Florida State University
Askew School of Public Administration and Policy

Intergovernmental Management and Relations
PAD 5826 - Graduate
PAD 4936 - Undergraduate

A Required Course in Florida State University’s
Certificate in Florida City and County Management

Spring Term 2012

Professor:

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Telephone: 239-777-1013
Office Hours: By appointment

Class Schedule:

This is an on-line class with two in-class sessions. The two classes are held on Saturdays and will begin at 9:00 AM and will end at 4:30 PM. Lunch is from 12:00 PM to 1:00 PM. Specific class dates are: January 21, 2012 and March 24, 2012.

Course Overview:

The course is cross-listed for graduate and undergraduate students. Two graduate students will be assigned to “lead” discussion board questions in lieu of an in-class presentation and all graduate students will complete a paper that is also presented in class to other students (note: Again, the two Discussion Board Facilitators will not be required to make an in-class presentation of their paper).

Undergraduate students will not be required to complete an assignment 4 paper and, of course, will not be required to complete an in-class presentation of the paper. All other assignments (including essays and participation in discussion boards) and the final exam are the same for both graduate and undergraduate students; although they are weighted differently in the calculation of the final grade.

Note: Non-degree seeking students (practitioners) who are enrolled in this class solely to earn the Certificate in Florida City and County Management must complete all graduate level work.


**Learning Competencies:**

This course is designed for students who desire knowledge in the area of intergovernmental relations and how to effectively and ethically manage the evolving challenges in this discipline that are facing local government administrators. To obtain a passing grade in this course, students are expected to accomplish each of the following learning objectives:

- To recall the foundations of intergovernmental relations as originally conceived in the United States and contrast those principles with the dynamics needed to effectively operate in the 21st century.

- To identify different models of intergovernmental relations in the United States and explain which model best represents today’s intergovernmental practices and to contribute other ideas that should be considered in developing such a model.

- To highlight the different problem solving techniques required when agencies come together vs. how they operate within their own agencies.

- To articulate the positions and tensions felt by “public management networks” (PIG’s) in recent years and how it impacts local governments.

- To explain how federal grants and aide to state and local governments have shaped intergovernmental relations practices and impacted the type and level of federal and state mandates imposed.

- To summarize how technological advancements, international trade, and deregulation of utilities will magnify the traditional legal and political constraints on local government tax policy in the 21st century.

- To apply the principles of intergovernmental management and relations in a current “real world” example by writing a paper and making an in-class presentation that describes the background of the issue, the application to local government, as well as the other sectors effected, and make recommendations and concluding observations.

**Required Text**


**Other Readings:**


**Assignment #1: Schedule of Readings and Assignments:**
The above readings should be read in the order desired to address the Assignment #2 Essays, the Assignment #3 Discussion Board, and the Final Exam. Graduate students will also find the readings helpful in the Assignment #4 paper. The assignments do not necessarily lend themselves to sequential reading of the chapters within the text. In addition (very important), independent research will be necessary to fulfill the requirements of all the written assignments. To assist the student, the following schedule of partial reading and preparation work for the assignments is offered for those students preferring such detail:

**1/4 - 1/16:** Read Part I (Chapters 1-7) in O’toole text. Read the Blomgren and O’Leary article. Read Chapter 112, part III of the Florida State Statutes and read the Florida Constitution. Research and read related articles on the framing of the U.S. Constitution and its relationship to todays intergovernmental relation challenges.

**1/17 - 1/22:** Prepare and submit assignment 2A.

**1/23 - 1/30:** Read Part 5 (Chapters 25-28) in O’toloe text. Read the Kincaid and Stenberg article and the Martin and Hock Schiff article. Read the Perlman article. Conduct independent research on intergovernmental relations models. Graduate students begin research for the assignment 4 paper.

**1/31 - 2/5:** Prepare and submit assignment 2B.

**2/6 - 2/13:** Read Part 2 (Chapters 8-13 in O’toloe text and the Warm article. Read the Silva article. Conduct independent research on Public Interest Groups. Graduate students also research material for the assignment 4 paper.

**2/14 - 2/19:** Prepare and submit assignment 2C.

**2/20 - 2/27:** Read Part 3 (Chapters 14-18) and Part 4 (Chapters 22 and 23) in O’toloe text. Conduct independent research on the impact of federal grants and aide on intergovernmental relations. Graduate students continue to conduct research for assignment 4 paper.

**2/28 - 3/4:** Prepare and submit assignment 2D.

**3/5 - 3/9:** Spring Break

**3/10 - 3/17:** Read Part 3 (Chapters 19-20) in O’toloe text. Conduct independent research on how technology, international trade, and deregulation of utilities impacts local government tax policy in preparation for the 3A discussion board assignment. Graduate students work on assignment 4 paper.
3/18 - 3/21: Complete 3A discussion board assignment

3/22: Assignment 4 paper due

3/24: In-class session and presentation is due

3/25 - 4/8: Read Part 4 (Chapters 21 and 24) in O’toole text. Read the Henschel, et. al. and Ruggini article. Read the Ahern and Bloomfield article. Read the Ben-Zadok article. Conduct independent research on the differences between preparing for and conducting intergovernmental meetings verses preparing for and conducting meetings within ones own agency.

4/9 - 4/12: Complete 3B discussion board assignment.


4/20 - 4/25: Final Exam

Assignment #2: Four Essay Questions

This second assignment is designed to enable the student to develop concise written answers to questions involving intergovernmental relations. Assigned readings and outside research will combine to assist the student in answering these questions. Moreover, where applicable, students are asked to challenge the readings in their responses.

Please prepare a response to each of the assignments below. Multiple directives/questions are included in each assignment. Please be sure to sub-title each directive/question in each of your essays so the reader can readily see your response to all directives/questions in each assignment. Failure to do so will result in a deduction in the grade given for the assignment. Responses for 2A – 2D should be no less than 750 words and no more than 1,000 words. Each assignment (2A – 2D) should be completed in WORD and posted to the applicable Assignment section of Blackboard. Please double space. All sources must be cited within the text (APA style) and listed (APA style) in a reference section at the end of the essay. At least 6 different sources must be cited and referenced in each essay. Courtesy and professionalism is a requisite in expressing view points as your response may be shared with other students as part of the “learning process” in class. Each essay is worth up to 10 points for graduate and 15 points for undergraduate students. Following are the due dates and assignments:

2A is Due January 22, 2012 by 9:00 PM.
2A: Articles in the O’Toole text review the difference between a federal government and a national government? What are these differences? What were some of the key arguments of the original framers of the United States Constitution in terms of nationalism vs. federalism? What do these arguments have to do with today’s intergovernmental relations challenges at the local level? Please be sure to include (cite and reference) at least 5 different sources, in addition to the O’toole text, to support your answer.

2B Due February 5, 2012 by 9:00 PM

2B: Articles in the O’Toole text describe relationship challenges among the different levels of government in the United States. In an overly simplistic effort to explain intergovernmental relations, one of the authors offers three models that describe how IGR is practiced. Which model is most representative of current IGR practices in the United States? Why? What other considerations should be included when summarizing such a model over the next decade? Please be sure to include (cite and reference) at least 5 different sources, in addition to the O’toole text, to support your answer.

2C Due February 19, 2012 by 9:00 PM

2C: What are some of the shifts in position and tensions felt by the main “public interest groups” (PIGs) during recent years? What seems to be the sources of their potential strengths and weaknesses? How does this impact local government? Please be sure to include (cite and reference) at least 5 different sources, in addition to the O’toole text, to support your answer.

2D Due March 4, 2012 by 9:00 PM

2D: Briefly describe the evolution of Federal grants and aid to state and local governments. How has it shaped intergovernmental relations and how has it impacted state and federal mandates on local governments? Please be sure to include (cite and reference) at least 5 different sources, in addition to the O’toole text, to support your answer.

Please Note: Grading of these assignments will be based upon identifying useful information (i.e. concise and applicable) and properly citing the information used from the assigned text, State Statute, State Constitution, Journal articles, and other outside readings. Personal observations are also considered. Late submissions will result in a 2 point deduction per day.

Note: Spring Break from March 5, 2012 - March 9, 2012
Assignment #3: Two Discussion Board Topics:

The Discussion Board is a Blackboard tool designed to enable on-line students to exchange ideas and share research sources relevant to a stated issue.

**Facilitators:** Each discussion board will have a graduate student facilitator to lead the discussion. The assigned graduate student for each discussion board assignment will prepare a 500 - 750 word summary addressing the assigned discussion board question, then pose three additional questions on this same topic for the rest of the class to respond to. The facilitator will comment throughout the postings (at least 7-10 postings) and encourage varying points of view from the other students. **If you are interested in serving as a facilitator please email the professor with your preferred assignment (either 3A or 3B) as soon as possible.**

**Other Students:** The other students in class will be responsible for reading material necessary to address one or more of the questions posed by the facilitator and may also elaborate further on the original discussion board assignment (in the syllabus) that the facilitators responded to in their initial posting. Each student will be required to submit at least two (but no more than three) separate posts. Students will have 3 days to post their comments and all postings should be between 200 - 300 words each. Students are encouraged to confirm and challenge other posts and are required to cite references in their postings. Simply agreeing or disagreeing with another’s post or offering a personal opinion will not meet the minimum requirements of the assignment. Each post submitted must cite all sources (APA style) within the text and must list the references cited at the end of the post (in APA style). Please note that each post must include a new reference, a new idea, and a new example not previously posted in any previous post. Professional writing (positive and diplomatic without personal attacks) is also a requisite in all communications. The Professor will provide thoughts/concluding comments after each session.

Each graduate student facilitating a Discussion Board assignment will earn up to 15 points for the session they lead. The other graduate students will earn up to 5 points and the undergraduate students will earn up to 10 points for each Discussion Board assignment that they participate in. Grammar, organization of post, relevance to the topic, inclusion of a new idea, a new reference, and a new example, proper in text citations and references at the end of each post, and thought provoking postings will be considered in the grade for each student. **Please note:** Late posts will not be accepted.

Following are the Discussion Board questions:

**3A:** Explain how technological advancement, international trade, and the deregulation of utilities will magnify the traditional legal and political constraints on local tax policy in the 21st century.
Deadline for facilitator posting and posted questions: March 18, 2012 between 8:00 PM and 9:00 PM.

Deadline for other students’ Discussion Board postings is after 9:00 PM, March 18, 2012 until closing at 9:00 PM on March 21, 2012.

3B: When administrators from different agencies come together to solve problems or share information with one another, most operate differently than they do in their home agencies. Describe the differences. Does their authority differ? Give an example of a local government service issue where this applies.

Deadline for facilitator postings and posted questions: April 9, 2012 between 8:00 PM and 9:00 PM.

Deadline for other students’ Discussion Board postings is after 9:00 PM, April 9, 2012 until closing at 9:00 PM on April 12, 2012.

Assignment #4: Paper

Graduate students only will be asked to complete a paper and to present it in class. Each graduate student will select a current (within the last twelve months) “real” local government intergovernmental relations issue. The student will summarize the background of this issue and describe the local government positions regarding the issue. Next, using the assigned readings, independent research on “best practices” in this area, and interviews with at least one official from each local government agency impacted, the student will then outline the steps recommended to address this intergovernmental challenge. Be sure to consider and identify other agencies impacted by this issue and the network responsibilities with these other entities (i.e. local non-profit group/s, State or Federal agencies, etc.).

Please do not submit less than six (6) pages or more than eight (8) pages of actual text for the paper. For example, the Reference section, Appendix section, etc…. should not be counted as actual text. Also, please cite and reference at least fifteen (15) sources. Five (5) of these sources must be from current (i.e. 2008 - present) academic journals. The paper shall include the following sections and these sections must be titled within the text:

Issue Selected
Background
Application to Local Government
Other Agencies Affected
Recommended Steps to Address Issue
Concluding Remarks and Recommendations for the Future
The paper is due March 22, 2012.

Please Note: The paper is worth up to 20 points and in-text citations and the reference page must be completed in APA style. Late papers will result in a minimum three (3) point deduction up to one day late. Each day thereafter will result in an additional two (2) point deduction for each day the paper is late. Grading for the papers will be based on following APA style, sentence structure, grammar, spelling, and the student’s ability to provide useful information (i.e. concise and applicable). Moreover, the information provided within each section must address the required information for that section.

Please Note: The topic selected must be emailed to the professor by January 21, 2012 and must be approved by the Professor. No one should begin this assignment before approval is granted. Additionally, no two papers in class may be on the same issue. Only where the Professor deems in the best interest of the class, will exceptions be made to this constraint.

Assignment #5: Oral Presentation

Each graduate student submitting a paper for Assignment #4, accept those graduate students already scheduled to facilitate a Discussion Board session, will be responsible for making an oral presentation (approximately 5 - 7 minutes) to the other members of the class on the issue addressed in the paper they submitted in Assignment #4. Please be prepared to give concise (yet thorough) power point presentations.

After each presentation, other students are encouraged to ask questions of the presenters. Grading will be based on how informative and organized the presentation is. The presentations are due at the second class on March 24, 2012.

Assignment #6: Final Exam

This course will include one on-line exam. Both graduate and undergraduate students will be responsible to complete this exam. The exam will give students the opportunity to demonstrate that they have mastered the subject matter of the course. Test questions are essay and will be based exclusively on class assignments, discussions and assigned readings. Grading will be based on how well the student answers the questions in a concise, yet complete format. The examine questions will be posted on April 20, 2012. Answers are due back on April 25, 2012. The exam is worth 20 points.
Class Participation/Attendance:

Class attendance is not mandatory but is strongly recommended. No points are assigned for attending class.

Grading Policy:

Final course grades will be calculated as follows:

| Assignment 2A   | 10 points | 15 points |
| Assignment 2B   | 10 points | 15 points |
| Assignment 2C   | 10 points | 15 points |
| Assignment 2D   | 10 points | 15 points |
| * Assignment 3A and 3B Facilitators | 15 points | N/A |
| Assignment 3A Other Students | 5 points | 10 points |
| Assignment 3B Other Students | 5 points | 10 points |
| Assignment 4 Paper | 20 points | N/A |
| * Assignment 5 Oral Presentation | 10 points | N/A |
| Assignment 6 Final Exam | 20 points | 20 points |
| Maximum Score   | 100 points | 100 points |

* Graduate students will either be assigned to facilitate a discussion board in Assignment 3 or complete an in-class presentation in Assignment 5

The maximum number of points will be totaled at the end of the semester as follows:

93 and above = A    80 and above = B-    67 and above = D+
90 and above = A-   77 and above = C+   63 and above = D
87 and above = B+    73 and above = C    60 and above = D-
83 and above = B    70 and above = C-    Below 60 = F

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of the students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to…be honest and truthful and… (to) strive for personal and institutional integrity at Florida State University. (Florida State Academic Honor Policy found at HYPERLINK "http://dof.fsu.edu/honorpolicy.htm" http://dof.fsu.edu/honorpolicy.htm.)

Please Note: All written assignments (must have the following statement included on the top of front page: “I pledge that the following work product is my own and I have referenced all sources used to complete this assignment. Name (Print) ________________ and Signature_____________________.”

Americans with Disabilities Act:
Students with disabilities needing academic accommodations should:
(1). Register with and provide documentation to the Student Disability Resource Center; and
(2.) Bring a letter to the instructor indicating the need for accommodations and what type. This should be done the first week of class.

The syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:
Student Disability Resource Center
97 Woodward Avenue South
108 Student Services Building
Florida State University
Tallahassee, Fl 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
HYPERLINK "mailto:sdrc@admin.fsu.edu" sdrc@admin.fsu.edu
HYPERLINK "http://www.disabilitycenter.fsu.edu/" http://www.disabilitycenter.fsu.edu/

Excused/Unexcused Absence Policy

Absences will be accommodated due to documented illnesses, deaths in the family, and other documented crisis, call to active military duty or jury duty, religious holy days, and official university activities and must do so in a way that does not arbitrarily penalize students who have
a valid excuse. Consideration should be given to students whose dependent children experience serious illness. Students must also provide advance notice of absences (when possible) as well as relevant documentation regarding absences to the instructor as soon as possible following the illness or event that led to an absence. Regardless of whether an absence is excused or unexcused, the student is responsible for making up all work that is missed. University-wide policy requires all students to attend the first class meeting of a course for which they are registered. Students who do not attend the first class meeting of the course for which they are enrolled will be dropped from the course by the academic department that offer the course. Instructors are required to take attendance at the first class meeting and report absences to the appropriate person in their department. For further information consult FSU General Bulletin at: http://registrar.fsu.edu/bulletin/undergrad/apdefault.htm.

**Please note:** This is an on-line course with 2 optional in-class sessions. To satisfy the University’s first class attendance policy, all students must email the Professor with the following information: Student’s name, telephone number, and whether a graduate or undergraduate student. This email is due no later than January 21, 2012.