboard for further instructions	October 13
September 6	Case Study I: Recount	View the movie <i>Recount</i> and analyze the movie by completing the guided study.	October 3
September 17	Chapter 1: The United States As A Federal System: Theoretical Insights and Experience in Stephens and Wikstrom	Complete the guided study to Chapter 1	September 19
September 19	Chapter 2 : Federalism and Intergovernmental Relations: Concepts, Models, and the American System in Stephens and Wikstrom	Complete the guided study to Chapter 2	September 21
September 21	Chapter 3: Contemporary American Federalism and Intergovernmental Relations: Cooperation and Conflict in Stephens and Wikstrom	Complete the guided study to Chapter 3	September 24
September 24	Chapter 4: Fiscal Federalism in Stephens and Wikstrom	Complete the guided study to Chapter 4	September 26

September 26	Chapter 5: Federalism and Intergovernmental Relations: The National Policy Process and Public Policy in Stephens and Wikstrom	Complete the guided study to Chapter 5	September 29
September 29	Case Study II: Thirteen Days	View the movie <i>Thirteen Days</i> and analyze the movie by completing the guided study.	October 15
October 1	Chapter 6: Regulation in the Intergovernmental System in Stephens and Wikstrom	Complete the guided study to Chapter 6	October 4
October 4	Chapter 7: The Resurgent States in the Intergovernmental System	Complete the guided study to Chapter 7	October 8
October 8	Chapter 8: State-Local Relations	Complete the guided study to Chapter 8	October 11
October 11	Chapter 9: Local Governments in the American Intergovernmental System	Complete the guided study to Chapter 9	October 15
October 15	Chapter 10: Intergovernmental Relations: Present and Future	Complete the guided study to Chapter 10	October 18
October 20	Case Study III: Surviving Columbus	View the documentary <i>Surviving Columbus</i> and analyze the movie by completing the guided study.	November 15
October 22	Chapter 1: Contemporary Challenges to Indigenous Nationhood in Corntassel and Witmer	Complete the guided study to Chapter 1	October 25
October 25	Chapter 2: Current Social Constructions of Indigenous People in Corntassel and Witmer	Complete the guided study to Chapter 2	October 29

October 29	Chapter 3: Managing the Politics of Perception in Corntassel and Witmer	Complete the guided study to Chapter 3	November 1
November 1	Chapter 4: The Forced Federalism Survey in Corntassel and Witmer	Complete the guided study to Chapter 4	November 4
November 4	Chapter 5: Negotiating Compacts Between Indigenous Nations and States in Corntassel and Witmer	Complete the guided study to Chapter 5	November 7
November 7	Chapter 6: Conclusions in Corntassel and Witmer	Complete the guided study to Chapter 6	November 10
November 10	Summary over article related to Native American- U. S. intergovernmental relations	Select an article related to intergovernmental relations of tribal government and write a three-page single-page review of the article..	November 16
November 16	The Ambiguous Status of the Insular U. S. Territories and The Basis of Puerto Rico's Constitutional Status	Complete the guided study to the readings	November 20
November 20	Monograph over one of the insular territories or associated states	Select one of the territories/associated states from the list of in Unit III of the syllabus and write a three-page single spaced monograph over your choice.	November 25
November 25	Term Paper. You have been working on your papers during October and November. Now just fine-tune it for grading.	Complete your fifteen-page, double spaced term paper.	December 2

December 10	Graduation
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