

State and Local Government Administration - PubAdm 560 - Hybrid
Department of Public Policy and Administration
Boise State University - Fall 2009

Dr. Fredericksen

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PubAdm 560-001 will meet on designated
Tuesdays from 6-9p in ILC 304.
Please review this syllabus for more
information on meetings times/topics.

Office: PAA #127B

Office Hours: Mondays, 5:30-6:30p & Wednesdays, 9a – noon
No office hours will occur on 10/14/09 due to the NASPAA conference.

Articles and Reference Material for 560

Please see the section entitled “Citation for Referenced Material in PubAdm 560” for detailed bibliographic information on all assigned readings.

Assigned readings are identified in the section entitled “Readings, Topics & Events” and noted in association with the appropriate due date. All readings are available through library reserve and the library online databases. Supplemental material may be also be posted on Blackboard (hereafter referenced as BB) and students will be notified if new material is posted for reading on BB. Access information for BB is detailed within this syllabus. The following journals are available online through the university journal databases: *American Review of Public Administration*, *Governing*, *Public Administration Review*, *Studies in Conflict & Terrorism*, *Journal of Urban Affairs*, and *Public Budgeting & Finance*. The chapters from edited books along with journal articles that are not available through Boise State online journal access are on library reserve.

Optional but recommended for reference: (Hacker, 2003) or latest edition

Optional Background: Students who wish to have more basic background material in state and local government can review the Donovan, Mooney and Smith text, *State and Local Politics: Institutions and Reform*. This is available in the library at the reserve desk.

Wikipedia and similar ‘sources’ are not valid for analytical papers in this course.

Student's Learning Objectives/Responsibilities

You are expected to attend every traditional, in-class session and to be on time for these sessions. You are expected to prepare for in-class and virtual activities by reading the material covering a particular subject in advance of the first class it will be addressed. You are expected to participate in terms of attendance, preparation, and engagement. This will help to demonstrate your grasp of the material and it is part of your grade. You should be prepared for active and courteous participation in the class. The success of this class is dependent upon the preparation of its members. You should log onto BB in preparation for the first virtual activity on 8/25. Contact Dr. Fredericksen if you have any difficulty.

Technology and Electronic Devices: No audio or video recording of lecture and discussion is authorized in this class. Unless you have some type of urgent situation, and you should notify Dr. Fredericksen in advance in these cases, please turn off your phone. Laptops are permitted for note taking, unless their use becomes a distraction to the instructor or other students.

Please contact me if you have any concerns about the material, the format, or environment of the class. By the end of this course, you should:

- understand the grounding political, legal, and fiscal environments in which local and state administrators must operate within the United States.
- understand the general types of local jurisdictions that must cooperate to serve their shared constituencies.
- be introduced to the implications of regionalism in public policy delivery.
- understand the general structure and interaction of the levels and branches of government in the United States with particular emphasis on the intergovernmental and inter-sector management of public policy.
- explore the role that interest groups, the media, and citizen engagement may play in local and state policy making.
- begin to explore the emerging issues facing state and local administrators including the implications of technology, security, globalization, growth, and increasing rural/urban tensions.

Evaluation of Student Performance

Summary Papers. Please review the section entitled “Guidelines for Writing” in this syllabus for information about format, general expectations, and submission protocol. Each summary paper is limited to 6 pages not counting the reference page and must be formatted as outlined in this syllabus. Ideas and materials that are not your own must be properly cited. The summary papers are your opportunity to synthesize and apply the material presented in the readings, lectures, and discussions. These papers are due as email attachments by 9p on the designated date. Students can discuss the questions with others, **but must independently complete the paper**. Beware -- shorter papers are often more difficult to write and require great clarity and precision of language. These papers must incorporate relevant course reading. Four summary papers will be due over the course of the semester (due dates are 9/22, 10/20, 11/17, 12/16). The lowest score from the four summary papers will be dropped from grade calculations.

Participation/Quizzes/Exercises. Students can expect small quizzes (1 to 5 pts) or in-class exercises (5 to 50 pts). The participation/preparation component of the course grade will include a combination of actual in-class participation (pertinent questions, comments, observations), preparation (bringing all materials assigned for the class) and small group efforts during in-class exercises. The participation grade also integrates the discussion board activities as well as the team project. We may have occasional quizzes to ‘take the pulse’ of class members’ understanding and mastery of the material.

Virtual Class using BB and email. The content and focus of the virtual classes will vary over the course of the semester. In some case, the virtual class entails the submission of a summary paper via email, but in other instances, students will post their analysis in response to an article, a project or another student’s commentary. The deadlines for these virtual activities vary but are established to provide latitude. Follow the deadlines outlined in the “Reading, Topics & Events” section. Please note that your grade for discussion/posts sessions will reflect the quality/substance of your analysis. On the discussion board, while you do not have to use formal APA citation in these posts (e.g., you will not need to append a reference page), you should (as a matter of academic courtesy) note the scholar or student to whom you refer. Directly quoted material should be indicated as such through the use of quotation marks.

Class Attendance and Preparation: The success of a graduate class is dependent upon the preparation, intellectual engagement, and active participation of its members. Generally, makeup quizzes/exercises will not be given. However, if you miss a quiz or exercise because of an official university-recognized activity, then you are subject to the official student absence policy (4240-d). Given the in-service status of many MPA students, you may have necessity to miss a class for a work-related obligation. However, the hybrid structure of this class is intended to provide students with greater personal flexibility in scheduling so

avoiding absences during the traditional, face-to-face classes is advised. Although you can submit your summary papers early (and electronically), you cannot participate in a traditional class if you are not present. Thus, missing the traditional in-class meetings or neglecting the virtual discussions will have implications for the participation section of your grade as well as your mastery of the material overall. You will find that careful (rather than cursory) review of assigned reading should prepare you for class participation, quizzes, exercises, virtual activities, and the summary papers.

City Project/Presentation: Please review the material posted on BB for detailed information. In this class, teams of two or three students will jointly analyze a city of their choice. Teams have substantial latitude in selecting a city as long as it falls within the parameters outlined in the instructions for this assignment. This assignment consists of four parts: 1) submitting your proposal for a city (and receiving approval to proceed); 2) generating a briefing paper; 3) posting a review of the briefing papers submitted by other teams; and 4) presenting your findings to the class.

The hybrid structure, virtual discussion date/time ranges, and the drop option for one of the summary papers are intended to provide students with the flexibility to adjust this class schedule to their other responsibilities. However maintaining equity and balance in assigned course work for the entire class means that, beyond the built-in flexibility, a late assignment will not be accepted without a reasonable (as determined by Fredericksen) explanation. Please note that late work, even when accepted, may be penalized.

Assignment Weighting:

Participation/Quizzes/Exercises/City Project - 25% 3 summary papers @ 25% each – 75%

Grading Policy – Master of Public Administration Program

A+ (97 - 100%); A (93 – 96.9%); A- (90 – 92.9%)

Distinguished Work. The student writes at the graduate level with work that is error free (proper punctuation, spelling, grammar, sentence structure), demonstrating logical organization, proper documentation and appropriate supporting evidence. Distinguished work requires a consistent application of concepts with original analysis integrating literature and concepts into course work. The student initiates and effectively responds to questions.

B+ (87 – 89.9%); B (83 – 86.9%); B- (80 – 82.9%)

Superior Work. The student completes substantial work including analysis, integration, and application of learned concepts in both written and oral activities. Writing is more a review or summary of materials than a critical analysis. The student attends regularly and participates in class.

C+ (77 – 79.9%); C (73 – 76.9%); C- (70 – 72.9%)

Average Work. The student satisfies minimum requirements and demonstrates limited integration, application and analysis.

D+ (67 – 69.9%); D (63 – 66.9%); D- (60 – 62.9%)

Unsatisfactory work. The student satisfies some minimum requirements.

F (<60%)

Failure. The student does not meet minimum requirements.

Assessment Rubrics:

Written Work - The format may be revised to reflect the nuances of a particular assignment.

<u>CATEGORY</u>	<u>POINTS</u>
address question	40
mastery of literature	25
analysis/critical thinking	25
technical (sp/grmr/strct)	10

In-class Participation

A+, A, A-	regular attendance with frequent, thoughtful, relevant participation
B+, B, B-	regular attendance with consistent, thoughtful, relevant participation
C+, C, C-	regular attendance with occasional participation
D+, D, D-	sporadic attendance/participation
F	little/no attendance/participation

DB Rubric – Each set of discussion board postings for a particular virtual session is worth a total of 50 points based upon the:

- quality of the response to the question/statement/charge (XX/20)
- demonstrated mastery of pertinent literature, lecture or discussion (XX/20)
- quality/application of commentary (XX/10).

Note: The quality and sophistication of student assignments, in-class participation and virtual activities should reflect her/his acquisition of additional knowledge from reading and in-class discussion. Thus, student discussion and writing should improve over the course of the semester in terms of the quality of content and analysis.

Guidelines for Writing

Students should pay close attention to their formal writing for this class. Failure to observe these guidelines will affect your grade. All summary papers require properly formatted references. Students must demonstrate writing skills appropriate to graduate studies. Thus, you are expected to write using legible, coherent, literate sentences on all assignments. All students must use a standard term paper format for summary papers including 1” margins, double-spacing, page numbering, standard 12 pt times new roman font and proper APA citation procedures. Because you are submitting formal, analytical papers, you should avoid contractions, jargon, and colloquialisms in your summary paper. A more informal style is acceptable on the virtual activities. Students must use the APA format, as this style is required often by public administration and public policy journals. Guidance on the use of APA is available in Hacker’s book on the subject of writing (available in the bookstore), or through reference texts on APA citation in the Albertsons Library and in the Public Policy and Administration Department office. All students must submit summary papers as email attachments. These documents must be formatted in WORD (2000, etc., or SP). You can find WORD software in all campus computer labs. Please do not use *Vista* formats. Students anticipating difficulties with this requirement must contact Dr. Fredericksen by or before 8/21/09. Dr. Fredericksen will assess your work primarily in terms of content/substance and development/support/analysis. However, the technical aspects of writing are important considerations as errors in these basic skills detract from your message. The best approach to each writing assignment depends upon the content, the question, and your analytical style. Approaches to content/substance, and the development of supporting argument and evidence for one’s central premise/thesis statement include:

- using a premise/thesis with some mix of rationale in support, scholarship in support or competing scholarship and discussion of limitations and gaps in that scholarship. This is the most common approach, though a primary error that students make is to take no position or provide no overarching statement in response to the assignment question. This error leads to rambling papers with no clear structure.
- comparing and/or contrasting positions taken by different scholars in assessing an overall theoretical paradigm/model. After a brief summary of the positions, one might then organize the compare/contrast by noting differences and similarities across one or two overall themes (e.g., treatment of groups or a comparison by level/type of government). Conversely, one could use the compare/contrast approach, but

organize the content analysis according to observed patterns of behavior, underlying assumptions about causality or timing, or even policy outcomes.

- discussing the evolution or devolution of outcomes or decisions. This approach works well in considering public policy. For example, if we take an evolutionary approach, then we might respond to an assignment with a paper organized around the question of where we started and how we arrived at a particular policy. We could also deconstruct an outcome by reviewing various critical decision points and the criteria used to determine a direction and then considering alternative decisions and the possible outcomes that might derive from different information or a different set of assumptions.

Technical considerations might include minor errors such as in spelling, punctuation, manuscript format. Major technical errors might include errors due to structure, verb agreement/tense, voice/style, word use, split infinitives, contractions, possessives, or gratuitous verbosity.

Summary Paper Questions:

- 9/22 – Summary Paper 1 is due by 9p. Please respond to the following according to the guidelines in the 560 syllabus. Consider the various legal and philosophical interpretations on the distribution of administrative power and authority, the distribution of political power and authority between the state and local governments, and the distribution of power and authority between these governments and their citizenry. Discuss these interpretations as you consider the ubiquitous politics/administration dichotomy and the role of citizens. What do the different perspectives suggest about the primacy of the citizenry versus a particular level of government?
- 10/20 – Summary Paper 2 is due by 9p. Please respond to the following according to the guidelines in the 560 syllabus. In considering the changes facing local governments with increasing urbanization, scholars note the following: “There is a pervasive notion that what is good for the local business community economically will be good for the city. This may well be true, as healthy businesses mean an improved tax base and more tax-paying citizens. Increasingly, however, citizens in Western cities are questioning this perspective. The pro-growth alliance that thrives in the progressive reform-era structure of most Western city governments has been recently challenged by neighborhood groups wielding an alternative view of the mission of the city. The close partnership between city officials and business leaders . . . is in some cities being confronted by neighborhood groups concerned about the impact and cost of development. Competing visions of how much growth is good and what impact growth will have on quality of life pit neighborhood groups against development interests. City officials, previously nearly always on the side of the development community, now must seek a finer balance or risk running afoul of increasingly sophisticated initiatives and candidates fielded by active neighborhood groups” (Weatherby & Witt, 1994, p. 130). Draw upon course literature and your own analysis to indicate whether you agree or disagree and why.
- 11/17 – Summary Paper 3 is due by 9p. Please respond to the following according to the guidelines in the 560 syllabus. Choose a policy area from the list provided to focus your response regarding public services (growth management, health and human services, public safety or education). Given the course material to date (e.g., readings, lectures and presentations), what should be the dominant level of government for the delivery of public services in the next decade. Why?
- 12/16 – Summary Paper 4 is due by 9p. Please respond to the following according to the guidelines in the 560 syllabus. Choose one word from the following list that you believe most accurately describes and/or challenges the overall characterization of state/local relations in Idaho as 2009 draws to a close. Develop an essay supporting your selection by drawing from arguments developed through lecture, guest presentations and course literature. WORD LIST: Conflict, Transparency, Collaboration, Inequality, Flexibility, or Uniformity

PubAdm 560 - State and Local Government City Project Instructions

Teams of two or three students will jointly analyze a city of their choice. Teams have substantial latitude in selecting a city as long as it falls within the following parameters – between 100,000 and 500,000 in population in the city proper and within the western United States (e.g., Idaho, Washington, Oregon, California, Montana, Wyoming, Colorado, New Mexico, Arizona, Utah or Nevada). This assignment consists of four parts: 1) submitting your proposal for a city (pending requisite approval); 2) generating a briefing paper; 3) posting a review of the briefing papers submitted by other teams; and 4) presenting your findings to the class.

Preliminary: Teams established by Dr. Fredericksen on 9/15/09

- 1) team proposal for the city to Dr. Fredericksen by 9p on 10/6/09 as an email attachment
 - approximately 1 page, double-spaced, 1” margins, TR 12pt font)
 - meets parameters for population and location
 - includes name/location of city, demographic summary (e.g., race/ethnicity, gender, age, educational achievement, income statistics)
 - rationale for selecting this city
- 2) briefing paper due to Dr. Fredericksen by 9p on 11/30/09 – 50 pts
 - 3-5 pages, double-spaced, 1” margins, TR 12pt font
 - Includes brief summary of the city’s history, political/governmental structure, general revenue sources, aggregate budget amount, intergovernmental context (e.g., what county, regional authorities, or special districts play a direct role with the selected municipality), economic base, population trends during the past 50 years, major issues facing the community and any other factors deemed relevant by the team
 - Each member of the team should send an email commenting upon the relative contribution of each member and how team members anticipate handling the material in the class presentation
- 3) project review posted to BB by 9p on 12/8/09 – 50 pts
 - each student will review each team’s briefing papers (students are exempt from reviewing their own team submission)
 - briefing papers will be available to all students for their review by 12/2/09 through the course documents tab on BB
 - for all city projects – aside from a student’s own team project – post a comment that includes an assessment of a notably positive aspect of a particular team’s briefing paper as well as at least one recommendation for improving each team’s content or communication
- 4) team presentations on 12/15/09 – 50 pts
 - each team will jointly present their findings
 - teams have latitude regarding the manner in which they present findings, but are limited to 8 minutes
 - teams should be prepared to respond to the recommendations/observations offered by their colleagues during the 12/8/09 BB review

Blackboard at Boise State University

When you access the BB site from the main university webpage, you will see several tabs to the left of your screen (e.g., Announcements, Course Information, or Course Documents). Please familiarize yourself with the material available in each tab. The manual for BB, located in the “Tools” tab, may prove useful. Most of the material for the course will be located under the “Course Documents” tab. Use your broncoweb username and password to access the course. BB assistance: blackboard@boisestate.edu or (208) 426-2583 (8a-5p M-Fri)

Academic Honesty

The following summary of the university’s policy on academic honesty applies to conduct in this class. “The university’s goal is to foster an intellectual atmosphere that produces educated, literate people. Cheating and plagiarism are not tolerated in any form. All work submitted by a student must represent that student’s own ideas and effort; when the work does not, the student has engaged in academic dishonesty” (Boise State University Graduate Catalog – 2009-2010, p. 16).

Incidents involving academic dishonesty will be addressed on an individual basis and forwarded with documentation to the appropriate administrative office within the parameters provided through Boise State policy and procedures. Please note that this means a student must clearly distinguish between content that represents their own thought/analysis and written material that is drawn, either completely or paraphrased, from the work of another. Aside from doing the reading, general course preparation and, of course, coming up with a brilliant and original response, citation seems to offer the greatest challenge to MPA students. In particular, students struggle with the difference between directly quoted material, acceptable paraphrasing and citation, and plagiarism due to inappropriate use/citation. The following excerpt, directly quoted from Hacker (2003, pp. 385-386), offers a superb demonstration of the distinctions:

APA-2c Put summaries and paraphrases in your own words.

A summary condenses information; a paraphrase reports information in about the same number of words. When you summarize or paraphrase, you must restate the source’s meaning using your own language. You are guilty of plagiarism if you half-copy the author’s sentences – either by mixing the author’s well-chosen phrases without using quotation marks or by plugging your own synonyms into the author’s sentence structure. The following paraphrases are plagiarized – even though the source is cited – because their language is too close to that of the source.

ORIGINAL SOURCE

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists. – Davis, *Eloquent Animals*, 1976, p. 26

UNACCEPTABLE BORROWING OF PHRASES

Davis (1976) observed that the existence of a signing ape unsettled linguists and startled animal behaviorists (p. 26).

UNACCEPTABLE BORROWING OF STRUCTURE

Davis (1976) observed that if the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (p. 26).

To avoid plagiarizing an author’s language, set the source aside, write from memory, and consult the source later to check for accuracy. This strategy prevents you from being captivated by the words on the page.

ACCEPTABLE PARAPHRASE

Davis (1976) observed that both linguists and animal behaviorist were taken by surprise upon learning of an ape’s ability to use sign language (p. 26).

Readings, Topics & Events: Hybrid Schedule for PubAdm 560

<p>Hybrid – see the schedule for events which may include papers being due or discussion posts on BB</p>	<p>Traditional, in-class – meet in ILC 304, designated Tuesdays, 6:00-9:00pm</p>
<p>8/25 – Introduction and Observations</p> <p>For our first virtual class, you have two online activities for the first discussion board post, and introduction and a response to the reading assigned below. Please read Schattschneider before you do the introduction so that you are prepared to include both activities on 1 post. This first discussion board post is due by 9pm on 8/25/09.</p> <ol style="list-style-type: none"> 1) Please introduce yourself to the class by telling us a bit about your reason for taking the class, your current work/volunteer situation and any interests you might wish to share. 2) Please review Schattschneider and apply the primary concepts in this reading to a specific issue, event or experience you have had or have observed in state and local government policy or administration. Be certain to give us a little bit of background about the issue/event/experience and then apply the reading. <p>Reading: (Schattschneider, 1975)</p>	<p>9/1 – class overview and discussion of syllabus, introduction to the general structure of US democracy; federalism; philosophical and legal foundations of state/local administration</p> <p>Reading: syllabus (Nice & Fredericksen, 1995, p. Ch. 1) (deTocqueville, 1831, Vol II, Section/Book 4 “Of certain peculiar and accidental causes, which either lead a people to complete the centralization of government, or which divert them from it” Vol I, Ch. 5 “Necessity of examining the condition of the states before that of the union at large” The deTocqueville content is available from <http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html ></p> <p>The Federalist Papers, #6, #45 & #46 available from <http://www.foundingfathersinfo.com/federalistpapers/></p> <p>Introduction to 9/8 hybrid</p>
<p>9/8 – state/local administration and political engagement</p> <p>Review the readings listed below and respond as directed via guidelines in the syllabus and on the discussion board. Your question response is due by 9p on 9/7 and your comments are due by 9p on 9/9.</p> <p>Reading: (Thomas & Hrebenar, 1999) (Piotrowski & Van Ryzin, 2007) (Yang & Callahan, 2005)</p>	<p>9/15 - branches/structures; intergovernmental relations; intergovernmental management; trends and implementation; establish teams for city project</p> <p>Reading: (Wright, 1990) (Gilmour & Jensen, 1998) (Perlman, 2000) (Zeemering, 2008)</p> <p>Review 9/8 hybrid, consider questions on 9/22 summary paper and have brief team meetings</p>

<p>9/22 – Summary Paper 1 is due by 9p.</p>	<p>9/29 – local government</p> <p>Reading: (Baer & Feiock, 2005) (Benton et al., 2008) (Elazar, 1998)</p> <p>Introduction to 10/6 hybrid</p>
<p>10/6 – The special nature of special districts</p> <p>Review the Foster reading and respond as directed via guidelines in the syllabus and on the discussion board. Your question response is due by 9p on 10/5 and your comments are due by 9p on 10/7.</p> <p>Reading: (Foster, 1997), Ch. 1</p>	<p>10/13 - guest speaker/current events</p> <p>Review 10/6 hybrid and consider questions on 10/20 summary paper</p>
<p>10/20 – Summary Paper 2 is due by 9p.</p>	<p>10/27 – state government</p> <p>Reading: (Gainsborough, 2001) (Barrett & Greene, 2008) (Klemanski & Dulio, 2006)</p> <p>Introduction to 11/3 hybrid</p>
<p>11/3 – Emerging Issues</p> <p>Review the readings listed below and respond as directed via guidelines in the syllabus and on the discussion board. Your question response is due by 9p on 11/2 and your comments are due by 9p on 11/4.</p> <p>Reading: (Saha, 2009) (Edmiston, 2003) (Donohue & Kayyem, 2002)</p>	<p>11/10 - guest speaker/current events</p> <p>Review 11/3 hybrid and consider questions on 11/17 summary paper</p>

<p>11/17 – Summary Paper 3 is due by noon</p> <p>Thanksgiving Break – 11/23-27</p>	<p>12/1 - resources & expenditures</p> <p>Reading: (Sokolow, 2000) (Coe, 2008) (Posner, 2000)</p> <p>The briefing paper for each team’s city project is due as an email attachment to Dr. Fredericksen by 9p on 11/30 for assessment and in preparation for posting the 12/8 BB class.</p>
<p>12/8 – City Project</p> <p>All students should review each team’s briefing paper. For all city projects – <u>aside from your own team’s project</u> – post a comment that includes your assessment of a notably positive aspect of a particular team’s as well as at least one recommendation for improving content and communication.</p> <p>The briefing papers will be available to all students for their review on 12/2/09. The briefing papers can be accessed through the course documents tab on BB.</p>	<p>12/15 - Team Presentations on City Project</p>
<p>12/16 – Summary Paper 4 is due by 9p .</p>	

Sample Citation for Referenced Material

- Baer, S. E., & Feiock, R. C. (2005). Private governments in urban areas: Political contracting and collective action. *American Review of Public Administration*, 35(1), 42-56.
- Barrett, K., & Greene, R. (2008). The mandate to measure [Electronic Version]. *Governing*. Retrieved August 3, 2008 from <http://governing.com/gpp/2008/index.htm>.
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- Hamilton, A. (1787 [retrieved 2007]). The federalist papers, #6: Concerning dangers from dissensions between the states (McClellan ed., Vol. #6). Washington, DC: US Department of State.
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- Nice, D. C., & Fredericksen, P. J. (1995). *The politics of intergovernmental relations*. Chicago, IL: Nelson-Hall.
- Perlman, E. (2000). The preemption beast: The gorilla that swallows state laws. In L. J. O'Toole (Ed.), *American intergovernmental relations* (pp. 143-151). Washington, DC: Congressional Quarterly.
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- Schattschneider, E. E. (1975). *The semisovereign people*. New York: Harcourt Brace Jovanovich.
- Sokolow, A. D. (2000). The changing property tax in the west: State control of local finance. *Public Budgeting & Finance*, 20(1), 85-104.
- Thomas, C. S., & Hrebenar, R. J. (1999). Interest group power in the fifty states: Trends since the late 1970s. *Comparative State Politics*, 20(August), 3-16.
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- Yang, K., & Callahan, K. (2005). Assessing citizen involvement efforts by local governments. *Public Performance & Management Review*, 29(2), 191-216.
- Zeemering, E. S. (2008). Governing interlocal cooperation: City council interests and the implications for public management. *Public Administration Review*, 68(4), 731-741.
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