

POS 216: State and Local Government
Prof. James Strickland
T TH, 9:00-10:15AM – Social Sciences Bldg. 236 (Tempe)
Arizona State University
Fall 2019 Syllabus

1. Introduction

Welcome to POS 216: State and Local Government. This course explores the politics of federalism, U.S. states and localities. We examine interactions *between* states and the politics *within* states. Topics of interest include ideological and policy differences, institutional powers of governors and judges, direct democracy and interest groups, and interactions between the federal government, states, and cities. Students will also learn about political issues relevant in Arizona, including the politics of immigration and water management. This course utilizes both a textbook and short news articles about recent events. Classroom meetings utilize lectures, class discussions, and small-group activities.

2. Learning Outcomes

POS 216 is designed to give students a thorough understanding of how state and local governments operate in the United States. Upon completing the course, students will be able to apply their deeper understanding of state and local governments to current events. For example, when given a major decision made by a governmental leader, students will be able to identify the major factors that the leader had to consider and discuss why the action was taken and what apparent trade-offs were made. Students will also gain or improve a variety of skills, including analytical and writing skills. As an instructor, I aim to present information in a politically non-partisan tone that encourages respectful dialogue among students.

3. Textbook and Readings

The course textbook is Donovan, Smith, Osborn, and Mooney, *State and Local Politics: Institutions and Reform* (4th edition). If you choose to buy an earlier edition—not a bad way to save money—then you will need to go to the library for some later chapters. You can also rent an edition of the textbook on Amazon. All additional readings can be found online or will be provided by the instructor or on a course website.

4. Classroom Policies

All cell phones should be turned off or muted during classroom meetings. Laptop computers can be used only for taking notes, *although scientific research has found that students who instead write notes by hand retain more information.* (It's your choice!)

Students should treat the professor and each other with respect. Students should arrive a few minutes early since class will begin promptly on time. Students who display disrespectful behavior will be asked to leave. This includes texting or receiving non-emergency phone calls.

5. Contact Information and Office Hours

Email (James.Strickland@asu.edu) works best. I respond to email daily except on weekends. My office is Coor 6710. My office hours are 10:30-11:30AM on Tuesday and Thursday, and by appointment. Students may ask to schedule appointments in person or via email.

6. Accommodations for Students with Disabilities

Students with qualifying disabilities who will require accommodations are encouraged to make their requests as early as possible via email or during office hours. Verification with the Disability Resource Center (DRC) will be required. Disability information is confidential. The DRC may be contacted at 480-965-1234 or found on the first floor of the Mathews Center Building. They are open 8AM to 5PM, Monday through Friday. Their website is at <https://eoss.asu.edu/drc>.

7. Academic Honesty

Students are expected to abide by the Student Academic Integrity Policy. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Students who violate the Integrity Policy will automatically receive a failing grade for POS 216.

8. Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

9. Reporting Title IX violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

10. Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services (<https://eoss.asu.edu/counseling>) is available if you wish discuss any concerns confidentially and privately.

11. Copyrighted materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. If you have any questions, please refer to ACD-304-10 Course Syllabus or contact Jenny Smith in the CLAS Office of Students and Academic Programs at (480) 965-6506.

12. Assignments and Grading

Letter grades for the course are awarded based on weighted scores for course assignments.

97-100 A+	93-96 A
90-92 A-	87-89 B+
83-86 B	80-82 B-
77-79 C+	70-76 C
60-69 D	< 60 E

The course consists of several essays and in-class assignments, each weighted differently:

- **10%** of each student's course grade consists of participation during class meetings, including attendance. This portion of the course grade is automatically given to each student, with slight deductions made throughout the semester for multiple late arrivals to class, texting, or being absent without excuse more than twice. Excused absences require doctors' notes. Students are also expected to contribute to classroom discussions.

- **20%** of each student's course grade will consist of four short "pop" quizzes. Five quizzes will be given, but only the top four scores will be used to calculate the grade. The quizzes will cover the previous week's readings and lectures. The four quizzes are weighted equally. An excused absence is needed for taking a make-up quiz within a week.
- **30%** of each student's grade will consist of two, in-class exams given on **October 10** and **November 21**. Both exams will consist of questions with multiple answer choices and some short essay responses. Study guides will be provided about a week before each exam. Each exam is weighted equally. An excused absence is needed for taking a make-up exam within a week.
- **5%** of each student's grade is granted for submitting a one-paragraph proposal of your final paper topic, due **October 22**. The proposal should include the U.S. states and policy differences that you will examine. I will approve the proposal or recommend better options.
- **35%** of each student's grade will consist of a 5-page (at least 1,500 words) essay examining why two U.S. states have different policies on a single issue. Students are free to choose the issue (e.g., abortion, capital punishment, et cetera) and the states, but the states must border each other *and* have voted for the same presidential candidate in 2016. There are typically multiple plausible explanations. The essay's purpose is to help students show familiarity with course concepts. A rubric will be provided. The paper is due on December 9. Grades for late papers are reduced 10 percent per day.

Grades will be posted on Canvas within a week of each assignment. All proposals and papers can be submitted via email. Instructions will be provided.

Schedule of Topics and Readings

Week 1: August 22 – 23

Introduction of instructor, classmates, syllabus, and course concepts.

Textbook, chapter 1: Introduction to State and Local Politics

Week 2: August 26 – 30

Textbook, chapter 2: Federalism

News article: “Treasury Finishes Rules Ending Blue-State Tax-Cap Workarounds.” *Wall Street Journal*, June 11, 2019 ([link here](#)).

News article: “California Requires Trump Tax Returns Under New Election Law.” *New York Times*, July 30, 2019 ([link here](#)).

Week 3: September 2 – 6 (Labor Day: no classes September 2)

Textbook, chapter 3: Participation, Elections, and Representation

News article: “Federal court to decide if McSally's Senate appointment can last until 2020 election.” *Arizona Republic*, August 9, 2019 ([link here](#)).

News article: “McSally, Kelly raise \$13.9 million for anticipated 2020 Senate race.” *PBS Arizona*, July 19, 2019 ([link here](#)).

Week 4: September 9 – 13

Textbook, chapter 4: Direct Democracy

Article: “Direct democracy in Arizona reaches the century mark, painting a rich history.” *BallotPedia*, February 14, 2012 ([link here](#)).

News article: “How Phoenix Voters Could Halt Light Rail Expansion.” *CityLab.com*, August 8, 2019 ([link here](#)).

Week 5: September 16 – 20

Textbook, chapter 5: Political Parties

News article: “Why Orange County is the New Blue.” *Orange County Register*, August 9, 2019 ([link here](#)).

News article: “Democrats Launch Texas Offensive with Redistricting in Mind.” *Wall Street Journal*, August 11, 2019 ([link here](#)).

Week 6: September 23 – 27

Textbook, chapter 6: Interest Groups

News article: “Outgoing state officials turn to lobbying under lax Michigan rules.” *Detroit News*, January 23, 2019 ([link here](#)).

News article: “They Copied Bills from Corporations. These Lawmakers Say That’s OK.” *USAToday*, July 17, 2019 ([link here](#)).

Week 7: September 30 – October 4

Textbook, chapter 7: Legislatures

Video clip: “Arizona State Capitol Building for Sale” (4m36s), *The Daily Show with Jon Stewart*. September 15, 2009 ([link here](#)).

News article: “Arizona Legislature adjourns after passing \$11.8B budget.” *Associated Press*, May 28, 2019 ([link here](#)).

News article: “Wyoming’s thin legislative staff causing concerns behind scenes.” *Casper Star Tribune*, August 12, 2019 ([link here](#)).

News article: “Wyoming is committed to a ‘citizen legislature.’ But the format can limit who is able to participate.” *Casper Star Tribune*, August 12, 2019 ([link here](#)).

Week 8: October 7 – 11 *MID-TERM EXAM OCT. 10*****

Textbook, chapter 8: Governors and Bureaucracy

News article: “Gov. Ducey plans another attempt at gun measure rejected before.” *Tucson.com*, August 2, 2019 ([link here](#)).

News article: “Who runs the state? Here are Arizona's top agency heads (and their salaries).” *Arizona Republic*, July 16, 2019 ([link here](#)).

Optional article: “Grand staircases, state-shaped pools, and a bowling alley in the basement: Here's what the governor's mansion looks like in every state.” *Business Insider*, August 9, 2019 ([link here](#)).

Week 9: October 14 – 18 (Fall Break: no class on October 15)

Textbook, chapter 9: Courts and Criminal Justice

News article: “Attorney General Brnovich offers to help Arizona secure drug to resume executions.” *Tucson.com*, July 26, 2019 ([link here](#)).

News article: “Special legislative panel looking at ways to reduce state’s prison population.” *Tucson.com*, August 6, 2019 ([link here](#)).

Week 10: October 21 – 25 *Proposals due Oct. 22*****

Textbook, chapter 10: Fiscal Policy

News article: “Property tax relief is next 'think big' idea for Gov. J.B. Pritzker, Illinois lawmakers to face.” *Chicago Tribune*, June 10, 2019 ([link here](#)).

Week 11: October 28 – November 1

Textbook, chapter 11: Local Governments

News article: “West Jordan preparing to elect 'strong mayor' as part of new form of government.” *Deseret News*, August 9, 2019 ([link here](#)).

News article: “Amazon drops plan to build headquarters in New York City.” *Washington Post*, February 14, 2019 ([link here](#)).

Week 12: November 4 – 8

Textbook, chapter 12: Local Land Use

News article: “‘They killed our city’: Locals feel helpless as vacation rentals overrun Sedona, Arizona.” *Arizona Republic*, July 27, 2019 ([link here](#)).

News article: “Red State Governments Ban Blue Cities from Passing Bills to Make Housing Affordable.” *Pacific Standard*, July 23, 2019 ([link here](#)).

Week 13: November 11 – 15

Textbook, chapter 13: Morality Policy

News article: “While some states try to ban abortion, these states are expanding access.” *Vox*, June 12, 2019 ([link here](#)).

News article: “California's Largest Legal Weed Farms Face Conflict in Wine Country.” *National Public Radio*, August 14, 2019 ([link here](#)).

Week 14: November 18 – 22 *MID-TERM EXAM NOV. 21****

Textbook, chapter 14: Social Welfare and Healthcare Policy

News article: “Arizona becomes the first state to recognize all out-of-state occupational licenses.” *PBS Arizona*, April 10, 2019 ([link here](#)).

News article: “The Federal Minimum Wage Doesn’t Really Matter Anymore.” *Wall Street Journal*, August 11, 2019 ([link here](#)).

Week 15: November 25 – 29 (Thanksgiving: no class on November 28)

Textbook, chapter 15: Education Policy

News article: “How a State Plans to Turn Coal Country into Coding Country.” *New York Times*, August 10, 2019 ([link here](#)).

News article: “Arizona Republicans Inject Schools of Conservative Thought into State Universities.” *New York Times*, February 26, 2018 ([link here](#)).

News article: “Arizona teachers get pay raises for new school year.” *KTAR*, July 30, 2019 ([link here](#)).

Week 16: December 2 – 6

Politics in Arizona: immigration and water management.

Enos, Ryan. 2017. *The Space Between Us: Social Geography and Politics*. Cambridge: Cambridge University Press. Pp. 227 – 29; 232 – 49.

News article: “GOP files lawsuit against sanctuary city initiative in Tucson.” *Tucson.com*, July 21, 2019 ([link here](#)).

Reisner, Marc. 1986. *Cadillac Desert: The American West and Its Disappearing Water*. New York: Penguin Books. Selected excerpts from chapter eight.

News article: “Q&AZ: Is Arizona Getting Hotter?” *KJZZ 91.5*, August 20, 2018 ([link here](#)).

PBS Newshour segment “Amid drought, Phoenix plans for a future with less water” ([link here](#)).

*****Paper due at midnight on Dec. 9*****