

## **State and Local Government – PS 207**

### **Fall 2022**

***Monday / Wednesday / Friday, 10:45 – 11:50 AM***

**Instructor:** Dr. Andrew A. Szarejko (andrew.szarejko@wartburg.edu)

**Office Location:** CTC 306

**Office Hours:** Monday / Wednesday, 2:30 – 4:00, and any day by appointment

**Classroom:** LH 333

**Course Credit:** 1 credit

**Essential Ed:** Interconnected (IC) Social Sciences

### **Course Description and Goals**

The United States government is a federal system that allows for significant state and local political autonomy. How does politics operate at these lower levels of the American system? We will start the course by considering the nature of the powers that states and localities possess and the constraints of the federal system. We will then examine the historical trajectory of different issues at the state and local level—we will consider how those issues have changed or stabilized over time. We will then study a range of the policy issues being debated at state and local levels today, and we will ask throughout why some states and localities differ from others on those issues. We will conclude the course by reflecting on the question of what a democratic political system defined by this fragmentation of power demands of its citizens.

### **Requirements and (Un)Grading**

Requirements of this course include (1) reading assigned pieces, (2) contributing to in-class discussion, and (3) writing several short papers. Our class sessions will generally take the form of a seminar in which we discuss assigned readings as a class. I will also provide occasional lectures, and some of our sessions will include a guest speaker via Zoom (generally another academic who specializes in that week's topic).

The course structure reflects my goal of “ungrading,” which has been defined as “an umbrella term for any assessment that decenters the action of an instructor assigning a summary grade to student work”. In other words, I want you to be able to focus less on attaining a particular grade and more on your intellectual growth. Central to this effort will be several short papers that ask you to reflect on assigned readings and on your contributions to the class. “Ungrading approaches learning as a process or a journey rather than the completion of a set of tasks or competencies,” and throughout that process I will provide feedback on your written and in-class work in an effort to help you through that process.

### **Attendance & Participation**

This will primarily be a discussion-based class, so participation will constitute a large portion of your grade. Good participation in this course will entail making comments or asking questions that provide evidence of having done the readings and that move our discussion forward. That is,

it is not the quantity but the quality of your in-class participation that will determine your participation grade. We will discuss guidelines for good participation further as a class.

I will occasionally provide lectures that may make use of PowerPoint slides, and when they do, I will post the slides on Canvas. Sessions involving a guest speaker will generally take the form of a question-and-answer session, and while I will generally start with a question or two, I would ask you to come prepared to those sessions with questions for the speaker.

Please notify me as soon as possible if any documented medical, family/personal, or religious exceptions are likely to interfere with your regular participation in the course. Emergencies may not allow you time to e-mail in advance; in such cases, just notify me as soon as possible via email. I hope that you all stay well this semester, and I will try to be flexible as exigencies arise. Any given absence will not result in a set number of points being deducted from your participation grade; rather, I will consider your semester-long efforts when assigning a participation grade.

Note that lecture slides and other class materials should not be disseminated to anyone outside the class.

### *Readings*

Each week includes multiple readings, and you should read them in the order of their listing. Most weeks include one academic article and one or more policy-focused (and generally shorter) readings, including government documents. I would recommend completing all of a week's assigned readings by the first class of each week, but we will typically focus on the first assigned reading in our first session of the week and any remaining readings in our second session. Any exceptions will be noted in class. **I will make all materials freely available online through Canvas and/or through a link on the syllabus.** Please note that I may change any of the readings or assignments listed below, but I will communicate any such changes in advance. If you have any trouble accessing any materials, please let me know. Note that readings marked as "recommended" are optional.

Good participation and paper grades alike will require you to have a strong comprehension of the material covered in the readings. We will discuss good reading and note-taking strategies in class to ensure that you are well-prepared to do these readings, but if you are having any trouble with them, please see me at your earliest convenience. Some journal articles will include statistical methods that may be unfamiliar to you. I will discuss methods used in Political Science in the course, but you don't need to understand every methodological choice that appears in the readings—rather, you should focus on identifying the core argument and the evidence provided to substantiate that argument. If unfamiliarity with any method impedes your understanding of a piece, please feel free to raise the issue in class or in office hours.

### *Reading Reflection Papers*

I will ask you to complete two reading reflection papers throughout the course. The course is divided into four sections, and you will need to complete one reading reflection each in the second and third sections. Within those two sections, you will need to pick two assigned readings from different weeks. After choosing your two readings, you should (1) identify something you

find especially important or interesting that links those two readings and (2) explain how your two chosen pieces complement or contrast with each other. You should then (3) discuss which of the pieces you ultimately find more helpful in understanding state and local government, and this discussion should include a specific statement of what that piece helped you understand about state and local government. Each paper should be between 500 and 700 words. You should upload a reading reflection paper on our Canvas course site no later than 5 PM on the Friday after the last class in that section (October 21 and December 2).

#### *Discussion Reflection Papers*

At the end of the first three sections (no later than 10:45 AM the following Monday—on September 26, October 24, and December 5), I will ask you to evaluate your contributions to in-class discussions. In 200-400 words, you should describe (1) how you would grade your participation so far, (2) explain why you would grade it that way, (3) identify a point you are especially proud to have raised, and (4) explain why that was a valuable point to raise in class.

#### *Local Politics Study: Part I*

About half-way through the course, I will ask you to (1) identify one county about which you want to learn more (except for our own Bremer County, which will serve as a frequent example in our discussions). Based on the county government website and any other government, journalistic, or peer-reviewed sources available to you, (2) briefly describe how the county manages its elections, (3) briefly describe how the county and its state have voted in the last three presidential elections (2020, 2016, 2012), and (4) formulate your best explanation for why the county and state have aligned or diverged in those elections. Consider why, for example, some areas tend to have more Republican- or Democrat-affiliated voters. You should do this in about 750 words by 5 PM on Friday, October 14.

#### *Local Politics Study: Part II*

Consider the same county you examined in Part I of this assignment. In the style of a policy memo, (1) provide three ideas for how the county could encourage greater turnout in the next presidential election, (2) make a brief argument for one of those ideas over the others that includes supporting evidence (for your preferred idea and against the others), and (3) briefly explain potential difficulties with your proposed plan. This should be about 250-300 words, and you should submit the paper by 5 PM on December 9.

We will discuss all of these assignments further in class, but if anything remains unclear, I encourage you to contact me via email or in office hours.

You should submit all of the written assignments on Canvas as Word files (.doc or .docx; no .pdf or .pages, please). Documents should be single-spaced and typed in 12-point Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. Please include your name, the date of your submission, and the course number in the upper-left hand corner as well as a centered title. I ask that you use footnotes to cite your sources, and while consistency is most important in your citations, I suggest Chicago-style citations (see [here](#)). Please note that I will not include headers, titles, page numbers, or footnotes in the word count for your papers (but do not abuse the space in the footnotes, please).

### (Un)Grading

While ungrading will guide this course, you will still need a letter grade for this course on your transcript. The letter grade will be determined primarily by your participation and by writing assignments that will be graded on a pass/fail basis. (Papers that receive a “fail” can be re-written and resubmitted once each in an effort to receive a “pass”; late papers will be accepted but cannot be resubmitted. We will discuss guidelines for good writing and revision in class.) At the end of the semester, we will have one-on-one meetings in which I will ask each of you to detail the reason you should receive a given grade. This is meant to be a collaborative process in which you bring the critical thinking that we will be practicing all semester to bear on your own work. In short, you will have a say in your own grade, and our conversation will be based on the following allocation of points and grading scale:

<b>Participation</b>	<b>30%</b>
<b>Reading Reflection Papers</b>	<b>15%</b>
<b>Discussion Reflection Papers</b>	<b>15%</b>
<b>Local Politics Study, Part I</b>	<b>20%</b>
<b>Local Politics Study, Part II</b>	<b>20%</b>

Letter Grade	Percent
<b>A</b>	94-100%
<b>A-</b>	90-93.99%
<b>B+</b>	88-89.99%
<b>B</b>	84-87.99%
<b>B-</b>	80-83.99%
<b>C+</b>	78-79.99%
<b>C</b>	74-77.99%
<b>C-</b>	70-73.99%
<b>D+</b>	68-69.99%
<b>D</b>	64-66.99%
<b>D-</b>	60-63.99%
<b>F</b>	0-59%

An “A” grade means that you have demonstrated a genuinely superior level of understanding of the subject and have provided ample evidence of that insight.

### Office Hours and E-mail Etiquette

I will hold office hours twice a week, during which you are free to come discuss any relevant academic matters with me. I encourage you to come for substantive questions about readings, lectures, and assignments (especially for the sort of questions that might be difficult to answer

briefly via email), but I am also happy to discuss related academic matters such as post-graduate plans, internship ideas, and the like. If my posted office hours do not work for you, just talk to me before or after class or send me an email to schedule an appointment outside of those hours. You are also welcome to stop by my office (CTC 306) to see if I am available at any time.

I also encourage you to send me questions by email. When doing so, please include PS 207 in the subject line. If you send me an email and do not receive a reply within 24 hours, please follow up to remind me of your question. If it is a time-sensitive matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to emails sent at odd hours.

## Part I. Introduction

**Wednesday, September 7 / Friday, September 9**

*Thinking about State and Local Politics*

- Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” ([2013](#)).
- Eitan Hirsch, “Politics is for Power, Not Consumption,” *Boston Review* ([November 4, 2019](#)).

**Monday, September 12 / Wednesday, September 14 / Friday, September 16**

*Power and Organization at the State and Local Level*

- Robert A. Dahl, “Who Participates in Local Politics and Why,” *Science* Vol. 134, No. 3,487 (October 27, 1961): 1,340-1,348.
- The White House, “State and Local Government” ([2022](#)).

**Monday, September 19 / Wednesday, September 21 / Friday, September 23**

*State and Local Politics in an Era of Polarization and Nationalization*

- Jacob M. Grumbach, “From Backwaters to Major Policymakers: Policy Polarization in the States, 1970-2014,” *Perspectives on Politics* Vol. 16, No. 2 (2018): 416-435.
- Daniel J. Hopkins, “All Politics is National Because All Media is National,” *FiveThirtyEight* ([June 6, 2018](#)).

## Part II. Continuity and Change in State and Local Politics

**Monday, September 26 / Wednesday, September 28 / Friday, September 30**

*Civil Society in American Politics*

- Alexis de Tocqueville, *Democracy in America, Volume 1* (1835): Introductory Chapter.
- Robert D. Putnam, “Tuning in, Tuning out: The Strange Disappearance of Social Capital in America,” *PS: Political Science and Politics* Vol. 28, No. 4 (1995): 664-683.

**Monday, October 3 / Wednesday, October 5 / Friday, October 7**

*The Rural-Urban Divide*

- Robert R. Dykstra, “Town-Country Conflict: A Hidden Dimension in American Social History,” *Agricultural History* Vol. 38, No. 4 (1964): 195-204.
- James G. Gimpel, et al., “The Urban-Rural Gulf in American Political Behavior,” *Political Behavior* Vol. 42 (2020): 1,343-1,368.

**Monday, October 10 / Wednesday, October 12 / Friday, October 14**

*Racial Politics at the State and Local Level*

- W.E.B. Du Bois, *The Souls of Black Folk* (1903): Chapter 2.
- Avidit Acharya, Matthew Blackwell, and Maya Sen, “The Political Legacy of American Slavery,” *The Journal of Politics* Vol. 78, No. 3 (2016): 621-641.

**Monday, October 17 / Wednesday, October 19 / Friday, October 21**

***State and Local Politics in a Growing Union***

- James Madison, “Objections to the Proposed Constitution from Extent of Territory Answered,” *Federalist No. 14* (November 30, 1787).
- Peter S. Onuf, “From Colony to Territory: Changing Concepts of Statehood in Revolutionary America,” *Political Science Quarterly* Vol. 97, No. 3 (1982): 447-459.
- Paul G. Lewis, “Size and Local Democracy: Scale Effects in City Politics,” *PS: Political Science and Politics* Vol. 44, No. 1 (2011): 107-109

**Part III – Current Issues in State and Local Politics**

**Monday, October 24 / Wednesday, October 26**

***State and Local Representation***

- Christopher Warshaw, “Local Elections and Representation in the United States,” *Annual Review of Political Science* Vol. 22 (2019): 461-479.
- Mark Chou, “Different Levels of Government, Different Levels of Political Competence?” *PS: Political Science and Politics* Vol. 52, No. 2 (2018): 256-260.

\*No class on Friday, October 28 – Fall Break

**Monday, October 31 / Wednesday, November 2 / Friday, November 4\***

***Inequality (and Inequity?)***

- Stephen Macedo and Christopher J. Karpowitz, “The Local Roots of American Inequality,” *PS: Political Science and Politics* Vol. 39, No. 1 (2006): 59-64.
- Katherine Levine Einstein, Maxwell Palmer, and David M. Glick, “Who Participates in Local Government? Evidence from Meeting Minutes,” *Perspectives on Politics* Vol. 17, No. 1 (2019): 28-46.

\*Guest talk: Mr. Thomas Klemm, Ph.D. student in Political Science, University of Michigan

**Monday, November 7 / Wednesday, November 9 / Friday, November 11\***

***Policing and Drug Policy***

- Michael Zoorob, “Going National: Immigration Enforcement and the Politicization of Local Police,” *PS: Political Science and Politics* Vol. 53, No. 3 (2020): 421-426.
- Daniel J. Mallinson and A. Lee Hannah, “Policy and Political Learning: The Development of Medical Marijuana Policies in the States,” *Publius: The Journal of Federalism* Vol. 50, No. 3 (2020): 344-369.

\*Guest talk: Dr. Daniel J. Mallinson, Assistant Professor of Public Policy and Administration, Penn State Harrisburg

**Monday, November 14 / Wednesday, November 16\* / Friday, November 18**

***Gendered (State and Local) Politics***

- Mirya R. Holman, “Sex and the City: Female Leaders and Spending on Social Welfare Programs in US Municipalities,” *Journal of Urban Affairs* Vol. 36, No. 4 (2014): 701-715.

- Abigail A. Matthews, Rebecca J. Kreitzer, and Emily U. Schilling, “Anti-abortion Policymaking and Women’s Representation,” *The Forum* Vol. 18, No. 1 (2020): 51-69.

\*Guest talk: Dr. Abigail A. Matthews, Assistant Professor of Political Science, University of Buffalo

### **Monday, November 21 / Wednesday, November 23**

#### ***Education Policy***

- Michael T. Hartney and Leslie K. Finger, “Politics, Markets, and Pandemics: Public Education’s Response to COVID-19,” *Perspectives on Politics* Vol. 20, No. 2 (2022): 457-473.
- Kelly B. Smith, “Laboratories of Bureaucracy: How Bureaucrats Learn across States in Setting Early Childhood Education Standards,” *Publius* Vol. 52, No. 4 (2022): 553-578.

\*No class on Friday, November 25 – Thanksgiving Break

### **Monday, November 28 / Wednesday, November 30 / Friday, December 2**

#### ***Local Politics in Your Neighborhood***

- R. Allen Hays and Alexandra M. Kogl, “Neighborhood Attachment, Social Capital Building, and Political Participation: A Case Study of Low- and Moderate-Income Residents of Waterloo, Iowa,” *Journal of Urban Affairs* Vol. 29, No. 2 (2007): 181-205.
- City of Waverly [2018 Strategic Plan](#) or the City of Cedar Falls [2021 Strategic Plan](#).

## **Part IV. Conclusion**

### **Monday, December 5 / Wednesday, December 7 / Friday, December 9**

#### ***Citizenship in a Liberal Democracy***

- Jane Mansbridge, “Does Participation Make Better Citizens?” *The Good Society* Vol. 5, No. 2 (1995): 1, 4-7.

## ***The Fine Print***

The information below is required administrative language that you should find in some form on every syllabus and that should also be available in more detail online. This is nonetheless important information that you should read if you have not already done so elsewhere. If you have any questions about these policies or how they relate to our course, please let me know.

### **Wartburg Honor Code**

Students, faculty, and staff of Wartburg College are expected to demonstrate integrity in all endeavors. Students are expected to adhere to four essential principles:

1. Submit only original work and properly cite ideas of others, including fellow students.
2. Refrain from giving or receiving unauthorized aid on examinations and assignments.
3. Report any act that violates these principles.
4. Ask for clarification if uncertain about the expectations on a particular assignment.

Students are responsible for abiding by these principles and opposing academic dishonesty in all academic endeavors.

*Source: Student Senate, March 12, 2015*

### **FERPA and Privacy**

In a blended or distance learning environment, the federal law (FERPA) continues to remain in effect, but students should think about their role in supporting the privacy of fellow students. As this course may include virtual interactions, be cognizant that shared pictures, written assignments, videos, emails, blog posts, discussion boards, etc. remain part of the content of the course, just as it would if it were shared in the face-to-face classroom setting. While the privacy of those posts cannot be guaranteed, the expectation is that each member of the class treats those materials with care and not reshare or post beyond this course.

\*As noted above, you should take a similar approach in this face-to-face class that will be mediated by Canvas.

### **Access and Accommodations**

It is the policy and practice of Wartburg College to create inclusive and accessible learning environments consistent with federal and state law. If you anticipate or experience academic barriers due to a disability (including physical, mental health, learning, vision or hearing) you may request accommodations by contacting Nicole Willis, Disability & Access Coordinator, at (319) 352-8230, or by e-mail [nicole.willis@wartburg.edu](mailto:nicole.willis@wartburg.edu). The Academic Resource Center (ARC) offers support and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. The ARC is located at 314 Vogel Library.

Presenting documentation of disability early is helpful and often necessary to secure needed materials in a timely way. Accommodations should be requested prior to affected assignment due dates. Accommodations will not be provided retroactively.

### **Wartburg College Computing Policy**

The Wartburg Technology Policies can be viewed at <https://www.wartburg.edu/its/>.

There will find the purpose, definition, and authorized users. Also listed are the Wartburg College technology policies for appropriate use, personal use, privacy, electronic mail, worldwide web, and disciplinary action.

### **Technical Support**

If you experience problems or need technical support, use the numbers below. If you are unable to participate in class or unable to turn an assignment in, you must obtain a ticket number from the helpdesk:

Wartburg College Helpdesk  
Phone: 319-352-8767  
Email: [helpdesk@wartburg.edu](mailto:helpdesk@wartburg.edu)  
Website: [www.wartburg.edu/its](http://www.wartburg.edu/its)

### **Sexual Misconduct and Discrimination**

Wartburg College is committed to providing a learning, working, and living environment free from all forms of sexual misconduct including, but not limited to, sex-based harassment, non-consensual sex acts, sexual exploitation, relationship violence, and stalking. Wartburg College considers sex discrimination in all forms to be a serious offense and it will not be tolerated.

*The Wartburg College's Title IX, Sexual Misconduct and Discrimination Policy, following national guidance from the Office of Civil Rights, requires that faculty follow Wartburg's policy as a "mandatory reporter" of any personal disclosure of sexual harassment, sexual misconduct, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom settings. These disclosures include but are not limited to reports of personal relationship abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform appropriate Wartburg personnel to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.*

For confidential counseling support and assistance on campus, please contact:

- Wartburg College Counseling Services, 319-352-8596
- Wartburg College Campus Pastor, 319-352-8217

For private, but not confidential, resources on campus, please contact:

- Campus Security, 319-352-8372
- Title IX Coordinator, 319-504-0468
- Director of Residential Life, 319-352-8260
- VP of Student Life, 319-352-8745
- Campus Security officers and residence hall directors