

PS 3312: State & Local Government

Spring 2022

Professor:

Jessica Velasco, DPA

Office Hours:

MW (10 a.m.-12 p.m., TR 2-3 p.m.)

Virtual Office Hours:

MW (1-3 p.m.) & by appointment

Office Location:

LH 203

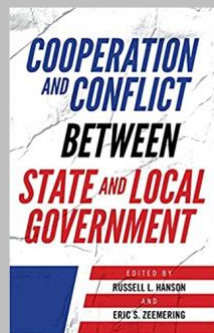
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Required Text:



*Cooperation and Conflict
between State and Local
Government*

by Russell L. Hanson (Editor),
Eric S. Zeemering (Editor)

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Course description

Throughout the COVID-19 pandemic, we have witnessed a great deal of confusion about who is responsible for what and who has the power to do what. In this course, we will be exploring the relationship between state and local governments in the United States, focusing on the various areas of conflict and cooperation, as well as the formal and informal mechanisms and tools that facilitate and/or complicate these intergovernmental relationships.

Course learning outcomes:

By the end of this semester, you should be able to:

- Give a general description of the way that states and local governments relate to one another in the United States
- Describe some of the ways that states differ in their approach to granting authority to local governments
- Explain some of the various tools and formal and informal mechanisms that states and local governments have and use to exercise authority in different policy areas
- Identify the areas where state and local governments tend to cooperate and conflict with one another

GRADING

Grades in this class will be determined **by the number of points you earn by the end of the course**. The point distribution is listed below:

A	895-1000 points
B	795-894 POINTS
C	695-794 POINTS
D	595-694 POINTS
F	BELOW 595 POINTS

You can track your progress by clicking on the "My Grades" tab in Blackboard. You can also view grading rubrics for each assignment in the "My Grades" tab. If I leave you additional feedback outside of the rubric, you will see a message bubble in the grading center. PLEASE NOTE: As mentioned above, the grade for this class is based on POINTS, not the average that Blackboard gives you.

POINT DISTRIBUTION

Introduction Post (BONUS)	5 points
Syllabus Quiz (BONUS)	10 points
Chapter Questions (15 x 40)	600 points
Content expansions/Discussion (15x20)	300 points
Final Exam	100 points
Total	1000 points
BONUS POINTS (More opportunities TBA)	15 points

ASSIGNMENTS

INTRODUCTION POST: By Friday at 11:59 p.m. of the first week of class, you need to post an introduction to the discussion board. More information is on Blackboard. The introduction post is worth 5 bonus points. To receive full points, you must follow the instructions.

SYLLABUS QUIZ: By Friday at 11:59 p.m. of the first week, you need to complete the syllabus quiz on Blackboard in the Week 1 folder. You will have ONE attempt. The quiz is worth 10 bonus points.

CHAPTER QUESTIONS: For Chapters 2-16, after you have completed reading each chapter, you will need to submit responses to the questions at the end of the chapter. These are due by the beginning of class time each week, 6 p.m. on Monday and are worth 40 points each. See the rubric in Blackboard for more information. NOTE: There are two weeks where we are covering two chapters.

ONLINE STUDENTS ONLY: WEEKLY DISCUSSION BOARD: If you are not meeting with the class virtually or in person each week on Mondays, you will be doing discussion board posts. Each week, starting with Week 2, **post the following related to the readings and materials for the chapter we are covering by Monday at 6 p.m.:**

- THREE (3) items you learned (three complete sentences)
- TWO (2) items you want to learn more about or don't understand (two complete sentences)
- ONE (1) discussion question for your classmates (see guidance below on discussion questions)

All of these should be in ONE post. Please use the following format:

Subject line for your post: 3-2-1 Your name

3 things I learned:

1. Complete sentence
2. Complete sentence
3. Complete sentence

2 things I want to learn more about/need clarification on:

1. Complete sentence
2. Complete sentence

Question for the class

DQ: Post your question

After you have made this post, you will need to respond to the discussion question of one other student AND post a "content expansion" post by Friday at 11:59 p.m. Please see more information

about content expansions below. Each discussion board is worth 20 points total. Please see the information at the end of the syllabus for more information about discussion board questions, responses, and expected behavior. **NOTE: All discussion boards are “post-first” boards, meaning you will not see the posts of your classmates until you post.**

CONTENT EXPANSIONS: The chapters in this book are short, but they are packed with lots of concepts and opportunities for expanding beyond the chapter. Each week, you are responsible for one content expansion. This can be a term, a theory, a law, a court case, an act, or event that was mentioned in the chapter. You are responsible for presenting more information on this to the class. If you are attending class virtually or in-person, you will present the information to the class directly. If you are asynchronous, you will do an additional discussion post. I will talk more about this at the first class meeting, but your goal is to help everyone understand more about the item you present. For asynchronous students, these are included in the points for your discussion posts. For those meeting for class, these are worth 10 points each week.

CLASS MEETINGS/LECTURE: We will be meeting every Monday from 6-8:50 p.m. Those in Alpine will meet in LH 303. Those joining virtually will join using Blackboard Collaborate, using the “Virtual Meetings” link in the course menu bar. **NOTE:** All classes will be meeting virtually for the first week of classes, and there is a holiday on the second week. For the second week, all students will complete assignments as if they are asynchronous web students (virtual discussion board). Attending and participating in class is worth 10 points per class (for those attending class).

EXAMS: There will be a final exam in this class. It is worth 100 points and will be administered over Blackboard on the date indicated below. Please put this in your calendar now.

W	Date	Topic & Other Notes	Reading	Due or To Do:
1	1/10 Week	Introduction to the Course & Review of state & local basics VIRTUAL CLASS *Jan. 13-Last Day for Schedule Changes	Syllabus, Blackboard course materials, & Chapter 1	Introduction Post & Syllabus Quiz due by Friday at 11:59 p.m.
2	1/17 Week	Trust in Government *Jan. 17-MLK Jr. Holiday NO CLASS THIS WEEK—Virtual Discussion for All	Chapter 2	ALL: Chapter question responses and 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
3	1/24 Week	Local Government Power	Chapter 3	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.

4	1/31 Week	Preemptions & Partisanship *Jan. 31-Last day to register to vote in primaries in TX	Chapter 4	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
5	2/7 Week	State Preemption and Dillon	Chapter 5	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
6	2/14 Week	Preemption & Policy Innovation *Feb. 14-25 Early Voting	Chapter 6	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
7	2/21 Week	Local Government Authority Across the States	Chapter 7	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
8	2/28 Week	State Intervention *March 1-Primary Elections	Chapter 8	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
9	3/7 Week	Spring Break		Be safe, and have fun!
10	3/14 Week	State Laws & Local Sanctuaries	Chapter 9	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
11	3/21 Week	Fracking	Chapter 10	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
12	3/28 Week	Energy Policies & Open Records Laws	Chapter 11-12	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday

		*March 28-Last day to drop with a "W"		at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
13	4/4 Week	Marijuana Legalization *Student evaluations of instructors open on BB	Chapter 13	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
14	4/11 Week	Regional Intergovernmental Organizations *April 15-University Holiday	Chapter 14	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
15	4/18 Week	Balancing Local & Regional Interests; COVID-19	Chapters 15-16	ALL: Chapter question responses ONLINE: 3-2-1 posts due by Monday at 6 p.m.; Response post and expansion post due by Friday at 11:59 p.m.
16	4/25 Week	Final Exam Review & FINAL EXAM		The final exam will be available on Blackboard from 8 a.m. on 4/29 to 11:59 p.m. on 5/2

WHAT YOU CAN EXPECT FROM ME:

- **I will support your health and safety by promoting social distancing in class, by maintaining my distance, and by wearing a mask as much as possible. I have also been vaccinated and boosted.**
- I will provide weekly communication with the class through announcements (in class, via, email, and posted on Blackboard), email notifications, and office hours.
- I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-4 p.m., Monday-Friday.
- I will provide grades and feedback for assignments within one week of the submission due date.
- I will provide clear and concise instructions on how to complete the online course requirements.
- I will provide a range of opportunities to engage in the course content in a meaningful way.
- I will stay abreast of the current research in the field to help you get the best possible experience in the course.

WHAT I EXPECT FROM YOU:

- **You will do your part to stay healthy to prevent the spread of COVID-19 and other sicknesses.**
- **You will do your best to maintain social distancing while interacting with others, including me—and will respect the choices others have made to keep themselves safe and healthy.**

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes the book, reliable Internet access, and a device other than your phone for completing assignments.
- You will complete all assigned readings and coursework by assigned due dates.
- You will take the time to review feedback I provide to avoid repeating mistakes.
- You will engage in the course, with your peers, and with me, using open and appropriate communication
- You will be diligent about using communication in a way that shows respect to me and your classmates.
- You will submit college-level work that has been checked carefully for errors in spelling, grammar, and punctuation (using a free extension like Grammarly is recommended).
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).
- You will not plagiarize the work of others or yourself, and you will also not collaborate with others on class assignments, quizzes, or exams.
- You will reach out to me immediately if you are having trouble in the class or with access to course materials. For general access issues or technical help, please call the Help Desk-- 888.837.6055.

GUIDELINES FOR DISCUSSION QUESTIONS

--A good discussion question meets the following criteria:

- Is clear and easy to understand
- Has appropriate grammar, spelling, and punctuation
- Allows your classmates the opportunity to apply or critically think about a concept from the readings or to discuss an issue that is **relevant to the topics for the week**
- Is open-ended, allowing for a 2-3 sentence response. Adding a “why or why not” follow up question is appropriate
- Encourages deeper exploration of course topics
- Helps bring in new knowledge to the learning environment

--A good discussion question DOES NOT

- Ask for specific answers that can be easily found in the book or online (you’re not testing your classmates)
- Promote a certain opinion (e.g., Do you agree that meeting yearly is a bad idea?)
- Duplicate questions from other sources or assignments—create questions in your words
- Reword a quiz question
- Present inaccuracies (e.g., Why do we limit the number of terms the governor can serve?)

Responding to Discussion Questions

When you respond to discussion questions, you need to respond to questions that meet the criteria above. Your responses should be at least 2-3 complete sentences. No more than FOUR students should respond to the same question to avoid exhausting a topic. **Also, use the “Reply with Quote” option when responding to a question from your classmate.** Students must also adhere to the basic ground rules below.

GROUND RULES FOR DISCUSSION

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.**
If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate.**
Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.**
Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.**
Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.**
Be critical of ideas, but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.**
Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting.**
Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.**
Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.**
Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.**
If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.**
Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems.** If the platform is not working properly, please let me know as soon as possible.

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest

academic conduct. As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at:

<https://www.sulross.edu/about/administration/university-policies/>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

If you have any questions about this, please ask!

LATE WORK: I have been very intentional about how I have designed this course and distributed the content to optimize your learning and comprehension. Trying to cram weeks of work into a few days or waiting until the end of the semester to do everything isn't conducive to learning. For this reason, you must have an extenuating circumstance and approval from me to submit late work. If you submit late work without an approved extension from me, I reserve the right not to grade it. IMPORTANT NOTE: Since university-related travel (e.g., travel for athletics competition) is planned in advance (with a few exceptions), make sure to plan ahead and submit assignments before departure to avoid missing deadlines.

COURSE BLACKBOARD RESOURCES: There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of class. NOTE: Please post general, course-related questions to the discussion board forum I have set up for this. Typically, if one student in the class has the question, others do as well. Please allow 24 hours for a response, and then feel free to email me or call me directly with your question.

SRSU LIBRARY SERVICES:

The Bryan Wildenthal Memorial Library in Alpine 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 logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

SRSU DISABILITY SERVICES: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. **Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.**

DISTANCE EDUCATION STATEMENT: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

BLACKBOARD TECHNICAL SUPPORT: SRSU 24/7 Blackboard Technical Support Online Support Desk
 Contact Info: Toll Free: 888.837.6055. Email: blackboardsupport@sulross.edu

COMMITMENT TO DIVERSITY

I will strive to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and also one that honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). It is my expectation that we will be partners in this commitment so that, together, we can create a classroom community that feels welcoming to all.

<p>Program Learning Outcomes (Political Science):</p> <p>The graduating student will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of significant theoretical approaches of political science through written work and oral communication. • Demonstrate the ability to analyze domestic and international political processes in written work and oral communication. • Demonstrate the ability to develop arguments about global equity and equality issues in politics through written work and oral communication. 	<p>Marketable skills (Political Science):</p> <ul style="list-style-type: none"> • Students can effectively communicate ideas and information verbally, visually, and in writing • Students can distinguish between credible/relevant information and information lacking credibility/relevance • Students can identify critical and common institutions of political decision-making and policymaking across different nation-state settings • Students can engage with social and political problems and use critical thinking to develop logical solutions
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UNDECIDED or UNSURE about YOUR MAJOR?

Political Science may be for you! Hopefully this class and the assignments will help open you up to the various career possibilities in political science, and I would be happy to discuss this with any interested students.