

Course Title: Federalism in the United States

Course Number: GOVT-2204-20

Meeting: MTWR 1:10 PM – 3:05 PM

Room: TBA (In-person)

Instructor: Gabrielle Panzo

Office Hours: Tuesdays/Thursdays time: TBA, or by appt (gh516@georgetown.edu)

Summer - Second Session (July 10th – August 11th, 2023)

Course Description:

Why do we know who Nancy Pelosi is but often struggle to name our own representatives? Should roads be managed by the local, state or national government? What about education? Federalism is a system of government that divides power into local, state, and national responsibilities. We've had a federalist government since the founding, but the concept is not well-understood– individuals encounter different levels of government almost every day, sometimes without even realizing it.

Learning Goals:

- Engage in common federalism policy debates
- Learn and practice how to give critical feedback to peers
- Practice sharing policy ideas, as a group and in a presentation-setting that mimics real-world political presentations

Assessment:

20% - Attendance & Participation	94-100 (A), 90-93 (A-);
40% - Bi-Weekly Reflections	88-89 (B+), 84-87 (B), 80-83 (B-);
10% - Grading Assignment	78-79 (C+), 74-77 (C), 70-73 (C-);
30% - Group Project	60-69 (D); <60 (F)

Attendance & Participation (20%)

We will move quickly through this five week course, and most of our learning will happen in the conversations we have during our synchronous sessions. For those reasons, I encourage you to attend every session that you're able to attend.

If you're unable to physically attend class, either because of illness or other unavoidable commitments, please don't pressure yourself to attend virtually; absences of this kind will be considered excused and will not affect your grade. In other words, if you're sick, focus on resting rather than class. If you're otherwise obligated, focus on that other obligation rather than class. Quality of participation is weighted more heavily than quantity. We can work together after an absence to help you get caught up, or in finding alternative means of participation.

Bi-Weekly Reflections (40%)

We will cover a lot of material each week. It will be necessary to complete the readings, podcasts, and/or videos, prior to the two day block for which it is listed on the class schedule, in order to fully participate in discussion and activities.

Each week, you will submit a one page (double-spaced, 12pt font) response to the question posted on Canvas. The question will be based on the planned discussion and required readings. These papers are meant to demonstrate you are keeping up with the material (i.e., they can also help with participation).

There will be 9 responses in total & the lowest grade will be dropped.

Grading Assignment (10%)

During Week 4, you will provide feedback to two other students' weekly responses. The assignment will be explained in more detail prior to the activity, but the goal of the assignment is to practice providing valuable feedback to your fellow classmates.

I will ask you to select two of your "favorite" responses you have submitted so far, then I will randomly assign each student two other (anonymized) papers to provide feedback. This will all take place during that Thursday's class. Your own grade will be determined by your ability to provide helpful feedback that will benefit the student, moving forward. We will also practice before the actual assignment.

Group Project (30%)

Instead of a final exam, we will have a group project that will be presented in the last week of class. You will use the knowledge we have gained throughout the course to argue a policy (selected by your group) is better managed at either the federal, state, or local level. It will be important to fairly and convincingly argue each position, so that it is difficult for us, as your audience, to pick a side.

The last week's submitted 'Weekly Reflection' will be in response to a presentation made by one of the other groups.

Policy on Late Assignments:

Because of our shortened schedule, keeping up with due dates might be extra challenging. Still, I encourage you to communicate with me if you plan on submitting late assignments. There will be a penalty on your maximum score, but it will be to your benefit to still submit the assignment.

Policy on Reviewing Grades:

If you strongly believe one of your assignments (either the Bi-Weekly Reflections or the Group Project) has been graded incorrectly, you can email me *after 24 hours* of receiving the grade with a 1-page memo detailing your argument. I will then regrade your assignment, at which point your grade may go up, go down, or stay the same.

Instructional Continuity:

If campus is closed for any reason, please make sure to check your email. I will be in touch with instructions on where to find materials for continuing class instruction. This may include additional readings, video or audio files, and/or writing assignments.

More information and ideas for how to handle closures can be found on [Georgetown's Instructional Continuity page](#).

Assignment Material:

All readings available linked within the class schedule. They are also linked on the Canvas site. Weekly reflections and the grading assignments will also be submitted through Canvas.

Accommodations and Support:

When it comes to issues around health and wellness, you may face challenges in your time at Georgetown—and even in the course of one semester. It's important to be aware of the resources available to support you, myself included.

Accommodations Requests: If you have a disability that may affect your academic work or well-being and for which accommodations may be necessary, I encourage you to approach me within the first two weeks of the course (or, in other circumstances, as soon as possible after accommodation becomes necessary) so that I can arrange for your needs to be met in this regard. You will also need to contact the Academic Resource Center (<http://academicsupport.georgetown.edu>), located in Leavey Center.

Student Support: There are many resources on campus available to students for support throughout their time at Georgetown, covering physical and mental well-being. You can find a comprehensive brochure listing these resources at <https://studenthealth.georgetown.edu/self-care>.

Honor System:

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty, including plagiarism, in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Georgetown University Honor System.

For more information, visit the [Georgetown Honor System page](#).

Title IX Syllabus Statement (endorsed by Faculty Senate):

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

(Above statement and TIX faculty resources found at:

<https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>)

Title IX Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the [Pregnancy Adjustment Request Form](#) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#).

Class Schedule:

- **Week 1 - What is Federalism? and Federalism and the Founding** (7/10/2023)
 - Monday/Tuesday
 - [A Pocket Guide to the US Constitution](#) (Arnold 2018): Sections I, II, III
 - [Federalist 39](#) (Madison 1788)
 - Wednesday/Thursday
 - [Vices of the Political System of the United States, April 1787](#) (Madison 1787)
 - [Speech at the Virginia Ratifying Convention](#) (Henry 1788)
 - [Starter Kit: Federalism](#) Podcast from Civics 101
 - **Week 1 Reflections due Tuesday and Thursday at 11:59 PM**

- **Week 2 - Theories and Frameworks and Federalism and the Courts** (7/17/2023)
 - Monday/Tuesday
 - [The Modernization of American Federalism](#) (Beer 1973)
 - [Updating Theories in American Federalism](#) (Nathan 2008) in *Intergovernmental Management for the Twenty-First Century*
 - [Federalism In Uncertain Times](#) Podcast from Democracy Works
 - [Federalist 78](#) (Hamilton 1788)
 - Wednesday/Thursday
 - [The Supreme Court's Role in Restoring Federalism with John Yoo: Perspectives on Policy](#) YouTube from Policy Ed
 - [State Courts as Agents of Federalism](#) (Gardner 2003): Sections I, II, III
 - [What are Federal and State Court Systems in the United States](#) YouTube from USLawEssentials
 - **Week 2 Reflections due Tuesday and Thursday at 11:59 PM**

- **Week 3 - Federalism and the Environment and Federalism and Immigration** (7/24/2023)
 - Monday/Tuesday
 - [Contested Federalism and American Climate Policy](#) (Rabe 2011)
 - [The Role of Five Gulf Coast States Under Cooperative Federalism](#) (Kim 2015)
 - [Federalism and the Environment](#) Podcast from Free Range
 - Wednesday/Thursday
 - [Immigration Restriction in the States: Contesting the Boundaries of Federalism?](#) (Reich and Barth 2012)

- Executive Order 13768: [Enhancing Public Safety in the Interior of the United States](#)
 - [Hitting a wall? The trump administration meets immigration federalism](#) (Reich 2018)
 - **Week 3 Reflections due Tuesday and Thursday at 11:59 PM**
- **Week 4 - Federalism and Education and Peer Review Workshop (7/31/2023)**
 - Monday/Tuesday
 - [Federal Role in Education](#) (Department of Education)
 - [Toward Federalizing Education Policy?](#) (Wong 2010)
 - [Rethinking Accountability Politics](#) (Hochschild 2003) in *No Child Left Behind?*
 - [Federalism in Education](#) YouTube from The Heritage Foundation
 - Wednesday/Thursday
 - [Chapter 5: What Kinds of Practice and Feedback Enhance Learning?](#) (Ambrose et al. 2015) in *How Learning Works: Seven Research-Based Principles for Smart Teaching*
 - During the Wednesday class, we will discuss how to give critical, yet kind, feedback. The Thursday class will be spent grading two peer assignments. With extra time, we will then reflect on the process.
 - **Week 4 Reflections due Tuesday and Thursday at 11:59 PM**
- **Week 5 - Group Presentations and Bonus Material (if time) (8/7/2023)**
 - Monday/Tuesday
 - Group presentations or bonus topics (if time); *readings will be provided*
 - Wednesday/Thursday
 - Group presentations or bonus topics (if time); *readings will be provided*
 - **Week 5 Reflection will be in response to another group's presentation, so be sure to take notes (due Thursday at 11:59 PM)**