ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

Academic Unit: School of Politics & Global Studies Department: School of Politics & Global Studies

Subject: POS Number: 316 Title: State and Local Government Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description:

Requested designation: (Choose One)
*Note- a **separate** proposal is required for each designation requested*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- ☐ Signed General Studies Program Course Proposal Cover Form
- ☐ Criteria Checklist for the area
- ☐ Course Catalog description
- ☐ Course Syllabus
- ☐ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name: Meaghan Dirksen Phone: 480-727-5568

Mail code: 3902 E-mail: meaghan.dirksen@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Cameron Thies Date: 2/10/15

Chair/Director (Signature): _____

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**1.** Course is designed to advance basic understanding and knowledge about human interaction.	Course description, syllabus, and table of contents from text book
☒	☐	**2.** Course content emphasizes the study of social behavior such as that found in: • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY Political Science Policy Analysis	Course description, syllabus, and table of contents from text book
☒	☐	**3.** Course emphasizes: **a.** the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** **b.** the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Course description, syllabus, and table of contents from text book
☒	☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	Course description, syllabus, and table of contents from text book
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
POS	316	State and Local Government	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This course is designed so that students can use comparative methods in analyzing state and local governments. Specifically the interactions between the federal government, state government, and citizens including but not limited to demographics, natural resources, history, economics, and political cultures.	See the course objectives listed on the first page of the syllabus. The table of contents from the textbooks, specifically Chpts 1, 2, 6, 7, 9, and 16 from the Smith and Greenblatt text.
2	Students will become familiar with structures, functions of state and local government as they interact independently and collaboratively and how citizens interact with those two levels of governments.	See chptrs 1, 2, and 8 from the Smith text and table of contents from the Rosentahl text.
3 a.	This course examines the study of government from a political science perspective as it relates to public policies associated primarily with state and local governments such as education and public safety.	Chptrs 13, 14, and 15 from the Smith and Greenblatt text adresses government at the state and local levels and state and locally governed issues such as healthcare, courts, and education.
4	This course utilizies case studies of local and state govt institutions, census and budgetary data as well as state level legislative data	Chprtr 4 in the Smith and Greenblatt text highlights taxation and budgetary data on the state level.

Course Catalog Description for:

POS 316State and Local Government: Surveys the operations, problems, and policies of state and local governments in the United States

POS 316 – Internet (Line # 43306)
State and Local Government
Summer I 2010

Instructor: Prof. Kate Lehman
Phone: (480) 965-6506 daytime
E-mail: Kate.Lehman@asu.edu
Fax: (480) 965-2110

Texts

Smith, Kevin B., Alan Greenblatt, and John Buntin. 2008. Governing States & Localities, 2nd edition. Washington, DC: CQ Press.

Smith, Kevin B., ed. 2010. State and Local Government, 2009-10 edition. Washington, DC: CQ Press.

Rosenthal, Alan. 2004. Heavy Lifting: The Job of the American Legislature. Washington, DC: CQ Press.

Description of this Course

This course provides students with a survey of the operations, problems, and policies of state and local governments.

Course Objectives

Students who successfully complete this course should be able to:

1. Use the comparative method for analyzing state and local governments.
2. Understand the contribution of demographics, natural resources, history, economics, and political culture to the different choices made by state governments.
3. Discuss each branch of state government and how it interacts with the others.
4. Discuss the role of the federal government with regard to the states.
5. Understand the various structures of sub-state level governments.
6. Understand the way that states and local governments raise and spend money to further their priorities.
7. Discuss and analyze the development of policy making in the areas of education, health and welfare, and public safety.

Course Requirements and Student Evaluation

Welcome to POS 316, State and Local Government. This is an online section, so you must be certain that you have the necessary computer equipment. The course is not self-paced, but has specific due dates for each assignment and exam. Therefore, it puts the responsibility on you, the student, to print the syllabus or to correctly write down the due date for each item. I do not accept late assignments. In a 5-week summer course, you must understand that you should spend about 21/2 hours per day, 5 days per week in reading and listening to the material. If you read critically and analytically, you could easily spend even more time on a class. I reserve the right to make minor changes in the course as we go along. So, although I don't expect any changes to occur, you need to check in to this site several times a week. Discussion forums and exams are based solely on the written material in your books. My lectures merely supplement the texts; they are not a substitute for reading and understanding the material. If you don't understand a concept, I invite you to ask the question via the Voicemail Board.

I chose the main text and the edited reader, because they are the result of a partnership between academics and practitioners. Often we teach the theory, or how something is supposed to work, and forget how things really do work. A friend of mine, U.S. Representative Harry Mitchell, a retired teacher of government at the high school level, once remarked to me that his experience in the Arizona senate, his former elected office, did not operate the way he taught it for more than 20 years. This text is a synthesis; better than any other text, in my opinion, it helps you discover why you should care. The edited readings correspond with the chapters of the main text and give you a range of views on recent events and policy concerns.

Grades, Assignments, and Expectations

The course will be comprised of 460 possible points. The breakdown of points is as follows:
Exams – 3 @ 100 points each = 300 points
Discussion Board Assignments – 3 @ 20 points each = 60 points
Book Review – 100 points

I do not believe in curving grades or in giving extra credit -- that is for grade school and high school -- not a college or university. Therefore, the grade you receive will be the one you earn. Final grades will assigned by adding all your points together and calculating as follows:

A+ = 98 – 100%; A = 93 – 97%; A- = 90 – 92%; B+ = 88 – 89%; B = 83-87%; B- = 80 – 82%; C+ = 78-79% ; C = 70 – 77%; D = 60 – 69%; E = 0 – 59%.

Grades will be posted in the gradebook in Blackboard, so that you can keep track of your progress.

No late assignments will be accepted unless it is ASU's fault, in terms of service outages. I will be informed by ASU and will make adjustments accordingly if it happens.

Discussion forums. Five (5) discussion forums will be posted. You must respond to any three of them. I will grade on style, grammar, and spelling. The questions ought to be answered fully, using supporting evidence from the Smith text and reader. Please use full sentences! Each discussion forum consists of at least one question. In order to get full credit (i.e. 20 points each), you must answer each part of a question in the forum. If you are asked for an opinion, provide evidence from your text. The use of evidence is paramount given that there is not one single 'right' answer to such a question asked in the discussion forum. You ought to figure about one to two pages per forum (300 to 500 words).

All discussion forum answers are due at noon on the date posted in the syllabus below. Late answers will not be accepted. Please note that while the deadline for the first four discussions is on Sundays, that does not mean you may not post earlier. All answers must be in your own words. If you must quote at all, be sure to cite the author and page number(s).

Tests. Each test is posted as shown on the schedule below. The material in each test will be comprised of the all the material in the text, including charts, graphs, and other materials presented in the chapters. Please note that the exams may not be on the same day of the week. They are available only from 5 a.m. until 8 p.m. on the given date. You may use your text books to take each exam, but I warn you not to try to complete a test without first reading the chapters completely through. Each test is timed; you are given 110 minutes per test. If you have not read the chapters first, you will be surprised how quickly the time goes. If you have not submitted your test by the deadline, you will receive no points for that test. In addition, each test must be completed at a single time; you may not start and then stop it to start later. If you go over the 110 minutes, two points will be subtracted from your score for every minute over.

Book Review. You will read the Rosenthal text and write a book review (not a book report). The criteria for the review are posted under the Book Review tab on Blackboard. This paper will be submitted on Blackboard through Safe Assignment (in the Book Review tab) and is due no later than noon on Monday, June 28. There is a voice board for questions having to do with the book review.

Rules and Policies

The drop-add period runs through June 2 only. After that, you may withdraw online until the transaction deadline.

Students should familiarize themselves with the University's Academic Integrity policy at http://provost.asu.edu/academicintegrity. Any student caught in a situation of academic dishonesty will be failed and a corresponding notation of Academic Dishonesty will be placed on the student's record.

Students with documented disabilities will be provided with accommodation. Please see the Disability Resource Center website for more information http://www.asu.edu/studentaffairs/ed/drc/.

COURSE CALENDAR

Reading Assignments

Week 1: **June 1 - 4**	Reading Assignments: Smith main text, Chapters 1 - 3; Smith reader, Part I, pp. 1 -30. Begin Rosenthal book. **Discussion Forum 1 on Smith reader Part 1 due by noon on Sunday, June 6**
Week 2: **June 7 - 11**	Reading Assignments: Smith main text, Chapters 4 - 6; Smith reader, Parts 2-4, pp. 31-82 Continue Rosenthal book **Discussion forum 2 on Smith reader Parts 2 – 4 due by noon on Sunday, June 13** **Test #1 on Chapters 1 – 5 available from 5 a.m. until 8p.m. on Friday, June 11**
Week 3: **June 14 - 18**	Reading Assignments: Smith text, Chapters 7 - 9; Smith reader, Parts 5-7, pp. 83 – 148 Finish Rosenthal book **Discussion forum 3 on Smith reader Parts 5 – 7 due by noon on Sunday, June 20**
Week 4: **June 21 - 25**	**Test #2 on Chapters 6 – 9 available from 5 a.m. until 8 p.m. on Tuesday, June 22** Reading Assignments: Smith text, Chapters 10 - 12; Smith reader, Parts 8 & 9, pp. 149 – 193 Begin writing book review on Rosenthal **Discussion forum 4 on Smith reader Parts 8 and 9 due by noon on Sunday, June 27**
Week 5: **June 28 – July 2**	Reading Assignments: Smith text, Chapters 13 - 15; Smith reader, Part 10, pp. 195 – 210. **Book review on Rosenthal due by noon on Monday, June 28** **Discussion forum 5 on Smith reader Part 10 due by noon on Friday, July 2** **Test #3 on Chapters 10 – 15 available from 5 a.m. until 8 p.m. on Friday, July 2**

Grades will be submitted by Tuesday, July 6 at the latest.

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Governing STATES and LOCALITIES

edition 1

KEVIN B. SMITH
University of Nebraska – Lincoln

ALAN GREENBLATT
NPR

SAGE | CQPRESS
Los Angeles | London | New Delhi
Singapore | Washington DC

Contents

Map of the United States x
Brief Contents xv
Tables, Figures, and Maps xxiii
Preface xxv
About the Authors xxxi

Chapter 1 3

Introduction to State and Local Government: They Tax Dogs in West Virginia, Don't They?

The Impact of State and Local Politics on Daily Life 5
The Comparative Method in Practice: Yes, They Really Do Tax Dogs in West Virginia 7
Sociodemographics 8
Culture and History 9
• A Difference That Makes a Difference: Is It Better to Be a Woman in Vermont or a Gal in Mississippi? 12
Economy 14
Geography and Topography 16
Recognizing the Stakes 16
Laboratories of Democracy: Devolution and the Limits of Government 19
• Local Focus: The Federal City 21
Conclusion 22
• The Latest Research 22
Key Concepts 24
Suggested Web Sites 24
State Stats on State and Local Government 25

Chapter 2 27

Federalism: The Power Plan

Systems of Power 29
Why Federalism? The Origins of the Federal System in the United States 30
The Advantages and Disadvantages of Federalism 32
• Policy in Practice: Squeezing Lemons 33
The Constitutional Basis of Federalism 34
The Development of Federalism 38
Dual Federalism (1789–1933) 39
Cooperative Federalism (1933–1964) 40
Centralized Federalism (1964–1980) 42
New Federalism (1980–2002) 45
Ad Hoc Federalism . . . and a Return to Centralized Federalism? (2002–present) 47
• States under Stress: What Brand of Federalism Is Next? 49
The Supreme Court: The Umpire of Federalism 50
The Rise of Nation-Centered Federalism on the Court 50
A Tenth Amendment Renaissance or Ad Hoc Federalism? 51
Conclusion 53
• The Latest Research 54
Key Concepts 56
Suggested Web Sites 56
State Stats on Federalism 57

CONSTITUTION

Chapter 3 59

Constitutions: Operating Instructions

What State Constitutions Do: It's Probably Different from What You Think 62
The Evolution of State Constitutions 65
The First Generation of State Constitutions 66
• A Difference That Makes a Difference: The Peculiar Constitution of Early Pennsylvania 67
Formal Constitutional Changes 68
Legislative Proposals 68
Ballot Initiatives and Referendums 69
Constitutional Conventions 70
Constitutional Revision Commissions 71
Ratification 72
Informal Methods for Changing Constitutions 72
Why State Constitutions Vary 74
• A Difference That Makes a Difference: State Constitutions and the Right to Marry 75
How State Constitutions Differ 76
Operating Rules and Selection for Office 77

Distribution of Power 77
Rights Granted 78
Representative Government versus Direct Democracy 79
Constitutions for Local Government? **82**
Conclusion **82**
• **The Latest Research** **83**
Key Concepts **85**
Suggested Web Sites **85**
State Stats on Constitutions **85**

Chapter 4 87

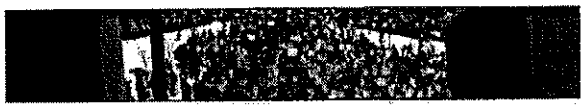
Finance: Filling the Till and Paying the Bills

Show Me the Money: Where State Revenues Come From **89**
Sales Taxes 89
Property Taxes 91
Income Taxes 93
Other Tax Revenue Sources: Cars, Oil, and Death 95
Other Sources of Income: Fees, Charges, and Uncle Sam 95
Insurance Trust Funds 95
Intergovernmental Transfers 95
• **A Different That Makes a Difference: The Blessing and Curse of a Booming Economy** **96**
Taxing Variations among State and Local Governments 98
Explaining Tax Variations 98
Debt 100
• **Local Focus: Bonds and Broken Budgets** **101**
The Budget Process **101**
Expenditures, or Where the Money Goes 103
Restraints on State and Local Budgeteers 107
Conclusion **109**
• **The Latest Research** **109**
Key Concepts **111**
Suggested Web Sites **111**
State Stats on Finance **112**

Chapter 5 115

Political Attitudes and Participation: Venting and Voting

Elections **117**
A Voice for the Public 119
State Supervision of Elections 120
Regulating the Parties 122
• **Policy in Practice: Vote Counts More Accurate—but Still Not Perfect** 123
Restricting Voters 124
Voter Turnout 126
What Elections Are Used For **129**
Electing the Executive Branch 129
• **A Difference That Makes a Difference: How Some States Discourage Voters** **130**
Legal Offices 133
Direct Democracy 134
• **States under Stress: Protest Movements Achieve Different Levels of Success** **136**
Public Opinion **140**
Responding to Opinion 141
• **A Difference That Makes a Difference: Town Hall, Version 2.0** **142**
Conclusion **144**
• **The Latest Research** **145**
Key Concepts **147**
Suggested Web Sites **147**



Chapter 6 151

Parties and Interest Groups: Elephants, Donkeys, and Cash Cows

A Primer on Political Parties **153**
What Parties Were Like 159
Parties in the Twentieth Century 162
How State Parties Recovered: Campaign Reform in the Late Twentieth Century 163
State Party Regulation and Finance **166**
State Party Regulation 166
Campaign Finance 167
• **Policy in Practice: Does It Make Sense to Limit Campaign Finance?** **168**
Party Competition: Why Some States Are More Competitive than Others **170**
The Effect of Parties on Political Culture 172
Party Factions and Activists 173
Pragmatism versus Idealism 175
Third Parties and Independents **175**
Difficulties of Building Support 176
Major-Party Support 178
Interest Groups and Lobbies **178**
• **Policy in Practice: Why Companies Avoid Overt Partisanship** **182**
Conclusion **187**
• **The Latest Research** **188**
Key Concepts **190**
Suggested Web Sites **190**
State Stats on Parties and Interest Groups **191**

Chapter 7 — 193

Legislatures: The Art of Herding Cats

The Job of Legislatures — **196**
- *What Legislatures Do* — 197
- *Lawmaking* — 198
- *Representation* — 200

- **Local Focus: Taking on the Law in the Land of the Free . . . and the Home of the Silly** — **201**
  - *Constituent Service* — 203
  - *Oversight* — 206
- **Local Focus: Constituent Service: Going the Extra Mile** — **207**

Organization and Operation of Legislatures — **208**
- *Bicameralism* — 208
- *Legislative Leadership* — 208
- *Committees* — 212
- *Rank-and-File Members* — 212
- *Apportionment* — 214

State Legislators — **217**
- *Professional Background* — 217
- *Demographic Diversity* — 218

- **A Difference That Makes a Difference: Life in the Minority: Stall Tactics and "Sacred Sperm"** — **219**
  - *Professional versus Citizen Legislators* — 221
- **States under Stress: Minnesota Goes Dark** — **224**

The Citizens' Whipping Boy: Legislators and Public Opinion — **226**

- **Policy in Practice: Outwit, Outlast, Outplay: Who Really Got the Best Deal with Term Limits?** — **229**

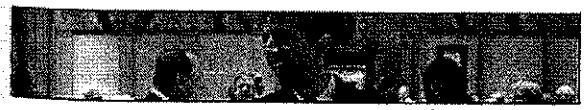
Conclusion — **231**

- **The Latest Research** — **232**

Key Concepts — **233**

Suggested Web Sites — **233**

State Stats on Legislatures — **233**



Chapter 8 — 237

Governors and Executives: There Is No Such Thing as Absolute Power

The Job of Governor — **239**
- *Chief Legislator* — 240
- *Head of State Agencies* — 241
- *Chief Spokesperson for the State* — 242
- *Party Chief* — 242
- *Commander in Chief of the National Guard* — 243

The Powers of Governors — **243**
- *Formal Powers* — 243

- **States under Stress: Arizona Governor Pays Price for Revenue Fall** — **246**
  - *Informal Powers* — 249

Becoming Governor and Staying Governor — **256**
- *Factors Driving Gubernatorial Elections* — 257
- *Keeping and Leaving Office* — 260

Other Executive Offices — **263**
- *Lieutenant Governor* — 263

- **A Difference That Makes a Difference: From State House to White House: Translating a Governorship into a Presidency** — **264**
  - *Attorney General* — 264
  - *Other Offices* — 267

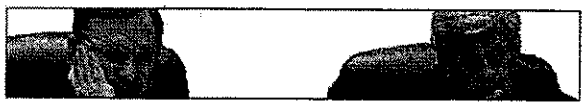
Conclusion — **268**

- **The Latest Research** — **269**

Key Concepts — **271**

Suggested Web Sites — **271**

State Stats on Governors and Executives — **271**



Chapter 9 — 275

Courts: Turning Law into Politics

The Role and Structure of State Courts — **278**
- *Trial Courts* — 280

- **A Difference That Makes a Difference: The New Judicial Federalism** — **281**
  - *Appeals Courts: Intermediate Appeals and Courts of Last Resort* — 282

Selecting Judges — **285**
- *Popular Elections* — 287
- *Appointment* — 292
- *Terms of Office* — 293

Judicial Compensation — **294**

Prosecution and Defense of Cases in State Courts — **295**
- *The Prosecutor* — 295
- *Defense Attorneys* — 297
- *Juries* — 299

- **Local Focus: Maricopa County's Flat Fees and the Death Penalty** — **300**
  - *Defendants' Rights versus Victims' Rights* — 301
  - *Sentencing* — 302
  - *Problems from the Lack of Sentencing Uniformity* — 305

The Case for Court Reform 306
The Problem of Increasing Caseloads 306
The Reform of Judicial Selection 308
• States under Stress: This Court Will Not Come to Order 309
Conclusion 310
• The Latest Research 311
Key Concepts 313
Suggested Web Sites 313
State Stats on Courts 314

Chapter 10 317

Bureaucracy: What Nobody Wants but Everybody Needs

What Is Bureaucracy? 318
What Does Bureaucracy Do? 319
Bureaucracy as Policy Implementer 319
Bureaucracy as Policymaker 320
What Is "Enough" Bureaucracy? 321
Measuring Bureaucratic Effectiveness: It Does a Better Job than You Think 324
• Policy in Practice: Privatizing an Entire City 325
Is There a Better Way to Run Public Programs and Services? 327
State Bureaucracy: From Patronage to Professionalism 330
Politics and the Merit System 332
Public Labor Unions 333
Affirmative Action 335
If Not Merit . . . Then What? 337
• Local Focus: Do-It-Yourself Government in Redlands, California 340
Conclusion 341
• The Latest Research 341
Key Concepts 343
Suggested Web Sites 343
State Stats on Bureaucracy 343

Chapter 11 347

Local Government: Function Follows Form

The Many Faces of Local Government 349
The Organization and Responsibilities of Local Governments 351
Between the County Lines 351
Municipalities 357
Mayor-Council Systems 358
Council-Manager Systems 359
Commission Systems 361
Town Meetings 362
Special Districts 363
Working within Limits: The Powers and Constraints of Local Government 364
Dillon's Rule 365
• Policy in Practice: Eminent Domain and Local Power 366
Home Rule 367
• States under Stress: Emergency Financial Managers in Michigan 368
Participation in Local Government 369
The Road Ahead 372
Conclusion 373
• The Latest Research 374
Key Concepts 376
Suggested Web Sites 376
State Stats on Local Government 377

Chapter 12 379

Metropolitics: The Hole Problem of Government

The Missing Level of Government 381
Sprawl: How Metropolitan Regions Grow 384
The Cons of Metropolitan Growth 386
Government Reform in Metropolitan Areas 388
Regional Governments 388
Regional Councils 389
Government Consolidation 391
• States under Stress: Tying Federal Funding to Regional Cooperation 392
• Policy in Practice: Is Merging Worth It? 395
Annexation 396
The Case against Reform: Public Choice and the Tiebout Model 397
Rural Metropolitics 400
Conclusion 402
• The Latest Research 403
Key Concepts 405

Suggested Web Sites 405
State Stats on Metropolitics 405

Chapter 13 409

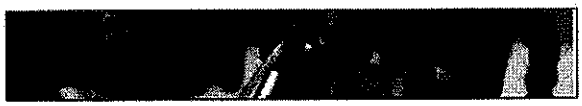
Education: Reading, Writing, and Regulation

Organization and Leadership: Schools Have Many Bosses 411
Money Matters 414
• Policy in Practice: California's Misguided Effort to Equalize School Funding 417
The Pressure to Perform 419
Teaching to the Test 420
• States under Stress: Cutting Spending versus Raising Revenue in Education 420
Many Brands on the School Reform Shelf 422
Standards and Accountability 423
Recruiting Good Teachers 424
Many Schools, Few Resources 425
Choosing Wisely: Alternatives to Public Schools 426
Charter Schools 427
Vouchers 428
Homeschooling 430
Can't Tell the Players without a Program: Groups That Influence Public Education 430
Teachers' Unions 431
Parents' Groups 431
National Political Parties 431
Business Groups 432
Professional and Advocacy Groups 432
Conclusion 433
• The Latest Research 433
Key Concepts 435
Suggested Web Sites 436
State Stats on Education 436

Chapter 14 439

Crime and Punishment

Private Wrongs, Public Justice 440
Common Law, Sovereign Power 442
The Purpose of Punishment 443
New Freedoms, New Fears 445
• A Difference That Makes a Difference: Jury Power: What the Courts Don't Want You to Know 446
The War on Drugs 448
• Policy in Practice: Is It Time to Admit Defeat in the War on Drugs? 449
Crack Cocaine 450
Harsher Punishments and Penalties: Prison Nation 450
The Return of Policing 452
Community Policing versus the Professional Model 452
A Return to Community Policing 453
Crime, Punishment, and the Essence of Modern America 456
Not Just Tough on Crime 458
Issues to Watch 459
Policing 459
The End of Federal Support 459
The New Criminal Frontier 460
The Uncertain Future of the Death Penalty 461
• Policy in Practice: Does Gun Control Work? 462
A New Interest in Alternative Punishments 463
Conclusion 465
• The Latest Research 465
Key Concepts 467
Suggested Web Sites 467
State Stats on Crime and Punishment 468



Chapter 15 471

Health and Welfare: State, Heal Thyself!

The Influence of Culture 474
• States under Stress: Arizona's Transplant Debate 476
How Government Got into the Healthcare Biz 478
The Idea of a Social Safety Net 479
The Birth of the American Safety Net 479
A Multibillion-Dollar Afterthought 480
Oops! The Unexpected Cost of Health Insurance 481
The Devolution Revolution 483
Welfare Reform 484
The Feds Falter 485
The Rise of the Healthcare State 486
A Promising Beginning 487

Does It Work? 488
The Safety Net Widens 488
Beyond Managed Care 489
• **A Difference That Makes a Difference: North Carolina's Medical Home Model** 490
Time for Reform 491
Lofty Goals 492
Issues to Watch 492
Health Information Technology 493
Long-Term Care 494
The Return of Public Health 495
What Is Good Health Anyway? 496
Conclusion 498
• **The Latest Research** 498
Key Concepts 500
Suggested Web Sites 500
State Stats on Health and Welfare 501

Chapter 16 503

Environment and Climate Change: Thinking Globally, Acting Locally

States Get Serious about the Environment 505
Regulating Vehicles 506
Challenging the Environmental Protection Agency 508
Cap and Trade 508
Promoting Renewable Energy 510
• **A Difference That Makes a Difference: Why Texas Harvests More Wind than California** 512
Cutting Back on Coal 513
Limiting Land Use 513
• **A Difference That Makes a Difference: Boom in Energy Production Sparks Environmental Fears** 514
Green Building 517
Green Jobs 518
Adaptation 521
Issues to Watch 524
Growing Partisanship and Skepticism 524
• **Local Focus: On a Global Issue, Acting Locally** 526
International Agreements 528
Conclusion 529
• **The Latest Research** 529
Key Concepts 531
Suggested Web Sites 531

Notes 533
Glossary 563
Photo Credits 575
Index 577

State and Local Government

2012-2013 Edition

FEDERALISM
LEGISLATURES
GOVERNORS
COURTS
BUREAUCRACIES
POLICY CHALLENGES

Edited by Kevin B. Smith
University of Nebraska, Lincoln

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Contents

ABOUT THE EDITOR IX
PREFACE X

I FEDERALISM AND INTERGOVERNMENTAL RELATIONS 1

1. What Brand of Federalism Is Next? 3

The relationship between states and the federal government is about to change. The question is whether that change will be driven by cooperation or coercion.

Peter Harkness, *Governing*

2. Washington and the States: A Year of Uncertainty and Foreboding 5

Everyone knows the federal government is going to be sending fewer dollars to the states. But what is going to get cut? Planning in the states is tough when that question is not getting answered.

Pamela M. Prah, *Stateline.org*

3. States Handing Off More Responsibilities to Cities 9

States are giving local governments more and more program responsibilities. They are not giving them more money to actually run those programs.

Alan Greenblatt, *Governing*

4. States' Rights At Center of Trilogy of Cases Before Supreme Court 13

The U.S. Supreme Court is the ultimate umpire of the federal system. It is about to make some calls that will decide the power of state and federal governments on some big-league policy questions.

Lisa Soronen, *Capitol Ideas*

II ELECTIONS AND POLITICAL ENVIRONMENT 15

5. Voting Law Changes in 2012 17

Government has spent a century making it easier for citizens to cast a ballot. In 2011, that all changed as state legislatures pursued a new agenda that increased regulations and restrictions on voting.

Wendy R. Weiser and Lawrence Norden, *Brennan Center for Justice at New York University School of Law*

6. Policy, Politics and Population 25

Demographics determine electoral environments. Demographics are changing rapidly in many states and in the process changing those electoral environments.

Edward P. Smith, *State Legislatures*

7. **After a Contentious Political Year, Republicans May Moderate Their Approach** 29

Republican lawmakers dealt with some bruising political battles in 2011 as they tried to make good on the campaign promises they rode to victory in 2010. In 2012, they seek a little less conflict.

John Gramlich, *Stateline.org*

III POLITICAL PARTIES AND INTEREST GROUPS 33

8. **In an Era of One-Party Rule, Republicans Pass a Sweeping State Agenda** 35

The Republican Party took charge of many state governments in 2011. They used the opportunity to make good on some long-cherished campaign promises.

John Gramlich, *Stateline.org*

9. **Are the Unions Winning the Fight?** 39

Public unions historically are some of the more influential special interests in state and local government. Not anymore. Tight budgets and Republican rule put organized labor in the public sector on the defensive.

Alan Greenblatt, *Governing*

10. **ALEC Enjoys a New Wave of Influence and Criticism** 44

A conservative advocacy group flexes its muscle at the state level, and people start to wonder who is this group and how much power do they have.

Alan Greenblatt, *Governing*

11. **Welcome To The Tea Party** 48

The Tea Party represents an increasingly high-profile voice in state legislatures. Not everyone is sure, though, what that voice is saying.

Louis Jacobson, *State Legislatures*

IV LEGISLATURES 53

12. **Do Ethics Laws Work?** 55

Ethics laws are more about preventing the behavior that caused the last scandal than stopping the behavior that will cause the next scandal.

Peggy Kerns, *State Legislatures*

13. **Blog, Tweet and Post: Proceed with Caution** 57

Should everyone have access to a state legislator's Facebook page? Social media create a new set of ethical dilemmas for state legislatures.

Judy Nadler, *State Legislatures*

14. **Can Redistricting Ever Be Fair?** 60

Independent commissions were supposed to make redistricting less partisan. Democrats and Republicans are both upset over the maps they are producing, so maybe the commissions are doing something right.

Alan Greenblatt, *Governing*

15. **Why Redistricting Commissions Aren't Immune from Politics** 64

Independent commissions can bring partisan balance to the redistricting process. Partisan balance, though, is not enough to secure bipartisan agreement.

Josh Goodman, *Stateline.org*

V GOVERNORS AND EXECUTIVES 69

16. **Washington Governor: "Set Your Partisanship Behind You, Now It's Time to Govern"** 71

Gov. Christine Gregoire, D-WA, says tough times require executives willing to put partisanship aside and make tough choices.

Mary Branham, *Capitol Ideas*

17. **In Kansas, Governor Sam Brownback Drives a Rightward Shift** 74

Kansas's new governor leads a charge to the right that promises to reshape public policies and change the political landscape.

John Gramlich, *Stateline.org*

18. **After Years Away, Comeback Governors Try to Rekindle Their Power** 78

Three recently elected governors are hoping experience helps them deal with the challenges their states face. California, Iowa, and Oregon are being led by governors who are less fresh faces than a blast from the past.

John Gramlich, *Stateline.org*

19. **Kris Kobach Tackles Illegal Immigration** 81

The national debate on immigration reform is not being driven by lawmakers in

Washington, DC. It is being driven by the Kansas secretary of state.

Alan Greenblatt, *Governing*

VI COURTS 87

20. Reshaping the Face of Justice: The Economic Tsunami Continues 89

Tight budgets are forcing courts to rethink how they do business. How can courts adapt to new fiscal realities while avoiding long-term harm to the services they provide?

Daniel J. Hall, *National Center for State Courts, 2011.*

21. Private Prisons Can't Lock In Savings 93

States turned to the private sector to run prisons more efficiently. While some companies make profits, though, states are not seeing the savings.

Emily Badger, *Miller-McCune*

22. California Shrinks its Prisons, but Overcrowding Persists 95

Locking people up in prison is expensive: California is saving money by letting people out.

John Gramlich, *Stateline.org*

23. The Cost of Punishment 99

The death penalty is not just tough justice; it is also tough on state budgets. The cost of having a death penalty is forcing cash-strapped states to rethink their stands on capital punishment.

Richard Williams, *State Legislatures*

VII BUREAUCRACY 103

24. Showdown in Madison 105

Gov. Scott Walker, R-WI, decided to go after public unions. Public unions responded by going after him.

Steven Walters, *State Legislatures*

25. Unions Adapt to New Rules, Even as They Fight to Reverse Them 110

States are trying to limit the right to unionize, to collectively bargain, and to collect union dues. Unions are not just trying to adapt to this new world of public employment; they are sometimes successfully fighting to change it.

Ben Wieder, *Stateline.org*

26. Bargaining and Budget Shortfalls: Are They Linked? 114

Are the collective bargaining rights of public unions increasing state budget problems? The answer depends on whom you ask.

Emily Badger, *Miller-McCune*

27. The Great Recession's Institutional Change in the Public Employment Relationship: Implications for State and Local Governments 116

Changes in public sector employment will shape a lot more than collective bargaining rights. It will change who works for state and local governments, the type of work they do, and the quality of service they provide.

Helisse Levine and Eric Scorsone, *State and Local Government Review*

VIII LOCAL GOVERNMENT 121

28. City Fiscal Conditions in 2011 123

The results of a national survey of city finance officers shows the emergence of a "new normal" characterized by flat or declining local government revenues.

Christopher W. Hoene and Michael A. Pagano, *National League of Cities, September 2011*

29. Budget Shortfalls, Employee Compensation, and Collective Bargaining in Local Governments 134

More than 90 percent of local governments are facing budget shortfalls. That means layoffs but not necessarily higher taxes.

Thom Reilly and Mark B. Reed, *State and Local Government Review*

30. Struggling Cities Strike Deals to Solve Fiscal Problems 142

Financial problems at the local level mean developing new strategies and taking some

risks. They also mean sleepless nights for local officials.

Kirk Victor, *Governing*

31. Rahm Emanuel Takes on Chicago 145

A former White House chief of staff follows his own path in taking on some big problems in Chicago.

Alan Greenblatt, *Governing*

IX BUDGETS AND TAXES 151

32. At Last, a State Budget Year When the Sky Is Not Falling 153

The financial news is not all good for state and local governments, but it is financially not all bad either. That is a big improvement over the past few years.

Daniel C. Vock, *Stateline.org*

33. 2011 May Mark the End of Federal Aid 158

Moves to rein the national debt may reshape federalism as aid to states and localities becomes a ripe target for budget cutters.

Donald F. Kettl, *Governing*

34. Who's Winning the Amazon Tax Battles? 160

A battle between bricks and clicks increasingly pits state governments against big Internet retailers. State governments want those retailers to start collecting sales taxes. The big gorilla in this fight is Amazon, and it is not interested in what the states want.

Kirk Victor, *Governing*

35. Coming This Fall: Big Tuition Hikes 164

When state governments seriously consider cutting higher education spending by 50 percent, there's no question that tuition is going up. The only question is by how much.

John Gramlich, *Stateline.org*

X POLICY CHALLENGES 167

36. Jobs Crisis 169

States cannot cut and spend their way to stimulating business growth. Innovative policy approaches, though, might help create a few more jobs.

Louis Jacobson, *State Legislatures*

37. Emergency Financial Managers: Michigan's Unwelcome Savior 173

In Michigan, the state is appointing outsiders to run financially distressed cities. Whether these managers are saviors or dictators depends on whom you are talking to.

Ryan Holeywell, *Governing*

38. Governments Experiment with Risk-Free Financing 178

Massachusetts borrows a financing model from the United Kingdom designed to fund only programs that work.

Russell Nichols, *Governing*

39. Social Media Sites at the State and Local Levels: Operational Success and Governance Failure 181

New social media should be helping to transform the business of governance in states and localities. Is it?

Bruce J. Perlman, *State and Local Government Review,*

TEXT CREDITS 188

HEAVY LIFTING: THE JOB OF THE AMERICAN LEGISLATURE

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CONTENTS

Tables and Figure viii
Preface ix

1 LOOKING AT WHAT LEGISLATURES DO 1
What Legislatures Look Like 1
What Legislatures Do and How Well They Do It 5
Figuring Out How They Do What They Do 11
Notes 15

2 REPRESENTATION: SERVING THE DISTRICT'S INTERESTS 16
Legislators and Their Districts 17
Constituency Service 23
How Service Counts 33
Notes 34

3 REPRESENTATION: EXPRESSING CONSTITUENCY VIEWS 35
Who They Hear From 35
How They Figure Out Where People Stand 38
Delegate versus Trustee 41
Constituency versus Conviction 44
The Electoral Connection 48
Collective Representation 52
Notes 55

4 LAWMAKING: CHALLENGES OF THE LEGISLATIVE PROCESS 57
What Is Required 57
Handling the Workload 60
Where Does It Come From? 62

Controversial and Consensual Bills 71
Time Constraints 73
The Nature of the Enterprise 77
Notes 81

5 LAWMAKING: OBSTACLES TO OVERCOME 83
Diversity and Individualism 84
Interest Group Agendas 86
Intraparty Division 88
Partisans and Partisanship 90
Committee Disputes 95
Senate-House Differences 97
The Scarcity of Resources 100
Notes 105

6 LAWMAKING: PUTTING IT TOGETHER 107
Hearing the Arguments 108
Studying the Problem 111
Deliberating 114
Building Support 121
Deliberation and Support 132
Notes 132

7 LAWMAKING: MANAGING MAJORITIES 134
Strategizing toward Enactment 134
Political Ramifications 143
Working It Out 149
Compromise 156
Reaching Agreement 161
Notes 163

8 BALANCE: THE EXECUTIVE'S UPPER HAND 165
The Power of Unity 166
The Power of Agenda Setting 170

The Power of Budget Formulation 171
The Power of Provision 173
The Power of Denial 175
The Difference That Party Makes 179
Notes 182

9 BALANCE: HOW GOVERNORS AND LEGISLATURES DEAL WITH ONE ANOTHER 184
How the Governor Sees the Legislature 184
The Governor's Style and Techniques 186
The Governor's Engagement 188
Relating to Legislative Leaders 191
The Governor as Negotiator 192
The Legislature's Balancing Act 195
The Range of Legislative Influence 196
Working over the Budget 197
Gubernatorial Success 200
Duking It Out 204
Notes 206

10 DOES LEGISLATIVE LEADERSHIP MAKE A DIFFERENCE? 209
Varieties of Leadership 209
Leadership Resources 211
Collaborating in the Shaping of Legislation 212
The Leadership Agenda 219
Getting the Job Done 222
Holding Up under Fire 230
Notes 230

11 WHAT IS A "GOOD" LEGISLATURE? 232
The Legislature's Job Performance 232
"First, Do No Harm" 243
"Second, Tell It Like It Is" 245
Notes 247

Index 248