

## Administration of State and Local Government SUMMER INTENSIVE COURSE

Professor Agustin Leon-Moreta  
Summer 2019

**Class Sessions:** Dane Smith Hall (DSH) 132, Thursday 4:00 - 6:30 pm

**Office Hours:** Thursday 2:00 - 4:00 pm. Other times available by appointment.

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*Note:* Email is best to get in touch. Please allow up to 24 hours for a response to emails.

### PREREQUISITE

- PADM 500 Public Management and Policy is recommended.

### COURSE DESCRIPTION

Welcome to *PADM 523 Administration of State and Local Government*. The purpose of this course is to present students with an overview of the importance of public administration at the state and local levels of government in the United States. All state and local governments in the US constitutional system develop and administer policies and programs to carry out their own responsibilities to their citizens, to fulfill responsibilities to governments at other levels, and to collaborate with similar jurisdictions when required or it is advantageous to do so. In addition, the federal government has certain duties to and responsibilities for state and local government that inform, direct, and monitor state and local administrations; the federal government also receives demands and inputs from them. The course thus takes a perspective of intergovernmental relations that highlights the network of governmental entities, their dependencies, and their inter-dependencies. The course looks at the main operations and important issues in administering governments at the state and local levels and the similarities and differences of their environment, institutions, organizations, and processes.

### COURSE OBJECTIVES

The following MPA learning outcome is addressed in this course:

- Students will demonstrate knowledge of the administration and policy processes in state and local government.

### POLICIES

*Punctual Attendance Required:* Beginning the first day, attendance will be recorded at 4:00 pm. Per the UNM Student Handbook, a student may be dropped from the course as a consequence of absences from class meetings. **This attendance requirement applies equally to main-campus students and distance/online students.** Distance/online students are required to use a computer with a camera and internet connection for participating in class. Your camera must be *on* during the class meeting: students not visible to the professor aren't considered in attendance.

*No Late/Makeup Assignments:* Late or makeup assignments won't be accepted. Under extraordinary circumstances, I may consider a late submission for partial credit.

*Time/Workload Commitment:* This is a **summer-intensive** course of the MPA program that requires **independent work and study**. Graduate **students should commit at least 12 hours per week** to the course outside of class.

*Electronic Devices:* In class, **turn off cell phones**. A laptop is permitted only for class-relevant work, such as taking notes. **Don't use laptops for any other purpose**.

*Academic Integrity:* The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to the course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of exams or tests, submitting work of another person or work previously used without informing the professor, or tampering with the academic work of others. The University's full statement on academic honesty and the consequences for failure to comply is available in the Catalog and the Pathfinder.

*Accommodation Statement:* By University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for accommodation. It is imperative that you take the initiative to bring any such needs to my attention, as I'm not legally permitted to inquire. Students who may need assistance in emergency evacuations should contact me as to the most appropriate procedures to follow. If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment, we can discuss the course format and requirements, anticipate the need for adjustments, and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you haven't previously contacted them, I'd encourage you to do so. Contact Accessibility Resource Center at 277-3506 for additional information.

*Email Communication:* According to SPA policy, students should use their UNM email for electronic communication.

*Student Feedback:* Your feedback on the course will be welcome and appreciated. We'll ask for your feedback through various channels, formal and informal, throughout the semester.

*Syllabus Changes:* This syllabus will be updated as needed. The instructor reserves the right to change any content of the syllabus, at any time, including the grading rubric, weights, and assignments. Assignments may be changed or added over the semester. If a change is made, I'll update the syllabus. **Please use the most recent syllabus posted on Learn.**

## **GRADING**

Participation	10
Reaction questions	10
Tests	20

Case study	30
Final exam	30
Total grade	100 points

*Participation:* This will be worth 10 points out of 100 course points. **Punctual attendance is required** for every class meeting of the semester. Active participation in class is expected. In class, please feel free to interrupt me with questions. Please study carefully the weekly material in preparation for class participation. Participation includes asking questions, commenting on the class material, answering the instructor's questions, collaborating in group activities, and citizenship behavior in class. This participation requirement applies equally to main-campus students and distance/online students.

*Tests:* These will be worth 20 points out of 100 course points. They will assess weekly reading assignments. **Readings must be completed before class** meetings when those readings will be discussed. Weekly readings will be based on the textbook, but additional readings may be assigned during the semester. Weekly tests must be submitted on *Learn* by Thursday noon. Tests can include a variety of questions. Tests are a very important component of this course because they give you opportunities for skill application and practice toward the final exam.

*Reflection/Reaction Questions:* These questions will be worth 10 points out of 100 total points. Every week, you will turn in a one-page document outlining a set of reaction questions on the articles assigned for reading. As you outline your reaction questions, please justify your reasons or rationale for proposing those questions for class discussion. Your questions should examine, for example, central issues of the readings, discuss their implications to your case study, raise unresolved issues, or critique them. Reaction questions will be graded based on their quality and your justification for them. Reaction questions must be submitted on *Learn* by Thursday noon.

*Research Project:* A research project will be worth 30 points out of 100 total points. For this research, you'll select a substantive problem that concerns state government, local government, or both. Examples include law enforcement, criminal justice, welfare, health care, sustainability, economic development, etc; for the selected problem of research, you'll focus on a specific state or local government. You'll write a case study paper and make in class presentations of the research project over the semester. Papers will be checked for originality through the UNM Safe Assign system. See the grading rubric and appendix for additional guidelines. I'll provide, in class or by email, additional information regarding this research project.

*Final exam:* The final exam will be worth 30 points out of 100 total points. The exam format will be similar to the tests but comprehensive of all course materials. This final exam will be due on July 27.

**Grading Rubric:**

(A+) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

(A/A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates a strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

(B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.

(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but the student has not been thorough or has shown other weaknesses or limitations.

(B-) Borderline: Weak work for a graduate student; it barely meets the minimal expectations for a graduate student in the course. Understanding of salient issues is incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”

(C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## INCLUSIVE ACCESS TEXT

The textbook for the course will be automatically loaded via RedShelf onto your UNM Learn page. The cost of the textbook (\$27.50 according to the Bookstore) will be charged to your bursar account. If you prefer to buy the textbook from another vendor, you **must opt out before the deadline**. Please check out [https://bookstore.unm.edu/t-1unm\\_inclusiveaccess.aspx](https://bookstore.unm.edu/t-1unm_inclusiveaccess.aspx) or contact [inclusiveaccess@unm.edu](mailto:inclusiveaccess@unm.edu) for more information.

- Bowman, Ann O’M., and Richard Kearney. 2017. *State and Local Government*. 10th ed. Boston, MA: Cengage (available on Learn).
- Additional articles and readings (available on Learn).

## SCHEDULE OF READINGS

### Week I, June 6

*Textbook:*

1. State and Local Government: New Directions
2. Federalism and the States: Sorting Out Roles and Responsibilities

*Articles:*

- Briffault, Richard. "What about the 'ism'-normative and formal concerns in contemporary federalism." *Vand. L. Rev.* 47 (1994): 1303.

**Week II, June 13**

*Textbook:*

3. State Constitutions: The Fundamental Rules of State Government
4. Citizen Participation and Elections: Engaging the Public in Government

*Articles:*

- Holland, Randy J. State Constitutions: Purpose and Function. *Temp. L. Rev.* 69 (1996): 989. [https://heinonline.org/HOL/Page?handle=hein.journals/temple69&div=37&g\\_sent=1&casa\\_token=&collection=journals&t=1556922273](https://heinonline.org/HOL/Page?handle=hein.journals/temple69&div=37&g_sent=1&casa_token=&collection=journals&t=1556922273)
- Matsusaka, John G. Direct democracy works. *Journal of Economic Perspectives* 19, no. 2 (2005): 185-206. <https://pubs.aeaweb.org/doi/pdfplus/10.1257/0895330054048713>

**Week III, June 20**

*Textbook:*

5. Political Parties, Interest Groups, and Campaigns: Influencing Public Policy
6. State Legislatures: The People's Representatives

*Articles:*

- Aldrich, John H. Presidential address: southern parties in state and nation. *The Journal of Politics* 62, no. 3 (2000): 643-670. <https://www.journals.uchicago.edu/doi/pdfplus/10.1111/0022-3816.00028>
- Gerber, Brian J., Cherie Maestas, and Nelson C. Dometrius. State legislative influence over agency rulemaking: The utility of ex ante review. *State Politics & Policy Quarterly* 5, no. 1 (2005): 24-46. <https://journals.sagepub.com/doi/pdf/10.1177/153244000500500102>

**Week IV, June 27**

*Textbook:*

7. Governors: Power, Politics, and Executive Leadership
8. Public Administration: Budgeting and Service Delivery

*Articles:*

- Berkman, Michael B., and Christopher Reenock. Incremental consolidation and comprehensive reorganization of American state executive branches. *American Journal of Political Science* 48, no. 4 (2004): 796-812. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.0092-5853.2004.00102.x>
- Dometrius, Nelson C., and Deil S. Wright. Governors, legislatures, and state budgets across time. *Political Research Quarterly* 63, no. 4 (2010): 783-795. <https://journals.sagepub.com/doi/pdf/10.1177/1065912909334428>

**Week V, July 4**

*Textbook:*

9. The Judiciary: Independence versus Accountability
10. Local Government: Types and Functions

*Articles:*

- Hall, Melinda Gann. State supreme courts in American democracy: Probing the myths of judicial reform. *American Political Science Review* 95, no. 2 (2001): 315-330.  
<https://www.jstor.org/stable/pdf/3118123.pdf>
- Briffault, Richard. The local government boundary problem in metropolitan areas. *Stan. L. Rev.* 48 (1995): 1115.  
[https://www.jstor.org/stable/1229382?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/1229382?seq=1#metadata_info_tab_contents)

**Week VI, July 11**

*Textbook:*

11. Local Leadership and Governance: Continuity and Change
12. State-Local Relations: Fifty Different Systems

*Articles:*

- McCabe, Barbara Coyle, Richard C. Feiock, James C. Clinger, and Christopher Stream. Turnover among city managers: The role of political and economic change. *Public Administration Review* 68, no. 2 (2008): 380-386.  
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1540-6210.2007.00869.x>
- Frug, Gerald E., and David J. Barron. *City bound: How states stifle urban innovation*. Cornell University Press, 2013. Part I: City Structures, pages 1-52  
<https://ebookcentral.proquest.com/lib/unm/detail.action?docID=3138004>

**Week VII, July 18**

*Textbook:*

13. Taxing and Spending: Where the Money Comes from and Where It Goes
14. Economic Development: Competing for Growth

*Articles:*

- Leon-Moreta, Agustin. Functional responsibilities of municipal government: Metropolitan disparities and instruments of intergovernmental management. *Urban Studies* (2018): 0042098018794612. <https://journals.sagepub.com/doi/pdf/10.1177/0042098018794612>
- Blumenthal, Pamela, Harold L. Wolman, and Edward Hill. Understanding the economic performance of metropolitan areas in the United States. *Urban Studies* 46, no. 3 (2009): 605-627. <https://journals.sagepub.com/doi/pdf/10.1177/0042098008100997>

**Week VIII, July 25**

*Textbook:*

16. Criminal Justice: Cops and Corrections
18. Environmental Policy: Regulation and Innovation

*Articles:*

- Baker Jr, John S. State Police Powers and the Federalization of Local Crime. *Temp. L. Rev.* 72 (1999): 673.  
[https://heinonline.org/HOL/Page?handle=hein.journals/temple72&div=27&g\\_sent=1&casa\\_token=xkJn7hIV6skAAAAA:rH-jMTLW240d0cdAAvFW3nWqCBEjyoyqTyxGYcKTG8QVy9s7ArabVQZ4qlp0G0a4XLVkwIfg&collection=journals&t=1557320744](https://heinonline.org/HOL/Page?handle=hein.journals/temple72&div=27&g_sent=1&casa_token=xkJn7hIV6skAAAAA:rH-jMTLW240d0cdAAvFW3nWqCBEjyoyqTyxGYcKTG8QVy9s7ArabVQZ4qlp0G0a4XLVkwIfg&collection=journals&t=1557320744)

- Keohane, Nathaniel O., Richard L. Revesz, and Robert N. Stavins. The choice of regulatory instruments in environmental policy. *Harv. Envtl. L. Rev.* 22 (1998): 313.  
[http://scholar.harvard.edu/files/stavins/files/the\\_choice\\_of\\_regulatory.pdf](http://scholar.harvard.edu/files/stavins/files/the_choice_of_regulatory.pdf)

*Note:* There is no class meeting on July 4. A class picture and presentation of case studies are scheduled for the last class meeting.

## **APPENDIX Guidelines for Research Project**

### *I. Introduction (1 page)*

In this research, you'll introduce the state or local government that you study over the semester. Introduce the administrative/policy problem that you propose to study. You'll choose a specific state or local government to analyze the proposed problem of research. If interested in local government, I recommend that you study a major U.S. city that has a large population.

### *II. Socioeconomic, Political, and Administrative Characteristics*

In this section, you'll describe the socioeconomic, political, and administrative characteristics of your state or local government. For example, you can discuss the form of government and administrative organization of your chosen government. Then you'll analyze how those governmental characteristics affect the administrative/policy problem that you study.

### *III. Administrative/Policy Assessment*

In this section, you'll analyze the administrative/policy challenges studied in class that are relevant to your state/local government. You'll examine the sources of the policy challenges for your government. You can assess, to name a few examples, law enforcement in Chicago, elementary education in New Mexico, sustainability programs in California, etc.

### *IV. Administrative/Policy Options*

In this section, you'll propose management or policy options that your state/local government may pursue to resolve the proposed problem of research. Compare your proposed options in terms of administrative and policy feasibility. Based on that assessment, discuss what administrative or policy options you recommend for potential adoption and implementation by your state/local government.

### *V. Conclusion (1 page)*

In this concluding section, synthesize your findings regarding the policy challenges identified and the administrative/policy options that you recommend for your state/local government. Also discuss: how would your conclusions apply to other state/local governments in the US?

### *Format of the Paper*

Format: It should be written in a format similar to the PADM553 professional paper.  
 Length: Write at least 12 double-spaced pages, besides appendices. There's no upper limit.  
 Appendices: Place references, graphs, or tables in appendices (not within the text)  
 Font: Use Times New Roman, 12 pt.  
 Margins: Set 1 inch

*Suggestions*

You may incorporate preliminary ideas and analyses on your cases from the weekly reaction questions and in-class discussions. You may use and cite additional bibliography for your case study.

*Deadline*

Turn in your research paper by July 27.

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