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

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 (SR)
- Natural Sciences core courses (SO/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
E-mail: meaghan.dirksen@asu.edu
Mail code: 3982

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Cameron Thom
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
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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>☒</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
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<td>• ANTHROPOLOGY</td>
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<td>• ECONOMICS</td>
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<td>• CULTURAL GEOGRAPHY</td>
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<td>• HISTORY</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td>OR</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS</td>
<td>316</td>
<td>State and Local Government</td>
<td>SB</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td>See chptrs 1, 2, and 8 from the Smith text and table of contents from the Rosenthal text.</td>
</tr>
<tr>
<td>3 a.</td>
<td>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.</td>
<td>Chptrs 13, 14, and 15 from the Smith and Greenblatt text addresses government at the state and local levels and state and locally governed issues such as healthcare, courts, and education.</td>
</tr>
<tr>
<td>4</td>
<td>This course utilizes case studies of local and state govt institutions, census and budgetary data as well as state level legislative data</td>
<td>Chptr 4 in the Smith and Greenblatt text highlights taxation and budgetary data on the state level.</td>
</tr>
</tbody>
</table>
Course Catalog Description for:

POS 316 State 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


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 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;
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 8 p.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;
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.
Governing
STATES and LOCALITIES

KEVIN B. SMITH
University of Nebraska – Lincoln

ALAN GREENBLATT
NPR
Chapter 7
Legislatures: The Art of Herding Cats

Chapter 8
Governors and Executives: There Is No Such Thing as Absolute Power

Chapter 9
Courts: Turning Law into Politics

Contents

Party Chief
Commander in Chief of the National Guard
The Powers of Governors
Formal Powers
States under Stress: Arizona Governor Pays Price for Revenue Fall
Informal Powers
Becoming Governor and Staying Governor
Factors Driving Gubernatorial Elections
Keeping and Leaving Office
Other Executive Offices
Lieutenant Governor
A Difference That Makes a Difference: From State House to White House: Translating a Governorship into a Presidency
Attorney General
Other Offices
Conclusion
The Latest Research
Key Concepts
Suggested Web Sites
State Stats on Governors and Executives

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Governors and Executives: There Is No Such Thing as Absolute Power
The Job of Governor
Chief Legislator
Head of State Agencies
Chief Spokesperson for the State

Courts: Turning Law into Politics
The Role and Structure of State Courts
Trial Courts
A Difference That Makes a Difference: The New Judicial Federalism
Appeals Courts: Intermediate Appeals and Courts of Last Resort
Selecting Judges
Popular Elections
Appointment
Terms of Office
Judicial Compensation
Prosecution and Defense of Cases in State Courts
The Prosecutor
Defense Attorneys
Juries
Local Focus: Maricopa County's Flat Fees and the Death Penalty
Defendants' Rights versus Victims' Rights
Sentencing
Problems from the Lack of Sentencing Uniformity
Chapter 13
Education: Reading, Writing, and Regulation

Organization and Leadership: Schools Have Many Bases
Money Matters
Policy in Practice: California’s Misguided Effort to Equalize School Funding
The Pressure to Perform Teaching to the Test
States under Stress: Cutting Spending versus Raising Revenue in Education
Many Brands on the School Reform Shelf
Standards and Accountability Recruiting Good Teachers
Many Schools, Few Resources
Choosing Wisely: Alternatives to Public Schools Charter Schools
Vouchers
Homeschooling
Can’t Tell the Players without a Program: Groups That Influence Public Education
Teachers’ Unions
Parents’ Groups
National Political Parties
Business Groups
Professional and Advocacy Groups
Conclusion
The Latest Research
Key Concepts
Suggested Web Sites
State Stats on Education

Chapter 14
Crime and Punishment
Private Wrongs, Public Justice
Common Law, Sovereign Power
The Purpose of Punishment

New Freedoms, New Fears
A Difference That Makes a Difference: Jury Power: What the Courts Don’t Want You to Know
The War on Drugs
Policy in Practice: Is It Time to Admit Defeat in the War on Drugs?
Crack Cocaine
Harsher Punishments and Penalties: Prison Nation
The Return of Policing
Community Policing versus the Professional Model
A Return to Community Policing
Crime, Punishment, and the Essence of Modern America
Not Just Tough on Crime
Issues to Watch
Policing
The End of Federal Support
The New Criminal Frontier
The Uncertain Future of the Death Penalty
Policy in Practice: Does Gun Control Work? A New Interest in Alternative Punishments
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The Latest Research
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Suggested Web Sites
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Health and Welfare: State, Heal Thyself!
The Influence of Culture
States under Stress: Arizona’s Transplant Debate
How Government Got into the Healthcare Biz
The Idea of a Social Safety Net
The Birth of the American Safety Net
A Multibillion-Dollar Afterthought
Opps! The Unexpected Cost of Health Insurance
The Devolution Revolution
Welfare Reform
The Feds Fail
The Rise of the Healthcare State
A Promising Beginning
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I FEDERALISM AND INTERGOVERNMENTAL RELATIONS

1. What Brand of Federalism Is Next?
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
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. Peah, Stateline.org

3. States Handing Off More Responsibilities to Cities
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
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

5. Voting Law Changes in 2012
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
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 deal 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 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 question 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 legislators.
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 spies 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

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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
VI COURTS

20. Reshaping the Face of Justice: The Economic Tsunami Continues
   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
   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
   Locking people up in prison is expensive. California is saving money by letting people out.
   John Grumlich, Stateline.org

23. The Cost of Punishment
   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

24. Showdown in Madison
   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
   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?
   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
   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.
   Helaine Levine and Eric Searsone, State and Local Government Review

VIII LOCAL GOVERNMENT

28. City Fiscal Conditions in 2011
   The results of a national survey of city finance officers show the emergence of a “new normal” characterized by flat or declining local government revenues.
   Christopher W. Hoene and Michael A. Pagan, National League of Cities, September 2011

29. Budget Shortfalls, Employee Compensation, and Collective Bargaining in Local Governments
   More than 90 percent of local governments are facing budget shortfalls. That means layoffs but not necessarily higher taxes.
   Thorn Reynolds and Mark B. Reed, State and Local Government Review

30. Struggling Cities Strike Deals to Solve Fiscal Problems
   Financial problems at the local level mean developing new strategies and taking some
31. Rahm Emanuel Takes on Chicago
   A former White House chief of staff follows his own path in taking on some big problems in Chicago.
   Alan Greenblatt, Governing

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

36. Jobs Crisis
   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
    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 Hooleywell, Governing

38. Governments Experiment with
    Risk-Free Financing
    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
    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,
HEAVY LIFTING:
THE JOB OF THE
AMERICAN LEGISLATURE

ALAN ROSENTHAL
Rutgers University

CQ Press
A DIVISION OF CONGRESSIONAL QUARTERLY INC.
WASHINGTON, D.C.
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