GOVT 706/ PUAD 750
SEMINAR ON FEDERALISM AND INTERGOVERNMENTAL RELATIONS
Spring 2015

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Office Hours:
Mon. 3:00—4:30 (Met 5044)
Wed 1:30-3:00 (in Fairfax, Robinson A209)

Course Description: This course is a graduate level survey of intergovernmental issues in politics and governance. Specific topics to be explored include: theories and controversies concerning the appropriate roles of different levels of government, the intergovernmental context of policy making and service delivery in the United States, the evolution and performance of the American federal system, aspects of comparative federalism, and the politics of intergovernmental reform.

Course Structure: The course will be conducted as a graduate seminar. Its success will depend on active and informed participation by everyone in the course. All participants will be expected to read and analyze each week's readings, and all students should expect to be called on in the course of class discussions. In addition, there will be an opportunity for discussion of individual research topics and assigned oral presentations.

Required Texts: This course is cross-listed in both Political Science and Public Administration, and the subject matter reflects both disciplines. It is also designed to accommodate both doctoral and masters level students, with requirements that vary accordingly. Doctoral students are expected to read all of the required material indicated for each week. They may wish to read some or all of the recommended readings in order to explore certain topics in greater depth, and they should also read any additional readings which are marked PhD. MA and MPA students are not required to read such assignments but are encouraged to do so.

The following books are available for purchase at the University’s Arlington campus bookstore. They will be supplemented by articles and readings available through library databases or on the course blackboard page. Collectively, the readings are intended to serve several complementary purposes: to give a descriptive and analytical overview of contemporary intergovernmental issues; to provide a modicum of historical and comparative perspective on key issues; to highlight influential analytical frameworks; to illustrate alternative models of research design and methodology; and to draw upon a variety of different sources of information and analysis.


Manna, Paul, Collision Course: Federal Education Policy Meets State and Local Realities (CQ, 2011)

Rodden, Jonathan, Hamilton’s Paradox (Cambridge, 2005).
Miller and Cox, *Governing the Metropolitan Region* (ME Sharpe, 2014).

**Recommended:**


**Written Assignments:** For doctoral students, the written requirements for this seminar include three short papers, a take-home midterm exam, and one major research paper. Two of the short papers will consist of brief, 3-5 page analyses of a week's assigned readings. These will typically be structured around debates or controversies in the field, with different authors presenting alternative views. Topics will be selected during the first class. Each analysis will be summarized and orally presented during the appropriate class. Another short paper will be a critique of one or more draft research papers prepared by your colleagues in this seminar. Masters-level students will be expected to prepare only one weekly analysis, the draft paper critique, along with the midterm exam and research paper.

Each seminar participant will also prepare a more detailed research paper (25-40 pp for PhD candidates, 20pp for MA/MPA students) which utilizes an appropriate methodology to analyze an intergovernmental program or issue of interest to the student. Students will exchange and critique drafts of each other's papers prior to final submission of the paper for a course grade. Such critiques will constitute the final short paper assignment for all students.

**Course evaluation:** Final grades for this course will be based on **general class participation** and oral presentations (15%); **short written assignments** (20%); **take home midterm** (25%) and the **major intergovernmental research paper** (40%).

**Class Schedule:**

**THE CONTEXT OF FEDERAL GOVERNANCE**

(Jan 26) **An Introduction to Federalism**


Stephens and Wikstrom, *American Intergovernmental Relations*, pp. 1-6¹

(Feb 2) **Theoretical Perspectives on Federalism:**

Beam, Conlan, and Walker, "Federalism: The Challenge of Conflicting Theories and

¹ Link available on course blackboard page.


Rodden, Hamilton’s Paradox, chap. 1.

Wallace Oates, "An Economic Approach to Federalism" in Fiscal Federalism (Harcourt Brace, 1972).\footnote{1}

Recommended:


Michael Burgess, Comparative Federalism: Theory and Practice (Routledge, 2006).


(Feb 9) The Theory and Early Development of American Federalism


Harry Scheiber, “The Condition of American Federalism: An Historian’s View,” [excerpts from congressional testimony].\footnote{1}


\footnote{2}Link available on course blackboard page.
Recommended:


(Feb 16) **Dynamics of Centralization: American Federalism in the 20th Century**


Recommended:

Morton Grodzins, The American System (Rand McNally, 1966)


ISSUES OF GOVERNANCE IN AN INTERGOVERNMENTAL SYSTEM

(Feb 23) National Policymaking in an Intergovernmental System


Paul Posner, The Politics of Unfunded Mandates (Georgetown 1996), chap. 2.¹


RESEARCH PAPER PROPOSALS DUE

Recommended:

Stephens and Wikstrom, American Intergovernmental Relations, chap 5.

Michael Doonan, American Federalism in Practice, (Brookings, 2013).


(Mar 2) Implementation in an Intergovernmental Context

Paul Manna, Collision Course: Federal Education Policy Meets State and Local Realities (CQ, 2011) [entire]

Peterson, Rabe, and Wong, When Federalism Works (Brookings, 1986), chap. 1.¹

Robert Stoker, Reluctant Partners: Implementing Federal Policy, (Pittsburgh, 1991), chaps 3-4

Take Home Midterm Distributed

Recommended

Doonan, Michael, American Federalism in Practice, (Brookings, 2013)

Peterson, Rabe, and Wong, When Federalism Works (Brookings, 1986).

Mazmanian and Sabatier, Implementation and Public Policy

Jeffrey Pressman and Aaron Wildavsky, Implementation (California, 1973).

(Mar 8) Take Home Midterm Due, via email.

(Mar 16) Fiscal Federalism


Rodden, Hamilton’s Paradox, chaps 2-4.


Miller and Cox, chap. 3.

Recommended:

Stephens and Wikstrom, American Intergovernmental Relations, chap. 4.


(Mar 23) **The Rise of and Responses to Coercive Federalism**


Recommended:

Stephens and Wikstom, chap. 6.

Conlan, *From New Federalism to Devolution*, pp. 85-92; chap. 10.


(Dec 30) **The Courts and American Federalism**


Christopher Shortell, “The End of the Federalism Five? Statutory Interpretation and the Roberts Court,” *Publius* (Summer 2012) 42(3): 516

U.S. Supreme Court, Nat’l Federation of Independent Businesses et. al. vs Sebelius.
(majority opinion)¹

John Nugent, Safeguarding Federalism: How States Protect Their Interests (Oklahoma Univ. Press, 2009), pp. 6-16, 54-75.¹

Recommended:


R. Shep Melnick, “Federalism in the Rehnquist Court,” in Evolving Federalisms (Maxwell European Union Center, 2003) ¹


Sixth Circuit Court of Appeals, Thomas More Law Center et. al. v. Barack Obama et. al.¹

(Apr 6) States and Localities in the Federal System


Miller and Cox, Governing the Metropolitan Region, chaps 1-2, 4-11.


Recommended:

Stephens and Wikstrom, American Intergovernmental Relations, chaps 7-9.

Jungah Bae and Richard C. Feiock, “Managing Multiplexity: Coordinating Multiple Services at a Regional Level,” State and Local Government Review 2012 44: 1629ui8uu


CONTEMPORARY GOVERNANCE AND REFORM
(Apr 13)  **Contemporary Issues in American Federalism**


Rick Perry, *Fed Up!*, pp. 168-185. ¹

Recommended:


(Apr20)  **Comparative Federalism**


Rodden, *Hamilton’s Paradox*, chaps. 6-10.

Recommended:


(Apr 27) DRAFT RESEARCH PAPERS DUE AND EXCHANGED

(May 4) Research Colloquium: Group Discussion of Draft Papers
Paper evaluations due. Course Evaluations

(May 11) REVISED PAPERS DUE

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

**University Honor Code**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*

**PIA HONOR CODE POLICY**

The Honor Code policy endorsed by the members of the Department of Public and International Affairs relative to the types of academic work indicated below is set out in the appropriate paragraphs:

1. Quizzes, tests and examinations. No help may be given or received by students when taking quizzes, tests, or examinations, whatever the type or wherever taken, unless the instructor specifically permits deviation from this standard.

2. Course Requirements: All work submitted to fulfill course requirements is to be solely the product of the individual(s) whose name(s) appears on it. Except with permission of the instructor, no recourse is to be had to projects, papers, lab reports or any other written work previously prepared by another student, and except with permission of the instructor no paper or work of any type submitted in partial fulfillment of the requirements of another course may be used a second time to satisfy a requirement of any course in the Department of Public and International Affairs. No assistance is to be obtained from commercial organizations which sell or lease research help or written papers. With respect to all written work as appropriate, proper footnotes and attribution are required.