

# PS 5311: Intergovernmental Relations

## Fall 2022

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**Professor:** Jessica Velasco, DPA  
**Office Hours:** TR (1-3 p.m.), MW (11 a.m. -12 p.m.), & by appointment  
**Office Location:** LH 210  
**Telephone:** 432-837-8742 (office)/505-362-0406 (cell)  
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### Course Description:

*Intergovernmental relations* can be defined as “the activities and interaction that enable a federal system to function or not function” (Stephens & Wikstrom, 2007). Sounds simple, right? In reality and as society has evolved and social issues have become more complex, intergovernmental relations have become more complex as well. This course will explore that complexity, including a focus not only on the national-state-local interactions, but also on the interactions between the Native American nations and the various levels of government in our country.



### Course Learning Outcomes:

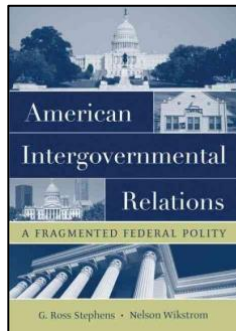
By the end of the course, students should be able to:

- Describe the history of the intergovernmental relations (IGR) in the United States
- Explain past and current challenges to positive IGR
- Identify some of the big questions in IGR, as well as potential answers
- Describe findings of current research in IGR
- Research, develop, and propose strategies to address conflicts in IGR, focused (ideally) on the public service areas where they work

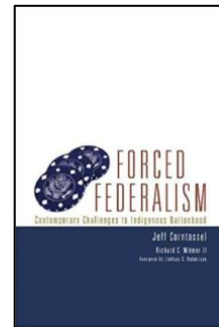
### Program Learning Outcomes

<b>Public Administration</b>	<b>Political Science</b>
<p>The graduating student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to critique significant theoretical approaches of public administration.</li> <li>• Demonstrate the ability to evaluate domestic and international administrative processes.</li> <li>• Demonstrate the ability to apply appropriate statistical tools for quantitative analysis.</li> </ul>	<p>The graduating student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to analyze significant theoretical approaches of political science</li> <li>• Demonstrate the ability to evaluate domestic and international political processes</li> <li>• Demonstrate the ability to apply appropriate statistical tools for quantitative analysis</li> </ul>

## Required Texts:



**Title:** American Intergovernmental Relations: A Fragmented Polity (2007)  
**Authors:** G. Ross Stephens & Nelson Wikstrom  
**ISBN:** 0195172027  
**ISBN-13:** 9780195172027



**Title:** Forced Federalism: Contemporary Challenges to Indigenous Nationhood (2008)  
**Authors:** Jeff Corntassel & Richard C. Witmer, II.  
**ISBN:** 0806139064  
**ISBN13:** 9780806139067

## GRADING

The point distribution is listed below:

Discussion Boards (4 x 50)	200
Chapter Assignments (4 x 50)	200
Article Summaries (4 x 100)	400
Research Proposal	200
<b>Total</b>	<b>1000</b>

Grades in this class will be determined by the number of points you earn by the end of the course.

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

## ASSIGNMENTS:

**Readings:** There are two required texts for this class. This is where a majority of your course reading will come from. In addition to the required text readings, in some weeks, you will have additional readings and/or items to review/watch. The reference citations for any additional readings are provided on Blackboard. All articles are accessible through the SRSU library online database. Having you look up the articles enables the library to track individual uses of the articles, which helps us justify our subscriptions to the journals in our discipline. In addition, having you look up the articles will help you

familiarize yourself with the library search tools, which you will need when preparing your final paper/proposal.

**Discussion Boards:** On some weeks, you will be required to participate in discussion boards related to the readings for the week. You will need to post three discussion questions by Wednesday at 11:59 p.m. of those weeks and two, scholarly responses by Sunday at 11:59 p.m. All students must follow the ground rules for discussion boards (see below). Please see the posted rubric for more information on the grading for the discussion boards. Please also review the examples of scholarly posts provided in your Week 1 folder. **DUE DATE:** Response posts are due by 11:59 p.m. on Sunday on the weeks they are assigned. Weeks for these assignments are noted on the course calendar.

**Chapter Assignments:** On some weeks, you will need to complete an assignment related to the readings for the week. Please submit these to the appropriate spot in Blackboard in Word using the template provided. **DUE DATE:** Reading assignments are due by 11:59 p.m. on Sunday on the weeks they are assigned. Weeks for these assignments are noted on the course calendar.

**Article Summaries:** On some weeks, you will be asked to complete article summaries for articles about IGR that you select. Please use the template that is provided in Blackboard and see the rubric for information on the grading for these summaries. **DUE DATE:** Article summaries are due by 11:59 p.m. on Sunday on the weeks they are assigned. Weeks for these assignments are noted on the course calendar.

**Research Proposal:** By the end of the third week, you should identify a topic for a research proposal. This should be a topic related to IGR. One way to think of a topic is to think about questions that need answers and that can be answered through either quantitative, qualitative, or mixed methods approaches. For example, you may want to look at the relationship between party in control and preemption levels across the states or perception vs. reality of the living conditions of Indigenous Americans. Please follow the outline I have provided in Blackboard and see the posted rubric for more details on the grading component. **NOTE:** You will not actually conduct the study; you are providing all of the details for HOW you would do the study. **DUE DATE:** The research proposal is due by 11:59 p.m. on 12/5/22

**INTERACTION OPPORTUNITIES:** It is important to me that we have some sort of interaction in the class. I will be having an optional, virtual Q&A session during the first week of class. In addition, I will be interacting with you on discussion boards, and I will be planning at least a few virtual meetings and/or guest speakers. Details will be sent out on Blackboard announcements. In addition, I am happy to schedule individual meetings with any of you. Just let me know!

<b>Week</b>	<b>Week starts</b>	<b>Readings &amp; Topics</b>	<b>Due or To Do:</b>
1	8/22	Syllabus & Course Introduction	<b>Read the syllabus. Acquire the textbooks. Week 1 discussion board due by Sunday, 8/28, at 11: 59 p.m.</b>
2	8/29	Chapter 1 AIR	<b>Discussion Board--Discussion questions due by Wed at 11: 59 p.m.; Response posts due by Sunday at 11:59 p.m.</b>
3	9/5	Chapter 2 AIR	<b>Chapter assignment &amp; research proposal topics due by Sunday at 11:59 p.m.</b>
4	9/12	Chapter 3 AIR	<b>Article summary due by Sunday at 11:59 p.m.</b>
5	9/19	Chapter 4 AIR	<b>Discussion Board--Discussion questions due by Wed at 11: 59 p.m.; Response posts due by Sunday at 11:59 p.m.</b>
6	9/26	Chapter 5 AIR	<b>Chapter assignment due by Sunday at 11:59 p.m.</b>
7	10/3	Chapter 6 AIR	<b>Article summary due by Sunday at 11:59 p.m.</b>
8	10/10	Chapter 7 AIR	<b>Discussion Board--Discussion questions due by Wed at 11: 59 p.m.; Response posts due by Sunday at 11:59 p.m.</b>
9	10/17	Chapter 8 AIR	<b>Chapter assignment due by Sunday at 11:59 p.m.</b>
10	10/24	Chapter 9-10 AIR	<b>Article summary due by Sunday at 11:59 p.m.</b>
11	10/31	Chapters 1-2 FF	<b>Discussion Board--Discussion questions due by Wed at 11: 59 p.m.; Response posts due by Sunday at 11:59 p.m.</b>
12	11/7	Chapters 3-4 FF	<b>Chapter assignment due by Sunday at 11:59 p.m.</b>
13	11/14	Chapters 5-6 FF	<b>Article summary due by Sunday at 11:59 p.m.</b>

14	11/21	Thanksgiving Week	<b>Enjoy your holiday</b>
15	11/28	Research Proposal	
16	12/5		<b>Research Proposal Due by 11:59 p.m. on 12/5/22</b>

**Key:**

AIR= American Intergovernmental Relations: A Fragmented Polity (2007)

FF= Forced Federalism: Contemporary Challenges to Indigenous Nationhood (2008)

**WHAT YOU CAN EXPECT FROM ME:**

- I will provide weekly communication with the class through announcements (email and posted on Blackboard), email notifications, and virtual 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 engage in the weekly discussion boards to provide direction or clarification to the discussion.
- I will do my best to 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 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 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 graduate-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 (unless clearly authorized to do so)
- You will reach out to me immediately if you are having trouble in the class or with access to course materials (although please call the Help Desk--888.837.6055 for general access issues)

**GROUND RULES FOR DISCUSSION BOARDS**

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. Given that all assignments are accessible from the beginning of the term, the occurrence of late submissions should be rare. Prompt and clear communication will assist with any accommodations and exceptions.

**INCOMPLETE POLICY:** We do have the ability to assign students an incomplete at the end of a course. However, two things are typically required for an incomplete to be granted: 1) an extenuating circumstance, and 2) most of the work for the course has been completed. In our program, we have been very flexible with this policy, especially in the last two years. However, we are not seeing the best results from students who are granted this option. In addition, we feel that it has created a level of unfairness for students who finish all their work by the stated deadlines. Therefore, not only will we be using this option more sparingly, but we will also be assessing a grade letter penalty for incomplete classes. This means that the highest grade possible when using this option will be a "B" in the course. In addition, as of SRSU policy changes in Fall 2021, the max extension for an incomplete is 6 months, and incompletes are calculated as an "F" in your GPA until you have successfully completed the final assignments.

**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](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto: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](http://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](mailto: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, political ideology, 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.

**Marketable Skills**

<b>Public Administration</b>	<b>Political Science</b>
<ul style="list-style-type: none"> <li>• Students can organize and execute presentations relevant to public administration</li> <li>• Students understand and can execute a program evaluation</li> <li>• Students can conduct statistical analyses that are useful to the work of public administrators.</li> <li>• Students can read and interpret an organization budget</li> </ul>	<ul style="list-style-type: none"> <li>• Students can organize and execute verbal and written presentations of complex social issues</li> <li>• Students can tackle social and political problems by acquiring relevant data and using insight and technical skills to analyze data and develop logical solutions</li> <li>• Students understand the roles and responsibilities of institutional authority within local, state, national, and international communities.</li> <li>• Students understand and can execute a policy analysis</li> </ul>