

**The University of Texas at Arlington**  
**URPA 5309: Federalism and Intergovernmental Relations**

**Instructor's Contact Information**

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**Course Description:**

This course is designed to introduce students to a sampling of the literature in federalism and intergovernmental relations, with a special focus on the implications of federalism and its changing nature on state and local management and policy making in the United States. Although the focus is primarily on intergovernmental relations as they exist in the United States, we will occasionally touch on federal issues in a comparative context.

The course is presented in eight “units,” each unit corresponding to one week of study for the eight-week course. In units 1-4, we will consider the philosophical origins and historical developments of federalism including various fiscal, administrative, and coordination issues surrounding the development and implementation of domestic policy in the U.S. federal system. In units 5-8 we examine the “tools” of intergovernmental management, the challenges of policy management and coordination in federal systems, and the issue of whether federalism is pro- or anti-democratic. We will also look at public attitudes toward the U.S. and other federal systems of the world as well as the future of federalism in the U.S. and elsewhere.

For each unit, you will be expected to review the “objectives” for that unit, study the online lecture, and complete the “reading” as assigned. Each unit, except for the last, presents a “discussion” item that students are expected to respond to, basing their response on the lecture and reading for that unit, as well as their own experiences, ideas, and thoughts.

A final project in Unit 8 will ask students to venture beyond today and decide the future of federalism, through the completion of a research paper.

Expected competencies: “To identify and explain the institutional, structural and political contexts of policy making;” “To identify and explain the policy making process, including problem definition, agenda setting, policy formation, implementation, and evaluation;” To incorporate interest groups, executive-legislative relationships, judicial decision-making, and the media in the policy process.”

## Instructor Biography:

### Gregory Cartwright, Ph.D. Professor

#### Professional Preparation:

- PhD, University of Texas in Arlington
- MIM, Texas Wesleyan University
- BBA, Texas Wesleyan University
- Adjunct Assistant Professor, University of Texas-Arlington

#### Fields of Interest:

- Urban politics and government
- Intergovernmental relations
- Community Engagement
- Public Participation
- Application of Social Theory

## Textbook

There is no text for this course. However, in units 1-7 you will find “readings.” These readings represent scholarly, or expert, commentary on the topic as relevant to the subject matter of each unit, and it is expected that students will incorporate material in the readings in their own responses to the discussion items accompanying each unit.

## The Essentials

Although you are required to purchase none of the following, all students should have access to and be basically familiar with the following essential readings in American federalism and intergovernmental relations:

1. **The Federalist Papers** (any edition)  
by Alexander Hamilton, James Madison, and John Jay  
1788 can be found at: <http://www.foundingfathers.info/federalistpapers/>

This is probably the most basic document of American federalism, and of federalism in general. It consists of a series of articles and essays written by drafters of the U.S. Constitution—Alexander Hamilton, James Madison, and John Jay—explaining various aspects and provisions of the Constitution.

2. **Debates in the Federal Convention of 1787, 1836 (any edition).**

Madison's notes of the debates of the constitutional convention, published upon his death in 1836. <http://teachingamericanhistory.org/convention/debates/>

3. **Federalists and Antifederalists: The Debate Over the Ratification of the Constitution**

by John P. Kaminski and Richard Leffler  
1989, Madison, WI: Madison House Publishers

This represents a collection of the most important essays written by those supportive of and those opposed to the adoption of the 1787 Constitution.

<http://teachingamericanhistory.org/fed-antifed/>

4. **“On the Relation Which the States and General Government Bear to Each Other (the Fort Hill Address),” 1831.**

By John C. Calhoun.

Classic statement of the rights of states vis-a-vis the national government in the American federal system. <http://www.pinzler.com/ushistory/forthillsupp.html>

5. <http://www.constitution.org>

A Web site providing information on U.S. federalism and intergovernmental relations, with links to essential documents such as the Articles of Confederation, the Constitution, the Virginia Plan, the New Jersey Plan, and various of the Federalist and Anti-federalist papers.

6. <http://www.library.unt.edu/gpo/acir/Acir.htm>

A Web site providing a history of the U.S. Advisory Commission on Intergovernmental Relations, as well as access to electronic publications maintained by ACIR until its demise in 1996.

7. <http://www.census.gov>

Provides access to U.S. census data, including the Statistical Abstract of the United States.

8. <http://www.census.gov/govs/www/index.html>

Main access to all census information on U.S. federal, state, and local governments.

9. <http://www.forumfed.org>

Site maintained by the Forum of Federations, an international network of federations that contains an online library with more than 600 studies, papers, and articles on federal issues in a comparative context.

10. **Publius: The Journal of Federalism.** Leading scholarly journal on issues of federalism, both nationally and internationally. Recent issues available on-line. <http://publius.oxfordjournals.org/>

## Course Requirements

This course requires completion of a schedule of lessons and readings, response to discussion items, as well as a midterm and a final examination. This course is self-paced; you may work through the lessons at your own rate. However, the midterm and final examinations will be scheduled on specific dates (as detailed in the Course Calendar later in this syllabus.) As such, I highly recommend that you follow the Course Calendar for completing your readings and lessons.

Your grade in this course will be based on the requirements and assignments listed below:

### Grades:

Your grade will be calculated on your performance on the final project and on responses to each unit's "discussion" items. Another component of grading come from actively participating, i.e. consistently responding to the demands of this course.

### Discussion Items:

Each unit, except for Unit 8, presents a discussion item that students are invited to respond to, basing their response on the lecture and reading material for that unit, as well as their own experiences, ideas, and perspectives. There is no minimum or maximum length for these responses. Responses simply should be of adequate length so as to demonstrate understanding of that unit's materials.

## Grading

Your grade will be computed as follows:

**Active Participation-40%**

**Final Project-40%**

**Discussion Items-20%**

Your final grade will be determined according to the following scale:

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
Below 60%	F

## Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

## Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official

documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

### **Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

### **Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

### **Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions

on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

### **Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources)

### **Course Calendar**

This is essentially a self-paced course. Feel free to work at your own pace, but remember that the final project must be completed by the due date listed below. I recommend you follow the study schedule below.

You are responsible for obtaining materials and maintaining your equipment and Internet access. Technical difficulties are not a reason for failing to complete the course. While technical difficulties are rare, they do occur. Plan your work schedule to allow sufficient time to complete all course requirements.

## **Unit 1: Introduction to Federalism and Intergovernmental Relations**

### **Readings:**

Lawrence Sager, "Cool Federalism and the Life Cycle of Moral Progress," in: James Gardner, New Frontiers of State Constitutional Law (Oxford Press, 2011).

## **Unit 2: The Beginnings of American Federalism**

### **Readings:**

James Madison, Federalist #39.

## **Unit 3: The Changing Nature of American Intergovernmental Relations, 1787-Today**

### **Readings:**

J. Mitchell Pickerill and Cynthia J. Bowling, "Polarized Parties, Politics, and Policies: Fragmented Federalism in 2013-2014," Publius: The Journal of Federalism, Summer, 2014, 369-398.

## **Unit 4: Fiscal Federalism**

### **Readings:**

Ronald L. Watts, "The Distribution of Finances," in Watts, Comparing Federal Systems (Institute of Intergovernmental Relations, McGill University Press, 2008).

## **Unit 5: Tools of Intergovernmental Management**

### **Readings:**

Bryan Shelly, "Rebels and Their Causes: State Resistance to No Child Left Behind," Publius: The Journal of Federalism (2008, 38:3), 444-468.

## **Unit 6: Intergovernmental Coordination**

### **Readings:**

Drew A. Dolan, "Local Government Fragmentation: Does It Drive Up the Cost of Government," Urban Affairs Quarterly, 26 (September, 1990), 28-45.

## **Unit 7: Federalism, Democracy, and the Federal Political Culture**

### **Readings:**

Sandra K. Schneider, William G. Jacoby, and Daniel C. Lewis, "Public Opinion Toward Intergovernmental Policy Responsibilities," Publius: The Journal of Federalism, 41 (December, 2010), 1-30.



## **Unit 8: The Future of Federalism**

**Readings: None-Due**

### **Final Project**

Students are asked to complete a research paper that involves contemplating the future role of federalism. The paper should be 18-20 pages in length using Courier size 12 font (double-spaced), as well as, APA citation. Students should bolster their argument through the usage the topics covered in this course in conjunction with real-world examples and primary sources. The following statements should be the starting point for the research paper.

Research Starting Points:

- The future of federalism as a viable form of governing, both in the United States and elsewhere
- Arguments in favor of federalism's survival, as well as those suggesting its demise
- Students should decide whether federalism will continue to effectively serve the 21'st century needs and challenges both for the United States as well as for other countries of the world
- Students should reflect on the benefits of federalism, and whether a system developed 225 years ago can still serve the needs of modern America, and a modern world