

- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

CELL PHONE POLICY: Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

ACADEMIC HONOR CODE AND PLAGIARISM: Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the [Lander University Student Handbook](#).

STUDENTS WITH DISABILITIES: If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University [Student Wellness Center](#) at 388-8885 or studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review their requests for accommodation so that both parties can be clear.*

INCLEMENT WEATHER: I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

DISCRIMINATION AND TITLE IX STATEMENT: It is the policy of Lander University to prohibit illegal discrimination on the basis of age, color, disability, gender, national origin, race, pregnancy, religion, sex, veteran's status, and genetic information in regard to the administration of all campus programs, services, and activities including athletics, admission, employment, and or sponsored activities and programs as included in Title VII and Title IX.

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Vice President of Student Affairs/Deputy Title IX Coordinator (864-388-8293) or Director of Human Resources/Title IX Coordinator (864-388-8053) for information about campus resources and support services, including confidential counseling services.

Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to Lander University's site for contact information and further details.

<http://www.lander.edu/Business-Administration/Human-Resources/titleix>

SPECIFIC COURSE INFORMATION

REQUIRED READINGS

- Bowman, Ann O'M., and Kearney, Richard C. (2016) *State and Local Government*. 6th ed. Belmont, CA: Cengage Learning.
- Eisinger, Peter K. (1989) *The Rise of the Entrepreneurial State: State and Local Economic Development Policy in the United States*. Madison: The University of Wisconsin Press.
- All assigned articles, book chapters, and essays posted on [Blackboard](#), on reserve in the [Jackson Library](#), or sent to student's e-mail accounts.

GRADING

- | | |
|--------------------------------------|-----|
| ▪ Online Quizzes | 10% |
| ▪ Exam #1 | 15% |
| ▪ Exam #2 | 20% |
| ▪ 2 Policy Memos | 25% |
| ▪ Participation in Class Discussions | 10% |
| ▪ Final Exam | 20% |

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

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|------------|-----------|----------------------------|
| ▪ A | 90-100% | excellent understanding |
| ▪ B | 80-89% | good understanding |
| ▪ C | 70-79% | satisfactory understanding |
| ▪ D | 60-69% | poor understanding |
| ▪ F | below 60% | marginal understanding |

ASSIGNMENTS

Six **online quizzes** will be given on [Blackboard](#) under the *Quizzes* tab. These will usually consist of five questions covering main topics from assigned readings or class discussions and lectures from the previous week. If a student misses a quiz, a grade of zero is given.

Two exams and a **final exam** will consist of some multiple-choice questions, but primarily be composed of short answer and essay-style questions covering course material. Exams will be

cumulative and should display a mastery of information and concepts from assigned readings and class discussions. All students are required to take the Final Exam.

Two memo assignments ask students to look at a specific area of state government institutions and/or content area of policy and write a 2-4 page memo to a specific audience. At least one memo must be on a policy area (criminal justice, economic development, education, law, etc.). If two policy memos are not desired, students can write one memo on an institutional concern (state legislatures, governorships, courts, executive-controlled agencies). Thus, students will write one institutional-oriented and one policy-oriented memo, or two policy-oriented memos. Some research is required, but the emphasis is on applying what has been learned from course materials and using outside research to make an argument. These memos will emphasize current policy challenges, either in South Carolina specifically, or to state or local governments generally.

Our Department has adopted the APA citation method for all writing assignments. Specific guidelines about APA are available in the Assignments tab on Blackboard, through [Perdue's OWL website](#), and in the Jackson Library. Writing Center tutors also know APA.

More information about these assignments, such as format details (style, APA citation details) will be posted in the Assignments tab on Blackboard. Use [Lander's Writing Center](#) for assistance with papers. Its tutors can help proofread your paper and have a copy of the assignment. Visit their website or LC 347 for more information.

CLASS PARTICIPATION & COURSE EXPECTATIONS:

Students are expected to be present for all classes and to complete assigned readings prior to class meetings. Students should come to class prepared to discuss all assigned material and are strongly encouraged to participate in class discussions. Since the course aims to be a *seminar-style class*, it is vital that students actively engage in class discussions because it will help you (and others) better understand course material.

I will assign teams of students to help lead discussions of some topics and part of your participation grade will come from your role as a discussion leader. In other words, a student's participation grade will come from his or her "general participation" in class across the semester, but also from this "discussion leadership" role. I reserve the right to add up to *three additional points* to the course average for those students who consistently participate in all discussions and debates.

I prefer to keep this class very interactive, although I will sometimes provide lectures. I encourage students to ask questions about anything I say, particularly if they want to know more about a specific topic. Statements of opinion will be subjected to examination of the facts and evidence by the class and me.

The design of this course assumes students have an understanding of American government institutions and politics. *If you have not taken POLS 101: American National Government, please see me immediately to get recommendations for catching up with supplementary readings.*

Students are also expected to keep up with major events in state or local government across the country through regular reading of [The Washington Post](#) or [The New York Times](#). Particularly good sources that focus on state politics include: [Governing magazine](#), [Stateline.org](#), [Pew Center on the States](#), the [National Governors Association](#), or the [Council on State Governments](#).

For South Carolina politics, I suggest (a) reading state-oriented papers, such as [The Greenville News](#), [The State](#), or [The Post and Courier](#); (b) watching a local news program, and/or (c) listening to S.C. news on [National Public Radio \(NPR\)](#). Other resources are available online and at the [Jackson Library](#). I will send e-mails to students' Lander e-mail accounts with reminders about assignments, so students should check [Blackboard](#) and their Lander e-mail accounts *regularly*.

ATTENDANCE

- Class begins promptly at **10:00am** and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 6 classes or two weeks of class, a student's final grade will be penalized by a loss of two points off their final grade with each absence thereafter. *Students are responsible for keeping up with their absences.*
- Students who engage in behavior disruptive to the learning process will be asked to leave the classroom. Depending upon the nature of the offense, students may be required to see a member of the student affairs staff before returning to class. Any absence due to the obstruction of academic instruction results in a student being counted *absent*.
- Students with two absences or less may drop their two lowest quiz grades.

LATE POLICY & MAKE-UP ASSIGNMENTS:

- Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by me or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform me about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within my discretion.
- Written assignments will typically be collected in class after the role is called.

SPECIAL EVENTS & SPEAKERS: Lander periodically offers special events and speakers discussing topics on U.S. state or local government. When events arise, I will make the class aware of them and offer some *extra credit* points for response papers to the topics of discussion.

MY TEACHING PHILOSOPHY

State and local government is a subject that citizens should care about since so many functions of government at this level affect our personal lives. This subject is constantly in the news, but not always adequately understood. An appreciation for how the functions of government have evolved over time as citizens' expectations have risen and how intergovernmental relationships work build a greater understanding of political processes and procedures as well as showcase challenges for the future. We will confront many policy areas, such as economic development, corrections, homeland security, and education, with some controversy about how best to manage resources and with competing priorities. Therefore, I seek to create an environment in which students rigorously examine the readings and apply current events to course topics.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

IMPORTANT DATES TO REMEMBER

- | | |
|-------------------------|----------------------------|
| ▪ Quizzes | Announced by the professor |
| ▪ Exam #1 | Monday, Sept. 19 |
| ▪ Policy memo #1 is due | Friday, Oct. 14 |
| ▪ Exam #2 | Friday, Oct. 21 |
| ▪ Policy memo #2 is due | Monday, Nov. 21 |
| ▪ Final Exam | Friday, Dec. 9, 8am – 10am |
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COURSE SCHEDULE **Subject to change with prior notice by the professor.*
 (Bb) = posted on [Blackboard](#) in “Readings” folder Bowman & Kearney = primary textbook

The Course Schedule gives an overview of topics we will consider and all assigned readings. Students are expected to have read assigned material and bring questions and examples of how current events relate to the course.

Week 1: Course Introduction; Entrepreneurial States in the 21st Century

- Aug. 22 Syllabus Overview and Introduction to the Course
- Aug. 24 Kettl, Donald F. (2013) “Boston Marathon Bombing Highlights Homeland Security Done Right.” *Governing*. June. (Bb) [[Web](#)]
 Regional Greenhouse Gas Initiative (RGGI) [[Web](#)]
 Foody, Kathleen (2016) “Georgia Governor Nathan Deal Plans Trade Mission to Germany.” *Athens Banner-Herald*. July 4. [[Web](#)]
 Utah Governor’s Office of Economic Development (2016) “Utah Trade Mission to Germany Opens Opportunities for Small Business.” April 25. [[Web](#)]
 Heidbreder, Brianne (2016). “Change and Continuity in the Study of State and Local Governance: A Conversation with Ann Bowman.” *State and Local Government Review*. 48(1): 63-71. (Bb)
- Aug. 26 Heidbreder, Brianne (2016). “Change and Continuity in the Study of State and Local Governance: A Conversation with Ann Bowman.” *State and Local Government Review*. 48(1): 63-71. (Bb)
 Bowman & Kearney, Chapter 1 – State and Local Governments: New Directions, 1-16

Week 2: Federalism, Intergovernmental Relations, & State Constitutions

- Aug. 29 Bowman & Kearney, Chapter 1 – State and Local Governments: New Directions, 16-23
 Bowman & Kearney, Chapter 2 – Federalism and the States: Sorting Out Roles and Responsibilities, 24-41
- Aug. 31 Bowman & Kearney, Chapter 2 – Federalism and the States: Sorting Out Roles and Responsibilities, 41-54
 Madison, James (1788) “The Federalist No. 45”, *The Federalist Papers* (Bb)
- Sept. 2 Bryce, James (1888) “Nature of the American State.” In *The American Commonwealth*. (Bb)
 Bowman & Kearney, Chapter 3 – State Constitutions: The Fundamental Rules of State Government, 55-67

Week 3: Constitutional Change, Responsiveness, Citizen Participation

- Sept. 5 *Labor Day – no classes*
- Sept. 7 Bowman & Kearney, Chapter 3 – State Constitutions: The Fundamental Rules of State Government, 68-78
- Sept. 9 Bowman & Kearney, Chapter 4 – Citizen Participation and Elections: Engaging the Public in Government, 79-93

Week 4: Direct Democracy, Transparency, Political Parties, Interest Groups

- Sept. 12 Bowman & Kearney, Chapter 4 – Citizen Participation and Elections: Engaging the Public in Government, 93-106
- Sept. 14 Bowman & Kearney, Chapter 5 – Political Parties, Interest Groups, and Campaigns: Influencing Public Policy, 107-125
Hansen, Eric R., and Gray, Virginia (2016) “Interest Group Density and Policy Change in the States.” Paper presented at the Southern Political Science Association. Jan. 7-9. (Bb)
- Sept. 16 Bowman & Kearney, Chapter 5 – Political Parties, Interest Groups, and Campaigns: Influencing Public Policy, 125-135
Discussion about Exam #1

Week 5: State Legislatures

- Sept. 19 **Exam #1**
- Sept. 21 Bowman & Kearney, Chapter 6 – State Legislatures: The People’s Representatives, 136-158
- Sept. 23 Bowman & Kearney, Chapter 6 – State Legislatures: The People’s Representatives, 158-164
Wilkinson, Jeff (2013) “State House for Sale: Big Businesses Pay Off in Jobs, Political Contributions.” *The State*. Nov. 2. (Bb)
National Conference of State Legislatures (NCSL), research page [[Web](#)]

Week 6: State Legislatures and Governors: It Takes Two to Tango

- Sept. 26 State Legislatures: A First-Hand Look
Guest Speakers: S.C. Sen. Floyd Nicholson and Former S.C. Rep. Adam Taylor
- Sept. 28 Bowman & Kearney, Chapter 7 – Governors: Power, Politics, and Executive Leadership, 165-190
- Sept. 30 Bowman & Kearney, Chapter 7 – Governors: Power, Politics, and Executive Leadership, 190-195
Schouten, Fredreka (2013) “Many Ex-Governors Work as Lobbyists, Consultants.” *USA Today*. Aug. 12. (Bb) [[Web](#)]

Week 7: Entrepreneurial Governors, Public Administration and Management

- Oct. 3 McMillan, Samuel Lucas (2008) “Subnational Foreign Policy Actors: How and Why Governors Participate in U.S. Foreign Policy.” *Foreign Policy Analysis*. 4(3): 227-253. (Bb) [[Web](#)]

Oct. 5 Bowman & Kearney, Chapter 8 – Public Administration: Budgeting and Service Delivery, 196-220

Oct. 7 Bowman & Kearney, Chapter 8 – Public Administration: Budgeting and Service Delivery, 220-225

Week 8: State Courts: Important Arenas for Legal and Policy Questions

Oct. 10 Bowman & Kearney, Chapter 9 – The Judiciary: Independence vs. Accountability, 226-247

Oct. 12 Bowman & Kearney, Chapter 9 – The Judiciary: Independence vs. Accountability, 247-254

Oct. 14 S.C. Courts: A First-Hand Look
Guest Speaker: Former S.C. Supreme Court Justice James E. Moore

Policy Memo #1 is due in class (and must be submitted on Bb)

Week 9: Counties, Municipalities, Townships, and Special Districts

Oct. 17 Bowman & Kearney, Chapter 10 – Local Government: Types and Functions, 255-284

Oct. 19 Bowman & Kearney, Chapter 10 – Local Government: Types and Functions, 255-284

Oct. 21 **Exam #2**

Week 10: Local Government Leadership: Mayors, Managers, and Councils

Oct. 24 Bowman & Kearney, Chapter 11 – Local Leadership and Governance: Continuity and Change, 285-301

Oct. 26 Bowman & Kearney, Chapter 11 – Local Leadership and Governance: Continuity and Change, 301-308

Oct. 28 **Visiting Speaker: TBD**

Week 11: State & Local Finances, Taxation, Economic Development Policy

Oct. 31 Bowman & Kearney, Chapter 13 –Taxing and Spending: Where the Money Comes From and Where it Goes, 335-358

Nov. 2 Bowman & Kearney, Chapter 13 –Taxing and Spending: Where the Money Comes From and Where it Goes, 358-364

Nov. 4 Eisinger, *The Rise of the Entrepreneurial State*, 1-84

Week 12: Entrepreneurial States; A Case Study of Local Globalization in S.C.

Nov. 7 *Fall Break – no classes* [Election Day is Tuesday, Nov. 8]

Nov. 9 Eisinger, *The Rise of the Entrepreneurial State*, 85-127; 290-306; 331-344

Nov. 11 McMillan, Samuel Lucas (2015). "The Globalization of Spartanburg: A Story of Local Leaders and State Supporters." *Journal of Political Science*. 43: 71-96. (Bb)

Week 13: Economic Development, Infrastructure, and South Carolina

Nov. 14 Bowman & Kearney, Chapter 14 –Economic Development: Competing for Growth, 365-388

Nov. 16 Cope, Cassie, Fretwall, Sammy, and Self, Jamie. (2016) "How SC's Leaders Have Failed South Carolinians." *The State*. May 28. (Bb) [[Web](#)]
A Debate on South Carolina's Future

Nov. 18 Bowman & Kearney, Chapter 15 –Education Policy: Reading, Writing, and Reform, 389-409

Week 14: Education Policy

Nov. 21 Bowman & Kearney, Chapter 15 –Education Policy: Reading, Writing, and Reform, 409-422

Rich, Motoko (2015). "As Graduation Rates Rise, a Fear Diplomas Fall Short." *The New York Times*. Dec. 27. A1. (Bb) [[Web](#)]

Policy Memo #2 is due in class (and must be submitted on Bb)

Nov. 23 *Thanksgiving Holidays—no class*

Nov. 25 *Thanksgiving Holidays—no class*

Week 15: Policing, Prisons, and Homeland Security

Nov. 28 Bowman & Kearney, Chapter 16 – Criminal Justice: Cops and Corrections, 423-438

Nov. 30 Bowman & Kearney, Chapter 16 – Criminal Justice: Cops and Corrections, 438-461

Dec. 2 Kettl, Donald F. (2013) "Homeland Security: The Federalism Challenge." In *American Intergovernmental Relations: Foundations, Perspectives, and Issues*. Toole, Laurence J. and Christensen, eds. Thousand Oaks, CA: SAGE. 306-315. (Bb)
The longer version of this speech is available [here](#).

Week 16: Conclusions about the Future of State & Local Government

Dec. 5 Themes of the Course and Final Exam Review

FINAL EXAM

Dec. 9 **Final Exam** (held from 8:00-10:00am)