

PS 5311: Intergovernmental Relations

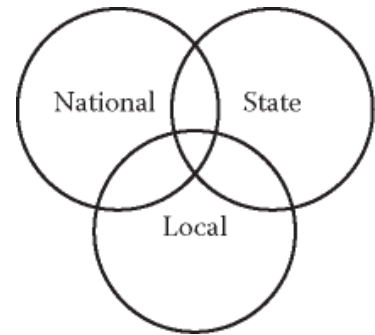
Fall 2024



Professor: Jessica Velasco, DPA
Office Hours: M (2-5 p.m.), W (10 a.m.-12 p.m.), Thur (1-3 p.m.)
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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:

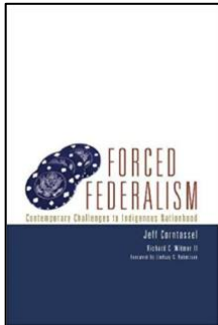
By the end of the course, students should be able to:

- Explain how intergovernmental relations (IGR) are defined in key government documents
- Describe the evolution of 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
- List and describe the purpose of some key IGR organizations
- Explain current public opinion of federalism and IGR
- Provide feasible, practical, and actionable advice for elected leaders

Program Learning Outcomes

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

Required Texts: There is one required text for this class. All of your other readings can be accessed through the SRSU library website, or they will be provided on Blackboard.



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 (5 x 60) | 300 |
| IGR & the Constitution Presentation | 150 |
| Article Summaries & Reading Assignment (4 x 50) | 200 |
| Case Study | 100 |
| IGR Movie Analysis | 250 |
| Total | 1000 |

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

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

ASSIGNMENTS:

Readings: The readings for the first two-thirds of the course will come from peer-reviewed journals and government documents. The citations for these will be provided on Blackboard. There is also one required text for this class (information above). You will also be reading additional articles and materials to complete your assignments. These should be peer-reviewed or government/organization sources. Online periodicals and magazines are not peer-reviewed and should only be used in rare cases. Please see the information below about the SRSU library resources.

Discussion Boards: On some weeks, we will have discussion boards related to the readings that week and the week before. 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 on Blackboard. You should view these response posts like mini research papers. Any claims you use on the discussion board should be substantiated. Also, reviewing all questions and responses posted on the discussion board at the end of the week will help you get more out

of the course. **DUE DATE:** You will need to post three discussion questions by Wednesday at 11:59 p.m. of discussion board weeks and two, scholarly responses by Sunday at 11:59 p.m. 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.

IGR & the Constitution Presentation: In the first few weeks of the course, you will be reviewing the U.S. Constitution and Texas Constitution through an IGR lens. By 11:59 p.m. on Sunday, September 15, you will need to submit a brief presentation that highlights the IGR aspects of the U.S. Constitution. The instructions and rubric can be found on Blackboard. **NOTE:** My goal is to select the top presentations to share on our department and university websites on Constitution Day (9/17).

Article Summaries & Reading 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. Please also refer to the rubric provided for guidance on how points will be assigned. **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.

Case Study: You will have one case study, when we wrap up the *Forced Federalism* module. The instructions and rubric can be found on Blackboard. (**DUE DATE:** The case study is due by 11:59 p.m. on Sunday, 11/24).

IGR Movie Analysis: To help you pull together all you will learn in this course and ruin your ability to watch movies forever 😊, you will be completing a movie analysis with an IGR lens. The instructions and rubric are provided on Blackboard. I have also provided a list of movies to pick from. This paper is worth 250 points and is due by 11:59 p.m. on December 8, 2024. Don't worry! I've built in a few weeks for you to work on this during the semester so you can get feedback (if you want).

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, if needed. Just let me know!

CALENDAR

| W | Dates | Topic | Reading | Due & Important Dates |
|----------|--------------|--|--|--|
| 1 | 8/26-9/1 | Introduction to the Course | Syllabus & U.S. Constitution | Post an introduction to the discussion board *8/29 Last day for registration changes |
| 2 | 9/2-9/8 | The U.S. Constitution & Texas Constitution | The U.S. Constitution & Texas Constitution | Discussion Board (Initial post by Wednesday at 11:59 p.m., response posts by Sunday at 11:59 p.m.) |

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|----|-------------|--|-----------------|--|
| 3 | 9/9-9/15 | Evolution of IGR | See Blackboard | IGR & the Constitution Presentation Due by 11:59 p.m. on Sunday |
| 4 | 9/16-9/22 | Fiscal Federalism | See Blackboard | Article Summary due by 11:59 p.m. on Sunday |
| 5 | 9/23-9/29 | Cooperation/Organizations | See Blackboard | Discussion Board (Initial post by Wednesday at 11:59 p.m., response posts by Sunday at 11:59 p.m.) |
| 6 | 9/30-10/6 | Conflict/Challenges | See Blackboard | Article Summary due by 11:59 p.m. on Sunday |
| 7 | 10/7-10/13 | Court Cases | See Blackboard | Discussion Board (Initial post by Wednesday at 11:59 p.m., response posts by Sunday at 11:59 p.m.) |
| 8 | 10/14-10/20 | Public Opinion | See Blackboard | Article Summary due by 11:59 p.m. on Sunday |
| 9 | 10/21-10/27 | Comparative IGR | See Blackboard | Discussion Board (Initial post by Wednesday at 11:59 p.m., response posts by Sunday at 11:59 p.m.) |
| 10 | 10/28-11/3 | Movie & Movie Analysis Draft | | Watch your selected movie, take notes, start working on draft of movie analysis |
| 11 | 11/4-11/10 | Contemporary Challenges to Indigenous Nationhood & Current Social Constructions of Indigenous Peoples | Chapters 1-2 FF | Reading Assignment due by Sunday at 11:59 p.m. *11/5-Election Day |
| 12 | 11/11-11/17 | Managing the Politics of Perception & The Forced Federalism Survey | Chapters 3-4 FF | Discussion Board (Initial post by Wednesday at 11:59 p.m., response posts by Sunday at 11:59 p.m.) *11/8 Last day to drop with a "W" |
| 13 | 11/18-11/24 | Negotiating Compacts between Indigenous Nations & States | Chapters 5-6 FF | Case Study due by Sunday at 11:59 p.m. (11/24) |
| 14 | 11/25-12/1 | | | THANKSGIVING WEEK |
| 15 | 12/2-12/6 | Work on Final Paper | | Work on IGR Movie Analysis & Complete Course Evaluation |

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|----|--|----------------------------|--|--|
| 16 | | Finals week and Graduation | | Submit IGR Movie Analysis by 11:59 p.m. on December 8, 2024. |
|----|--|----------------------------|--|--|

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

Other important dates:

- 8/29, Last day for registration and schedule changes
- 9/11, Last day to drop a 16 week class without a record
- 9/17, National Voter Registration Day
- 9/27, Community Meal on the Mall
- 10/7, Last day to register to vote in the November election (in Texas)
- 11/5, Election Day
- 11/8, Last day to withdraw with a “W” (16 week classes)
- 11/27-11/29-Thanksgiving Holiday (no classes on these days)
- 12/4, Last class day before finals
- 12/5, Dead day
- 12/6 & 12/9-12/11, Final Exams

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 refrain from using generative AI for your work in this class.
- 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: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid engaging in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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. Respondus Lockdown Browser will be used for the case study assessments as well.

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. Communication is key.

INCOMPLETE POLICY: We do have the ability to assign students an incomplete at the end of a course. However, two conditions 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 during COVID. 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 reserve the right to assess a grade letter penalty for incomplete classes. In addition, 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.

ALPINE LIBRARY INFORMATION

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 LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and

resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

ADA STATEMENT (UPDATED)

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

STUDENT RESPONSIBILITIES STATEMENT (NEW)

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

COUNSELING SERVICES

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

SRSU 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 a 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

IMPORTANT NOTES ON GRADUATE COURSEWORK AND COMPREHENSIVE EXAMS

Grades: In graduate school, a "C" is required to pass the class. In addition, you must maintain at least a 3.0 GPA to remain in good standing. The program faculty evaluate the progress of students in the

program at the end of each semester. Just maintaining a “B” average in the program is not enough to be deemed eligible to continue in the program or to complete the comprehensive exam.

Comprehensive Exam: A comprehensive exam is required in the final semester of coursework for MA-PS and MPA students. More information can be found on our program’s website. Please make sure to save copies of all of your papers, assignments, and books. These will assist you in the comprehensive exam.

Marketable Skills

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