

POLS 4202: Interorganizational Behavior

Fall, 2009
Section 01
MWF: 1-1:50
Pafford 107

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Office: Pafford 119
Office Hours: MW: 2-5
R: 10-12
F: 9-10, 2-3

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Course Description

In this course, you will explore the relationships among federal, state, metropolitan and local units of government. You will also examine current trends, issues, judicial interpretations, and administrative actions involving intergovernmental relations (IGR). In addition, this course will examine competing rationales for determining which government is most properly suited for generating revenue and implementing public policy. We will explore the evolving interdependent nature of various governmental units as distinct members of the larger governmental structure and review the constitutional background that provides the basic framework of federalism.

Course Objectives

Students will walk away from this course with an understanding of the following:

- 1) How governmental institutions at different levels interact with each other.
- 2) The evolution of intergovernmental relationships throughout the history of the United States.
- 3) The causes and consequences of said evolving relationships, including a considerable focus on the political forces and institutions that brought about changes in the structure of interorganizational relations.
- 4) Contemporary federalism and the course of future federal relations.
- 5) Most importantly: the ability to critically analyze both the current state of federalism and its past.

Required Texts:

1. O'Toole, Laurence J (2007). *American Intergovernmental Relations*. 4th ed. CQ Press.
2. Walker, David (2000). *The Rebirth of Federalism: Slouching toward Washington*, Second Edition. Chatham House Publishers.
3. Derthick, Martha (2001). *Keeping the Compound Republic: Essays on American Federalism*. Washington: Brookings Institution Press.

Course Evaluation

Essays: Students will write 3 take home essays answering an essay prompt that will be provided by the instructor. Because the essays will be take home, expectations will be high. Questions will be sufficiently broad so as to require students to incorporate a significant amount of reading and lecture materials from the relevant sections of the course, and synthesize those into a coherent and thoughtful critical essay. While there is not a formal length requirement for the essays, a thoughtful and comprehensive response is likely to require greater than six double spaced pages at a minimum; probably more. Essays should not exceed 10 pages. Each essay will be worth thirty percent of your final grade, for a total of ninety percent of your course grade coming from this component of the course.

*Aside note: Many students will probably panic after reading this portion of the syllabus, because the essays seem long. While the essays will be difficult, you will be given a more than sufficient amount of time to complete them, including a day off from class, and I will provide considerable guidance in class concerning the construction and components of the essay. Basically what I am saying is, don't panic. It sounds much worse than it is, and once you have finished the course you are likely to look back on it and realize that the assignments both made you a better writer and helped you to integrate the complicated aspects of federalism by synthesizing them in your own words to construct an argument.

Participation: The remaining 10% of the course grade will be based on the student's participation in class. Students are expected to come to class having done the assigned readings and be prepared to participate fully in discussions we will be having in class. Students who consistently miss class, without documented proof of emergency circumstances, will be shown no mercy in this course. Participation will not only be worth ten percent of the final grade, but also will be the basis on which borderline grades are determined at the end of the semester.

Related Expectations: Students will also be expected to adhere to the following related expectations.

- 1) When engaging in class discussion, students will be respectful of the opinions of others and will treat each other professionally. Foul or harmful language directed at any other individual in the room will result in your removal from the course and you will not be welcome back.
- 2) Students are not to use their cell phones or other electronic devices during class. If you are caught using your cell phones during class, you will be asked to leave, not welcomed back, and you will get a zero for participation in this course.
- 3) Do assigned readings prior to coming to class. You will need to do so in order to effectively participate in the discussion or follow the lecture.
- 4) Get to class on time.
- 5) No late work will be accepted.

Grading Procedures:

Students will be evaluated by their individual performance on the two exams, final paper, and their class participation. Students will be assigned one of the following letter grades based on their points earned out of the total possible points:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

Academic Dishonesty:

I take academic dishonesty very seriously, as does the University. As such, any cheating or suspicion of cheating on any assignment for this course will not be tolerated and will be prosecuted to the fullest extent, including those authorities above me. Cheating will result in a failing grade for the course, no exceptions.

Make up assignments:

Students are expected to take exams in class at the time they are scheduled. Students will only be allowed to make up or reschedule examinations or any other assigned aspect of the course in the most extreme circumstances and providing full documentation where applicable.

Students with disabilities:

Any student with a disability who requires any accommodation should notify me as early in the semester as possible and the instructor certainly will work with you to the greatest extent of his abilities.

Social Justice Policy:

The instructor and the University take social justice very seriously. To that end, no students will be discriminated against in this class for any reason, including race, gender, ethnicity, sexual orientation, religious affiliation, or height, weight, age or appearance for that matter by the instructor or any of the students. Students who make insensitive, inappropriate, or offensive comments in class relating to any of these criteria will face disciplinary action. Students are encouraged to participate fully but professionally in class discussions, and no student should be made to feel too uncomfortable to do so.

Course Schedule

Student Assignments will be denoted in bold.

Part I: History and Models of Federal Relations

Week 1: (August 14) Introduction

- Students will receive the syllabus and expectations will be discussed in class.

Week 2: (August 17-21) Introduction to Federalism

- **Read Walker, Part I (pages 1-35).**
- **Read O'Toole, Introduction (pages 1-32) and Chapter 5 (pages 72-84).**
- **Read Derthick, Chapter 2.**

Week 3: (August 24-28) Federalism and the Founding

- **Read Walker, Chapter 2.**
- **Read O'Toole, chapters 1-2.**
- **Read Derthick, pages 1-32.**

Week 4 and 5: (August 31-September 11) Dual Federalism

- **Read Walker, Chapter 3.**
- **Read O'Toole, Chapters 3, 4, and 7.**
- **Read Derthick, Chapter 8.**

Week 6: (September 14-18) Cooperative Federalism

- Note: no class September 7 (Labor Day)
- **Read Walker, Chapter 4.**
- **Read Derthick, Chapter 9.**
- **Read O'Toole, Chapter 10.**

Week 7 and 8: (September 21-October 2) Reactions to Cooperative Federalism

- **Read Walker, Chapters 5-6.**
- **Read Derthick, Chapter 10.**
- **Read O'Toole, Chapter 11, 13.**
- No class Friday, October 2 to permit students extra time for Essay 1.

Essay 1 is due Monday, October 5 in class.

Part II: Federalism Today: Politics, Finance, and Administration

Week 9 and 10: (October 5-14) Politics and Federalism: Congress and the Federal Courts

- **Read Walker, Chapter 7.**
- **Read Derthick, Chapter 4 and 7.**
- **Read O'Toole, Chapter 9.**
- No class October 16, fall break.

Week 11: (October 19-23) Fiscal Federalism, Part I.

- **Read Walker, Chapter 8.**
- **Read O'Toole, Chapters 14-15.**
- **Read Derthick, Chapter 5.**

Week 12: (October 26-30) Fiscal Federalism, Part II.

- **Read O'Toole, Chapters 16-20.**

Week 13: (November 2-6) Powers of the States

- **Read Walker, Chapter 9**
- **Read O'Toole, Chapter 21**

Week 14: (November 9-13) Administrative Federalism

- **Read O'Toole, Chapters 22-24.**
- No class Friday, November 13 to allow more time for Essay II.

Essay 2 is due Monday, November 16 in class.

Part III: The Future of Federalism and Continuing Challenges

Week 15 and 16: (November 16-23) Katrina, Homeland Security, and Beyond

- **Read O'Toole, Chapters 25-28.**
- No class November 25-27. Happy Thanksgiving.

Week 17: (November 30-December 4) Federalism's Future and Reform

- **Read Walker, Chapters 10-11.**

Essay 3 is due Friday, December 11 at 11:00 a.m.