Overview and description of the course:

This class is designed to acquaint students with the major features and theories of state and local administration, with an emphasis on the intergovernmental context in which these governments function (federalism, IGR, state-local relations, etc). The course will rely on political, legal and fiscal perspectives to illustrate current management issues and the context of management in a multi-governmental system. These perspectives will be used to explore management issues in federal, state, municipal, county, and other forms of sub-federal governments. We will incorporate applied policy cases – such as education, health and welfare, economic development, security, immigration, environmental, and others. Current issues including the controversial Affordable Care Act and No Child Left Behind policies, voting rights, marriage laws, homeland security, government contracting, and others will also be integrated into class work.

Course learning objectives and expected outcomes:

The objective of this course is to prepare you to work in a multi-governmental and multi-sectoral system, whether your profession takes you to the public or private sectors. Accordingly, the following items comprise our course expectations and learning outcomes for each student:

1. Demonstrated ability to describe the complex multi-governmental and multi-sectoral system of governance in the U.S., and to understand the basic components of similar systems across the globe.
2. Demonstrated ability to critically examine management and policy issues in a multi-governmental and multi-sectoral system.
3. Demonstrated ability to analyze and craft solutions to specific management and policy problems in a multi-governmental and multi-sectoral system.
4. Demonstrated ability to brief superiors and colleagues on the implications of a multi-governmental and multi-sectoral system for specific management and policy problems.

5. Demonstrated ability to incorporate political, legal, fiscal, and managerial frameworks for items 1 through 4.

**Texts:**

The required text for PUAD 609 is:


Note: This text will serve as a primer. Most course readings will consist of refereed journal articles that provide greater depth for our topics. All are available on our course Blackboard site.

Additional information can be found in the following books:


**Communication:**

I prefer to be contacted through my e-mail account whenever possible.
Course requirements:

1. Two take-home examinations. Details TBA. See due dates in class schedule below.

2. A 10-12 page (double-spaced) research paper. The paper should address and analyze a state/local management issue or problem, and can include a policy-focused topic. The paper can focus on one level of government, or can address federalism (federal-state relations), state-local issues, inter-local issues, or any other intergovernmental topic. It should include an analysis of managerial, political, legal, and fiscal factors relevant to the topic. Paper is due no later than date specified on class schedule. A paper proposal will be required (a one page summary/outline of your topic), and is due no later than date specified on class schedule. I will review your proposal and return it to you as soon as possible. Please note that your paper bibliography must include at least three refereed journal articles from outside required class readings. Exceptions may be made for topics that are very new/current, which have not yet generated refereed research. Details TBA. I will post a “model” paper, with a standard bibliography form, on blackboard early in the semester. In general, the bibliography should follow the form used at the end of this syllabus. Be prepared to lose grade points if you do not use at least three refereed journal articles from outside required class readings. Exceptions will be made only for those with an explicit approval from me.

3. A presentation, to be made on one of the class dates specified on the class schedule. The presentation (length to be determined in part by the number of students in the class) should summarize the analysis and conclusions of your research paper. PowerPoint presentations are expected. You will have a time limit (probably under 15 minutes). Detailed instructions will be provided later in the semester.

4. Class participation, discussed in the following section.

Class participation:

This course will include some lecture, but with your participation, we will follow a seminar format as much as possible. Consequently, class participation is essential. You are expected to read and be prepared to discuss in class all materials assigned. Your knowledge and analysis of the material will be noted and included in your class participation grade. I will call on students at random with questions from the reading or, more commonly, I will ask you to generate questions from the readings. So – be prepared!
Grading:

Grades will be determined as follows:

- Examinations 20% (each)
- Paper 35%
- Paper presentation 15%
- Class participation 10%

The style, composition, organization, and analytic content of your written assignments will be considered during the grading process. In addition, your grade will include an assessment of your class participation. In other words, all students are expected to demonstrate in class that they are familiar with the assigned material.

Note: Submission instructions will be provided for all assignments. Most will be submitted in three forms, including hard copy. PLEASE be sure to number the pages of your assignments, and do not put your hard copy assignments in plastic covers or other binders – just staple the pages together. Please print as double-sided docs whenever possible. I RESERVE THE RIGHT TO DEDUCT AT LEAST ONE HALF GRADE FOR FAILURE TO COMPLY WITH THIS INSTRUCTION.

The information below describes general evaluation criteria and grade assignments. But be forewarned – grading is an art, not a science. Many factors enter a final assignment grade, including some of the items mentioned above.

All of our assignments are designed to assess your mastery of the course expectations and learning outcomes described above. Be familiar with those outcomes so that you can get the most out of each assignment.

In general, grades are assigned on the basis of the following criteria:

- **A+**. Superior performance in terms of expected course outcomes in the context of the assignment. A grade of A+ is reserved for those assignments that demonstrate superiority on all components (analysis, organization, writing quality and style, etc.)

- **A**. Excellent performance in terms of expected course outcomes in the context of the assignment. A grade of A is reserved for those assignments that demonstrate excellence on all components (analysis, organization, writing quality and style, etc.).

- **A-**. Excellent performance in terms of expected course outcomes in the context of the assignment. A grade of A- is reserved for those assignments that demonstrate excellence on most components (analysis, organization, writing quality and style, etc.).

- **B+**. Very good performance in terms of expected course outcomes in the context of the assignment. A grade of B+ is reserved for those assignments that
demonstrate very good mastery on **most components** (analysis, organization, writing quality and style, etc.).

- **B. Good** performance in terms of expected course outcomes in the context of the assignment. A grade of B is reserved for those assignments that demonstrate good mastery on **most components** (analysis, organization, writing quality and style, etc.).

- **B-. Fair** performance in terms of expected outcomes in the context of the assignment. A grade of B- is reserved for those assignments that demonstrate fair mastery on **most components** (analysis, organization, writing quality and style, etc.).

- **C+ or below.** In general, a grade of C+ or below is reserved for assignments that are not satisfactory. Such grades indicate that the student is not achieving the expected learning outcomes. If you receive a grade of C+ or lower, please make an appointment to meet with me.

**Turnitin:**

This course will be using Turnitin.com - an online text-matching program. Although Turnitin has been characterized as a “plagiarism-prevention” program, we will use it in this class to help educate you about the writing process and to foster integrity.

Instructions are forthcoming, and some have been posted on Blackboard.

**Guest speakers:**

I may solicit one or two guest speakers to discuss specific topics of interest during the semester. I will notify you as far in advance as possible about any such speakers.

**Reading and writing standards:**

You are expected to complete the American University Library's Information Literacy Tutorial, [http://www.library.american.edu/tutorial/index.html](http://www.library.american.edu/tutorial/index.html), if you have not already done so in your academic career. It is an excellent introduction to researching and writing. Throughout this and every other course careful attention should be given to writing style, source citations, and proper listing of references, and the library's tutorial is very helpful. For questions, please refer to the library website on citations, [http://www.library.american.edu/e_ref/citation.html](http://www.library.american.edu/e_ref/citation.html) or a college writing text such as Hacker, *A Writer’s Reference*, [www.bedfordstmartins.com/hacker/writersref](http://www.bedfordstmartins.com/hacker/writersref). In addition, Davis, *The Rowman and Littlefield Guide to Writing with Sources* (2nd ed., 2004) is an extremely useful text. If you are more comfortable with a style manual not mentioned here, please contact me so that we can determine the best reference for you to use. The key point is appropriateness and consistency. In addition, you should evaluate websites carefully for academic quality and reputation. For
guidance on website evaluation, please contact a site such as http://www.library.cornell.edu/okuref/research/webeval.html. I would also be happy to answer any questions you have on this topic.

**Academic Integrity Code:**

Standards of academic conduct are set forth in the University's Academic Integrity Code, http://www.american.edu/academics/integrity/code01.htm. All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this code.

All work must be entirely your own. When you quote from others’ work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others’ ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the academic integrity code and will result in sanctions.

By registering in this class, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Academic Integrity Code can result in failure in the course, as well as more serious academic sanctions.

**Academic support:**

If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the university to support you in your efforts to be successful in this course.

**Academic Support Center** (202-885-3360, MGC 243, asc@american.edu, www.American.edu/ocl/asc) offers study skills materials and workshops, individual academic assistance, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the Academic Support Center (ASC) Writing Lab or in the Writing Center, Battelle-Tompkins 228, 885-2991.

**Counseling Center** (202-885-3500, MGC 214, www.american.edu/ocl/counseling) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

**Disability Support Services** (202-885-4415, MGC 206, dss@american.edu, www.american.edu/ocl/dss) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.
If you have a disability and might require accommodations in this course, please notify me via Disability Support Services (DSS) or the Academic Support Center (ASC) early in the semester so that I can make arrangements to address your needs.

**Emergency Preparedness:**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.
CLASS AND TOPIC SCHEDULE:

(This schedule is for planning purposes, and is tentative. Adjustments to dates and readings may be necessary. I will notify you as soon as possible of any changes.)

1. **Aug 27** - Introduction and Course Overview

2. **Sept 3** - The Management Context:
   State and Local Government: A Primer
   Readings: Berman, Chapters 1-3, 8
   Bowling and Wright 1998
   Brudney and Wright 2010
   Thompson
   Stillman
   Frederickson, Logan and Wood

3. **Sept 10** - The Management Context:
   Structure and Politics: Federalism and Intergovernmental Relations
   Readings: Berman, Chapter 4 and pp.77-88
   Hanson
   Schneider et. al.
   Weissert et. al.
   Posner
   Grossback

4. **Sept 17** - The Management Context:
   Legal Perspectives
   Readings: Berman, pp. 70-77 and Chapter 7
   Christensen and Wise
   Wise and O’Leary 2003
   Wise 2001
5. **Sept 24** - The Management Context: Fiscal Perspectives

Readings: Berman, Chapter 6
Rivlin
Tannenwald 2002
Witko and Newmark
Tannenwald 2001
Hall 2010
Mullins and Wallin
Sokolow 2000


Readings: Nigro and Kellough
Thurmaier and Wood
Leland and Thurmaier
McCabe
Bourdeaux
Melkers and Willoughby

Oct 8\textsuperscript{th} – NO CLASS *****


****Exam #1 Due *****

Readings: Ladd and Doolittle
Plotnick and Winters
Barrilleaux and Miller
Gray et. Al.
Kickham and Ford
TBA
8. **Oct 22** - Management and Policy:
   *Education*
   *Environment*

   ******Paper Proposal Due******

   Readings: Imazecki and Reschovsky
             Zimmer and Buddin
             Wong
             Konisky
             Sokolow
             Scheberle
             Sigman

9. **Oct 29** - Management and Policy:
   *Economic Development*
   *Transportation*

   Readings: McDowell and Edner
             Edner and McDowell
             Swope May 2005
             Swope Oct 2005
             Albalate and Bel
             Brunori
             Wasylenko

10. **Nov 5** - Management and Policy:
    *Security*
    *Immigration*
    *Other?*

    Readings: Caruson et al
              Eisenger
              Roberts
              Landy
              Derthick
              Newton and Adams
              TBA
11. **Nov 12** - Wrap Up

   Readings: Berman, Chapter 9  
   Rivlin - review

   *****Exam #2 Due *****

12. **Nov 19** - Presentations

   *****Paper Due!!!*****

13. **Dec 3** - Presentations
Assigned Readings:

The Management Context: State and Local Government: A Primer


The Management Context: Structure and Politics: Federalism and Intergovernmental Relations


The Management Context: Legal Perspectives


The Management Context: Fiscal Perspectives


The Management Context: “New” Public Management and other Management Strategies


Management and Policy: Social Welfare


Management and Policy: Education; Environment


Management and Policy: Economic Development; Transportation


Management and Policy: Security, Immigration; Other?


