

**PSC 314 – Problems in State Politics  
Levin College of Urban Affairs  
Cleveland State University  
Spring Semester 2000  
Patrick A. Sweeney**

Class Time: Mondays – 6:00 PM to 10:00 PM

Class location: Levin College of Urban Affairs, 1717 Euclid Ave. Room 247

Professor's office: UR 136

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“The states are indecisive . . . antiquated . . . timid and ineffective . . . not willing to face their problems . . . not responsive . . . and are not interested in their cities. These charges are true about all of the states some of the time and some of the states all of the time.”

Terry Sanford, *Storm Over the States*, 1967

“The last sixty years have seen so much centralization in Washington that at this point the best we can do is to start by shifting power back to state capitals. Power in fifty different cities is better than power centralized in one city.”

Newt Gingrich, *To Renew America*, 1995

“Despite the popular perception that legislatures are autocratic, arbitrary, isolated, unresponsive, and up for sale, legislators are in fact extraordinarily democratic institutions. They have been becoming more democratic of late so that a systemic shift from representative democracy to a participatory democracy now seems to be underway.

Alan Rosenthal, *The Decline of Representative Democracy*, 2000

“Post Baker vs. Carr state legislators and legislatures have become incredibly responsive, representative and participants in establishing public policy. They come younger, brighter, less political and more experienced and committed to their responsibilities. At the same time, their responsiveness has made them captives of the very democracy that makes them effective. No one really knows how hard they work, the sacrifices they make, their appetite for knowledge or their commitment to genuine public service.”

Patrick A. Sweeney

The American Revolution was essentially begun by a demanding group of state legislators upset with unresponsive governors of all the colonies. Many were of power, wealth and key players in the commerce of and between the colonies. They were rum runners, slave traders, smugglers, statesmen, dreamers and patriots. The governors were appointed by the King and did little for or with a demanding legislator.

The conflict continues today. No longer do the Brits appoint the governors, but the imperial vs. the common man attitude is still felt in most all state capitals.

The power shift from the states to the federal has happened incrementally over time since that little “revolution” through the “progressives” to the current time. The shift has been evident and, some say, long overdue.

Post WWII, the social, economic, geographic and cultural mobility of the United States created a high speed interaction of society at the same time state governments were still fighting the Civil War. States rights were always on the lips and lists of policy makers and politicians. At the same time, the federal government wanted action on water rights, workers rights and civil rights. All of these quality of life issues were macro in scope and were driving public policy and political debate.

The sixties saw an explosion of action and reaction from all “co-equal” branches of government. The Supreme Court reversed “separate but equal,” they changed the entire state government in every state with “Baker vs. Carr,” they “Mirandaized” the rights of man and generally were an active court and seemed to ignore the 9<sup>th</sup> and 10<sup>th</sup> Amendments to the Constitution. The Congress fortifies the political demand with many new initiatives. They jumped over state capitals and began instituting an urban agenda, agricultural policies and national environmental demands. They instituted policies in areas of welfare, education, health and justice. More often than not, substantial federal money was attached to the initiatives. States were eager and willing to jump into the “free money” mode. Their greed, coupled with an activist court and a Congress that felt the need to push for their constituents needs and demands, created a recycling of the turf dispute that seems to dominate speech but not policy. The battle between the executive and legislative at both the federal and state levels will always be with us. The battle between the states and the federal government will give us plenty to enjoy about this theater we call government within a representative democracy.

After the first week, I will bring to the class elected officials who will speak to the issues we are discussing. If you notice a strong legislative tilt in the class, please forgive me, but I genuinely believe that representative democracy is the forgotten and underappreciated backbone of American democracy.

Course Readings:

*The Decline of Representative Democracy*, Alan Rosenthal  
Selected readings as provided by Professor Sweeney

*Ohio Taxes, A Summary of Major State and Local Taxes in Ohio*, Ohio Dept. of Taxation.  
Provided by Professor Sweeney

*State and Local Politics*, 10<sup>th</sup> edition, Burns, Peltason, Cronin, Magleby.  
Available at the bookstore.

*Congress from the Inside*, Congressman Sherrod Brown  
Available at the bookstore

*The Harvard International Journal of Press/Politics*  
Selected readings provided by Professor Sweeney

Course Schedule:

Week 1 – January 22<sup>nd</sup>, 2001

Introduction to course

Paper due; work to be done in class

Readings: Burns, Chapter 2 (would be helpful)

Diagnostic Evaluation – an indication of where you are on the knowledge scale  
about your government

Week 2 – January 29<sup>th</sup>, 2001

Guest speaker: TBA

Questions of the guest speaker based on the reading (or speaker's presentation).

Two questions required for class

Readings: Burns, Chapters 1 and 2

Week 3 – February 5<sup>th</sup>, 2001

Guest speaker: TBA

Two questions required for class

Readings: Burns, Chapters 3 and 5

Week 4 – February 12<sup>th</sup>, 2001

Guest speaker: Mayor Madeline Cain, City of Lakewood

Two questions required for class

Readings: Burns, Chapters 8 and 10

**NOTE: No class Monday, February 19<sup>th</sup>, 2001**

Week 5 – Feb 26<sup>th</sup>, 2001

Guest speaker: Judge Thomas Pokorny, Cuyahoga Court of Common Pleas

Two questions required for class

Readings: Burns, Chapter 7

Week 6 – March 5<sup>th</sup>, 2001

Mid Term

No guest

**Spring break: March 11 – 17, 2001**

Week 7 – March 19<sup>th</sup>, 2001

Guest speaker: TBA

Two questions required for class

Readings: Burns, Chapters 6, 7 and 9

Week 8 – March 26<sup>th</sup>, 2001

Substitute instructor; guest speaker (may be same person)

Readings: Brown, Introduction, Chapters 2 and 5

Week 9 – April 2<sup>nd</sup>, 2001

Guest speaker: TBA

Two questions required for class

Readings: Rosenthal, as provided

Brown, Chapters 7 and 12

Week 10 – April 9<sup>th</sup>, 2001

Guest speaker: TBA

Two questions required for class

Readings: Rosenthal, as provided

Brown, Chapter 9

Burns, Chapter 2 (again)

Week 11– April 16<sup>th</sup>, 2001

Guest speaker: TBA

Two questions required for class

Readings: Brown, Chapters 18 and 19

Week 12 – April 23<sup>rd</sup>, 2001

Guest speaker: TBA

Two questions required for class

Readings: TBA

Week 13 – April 30<sup>th</sup>, 2001

Course review

Readings: All of Burns' summaries

Burns, Chapter 2 (again . . . do you get the drift?)

Rosenthal, Chapter 9 (again . . . do you get it?)

Week 14 – May 7<sup>th</sup>, 2001

Final exam

Key dates at a glance:

First day of class:	January 22 <sup>nd</sup> , 2001
Quiz:	January 22 <sup>nd</sup> , 2001
Mid-term:	March 5 <sup>th</sup> , 2001
Abstracts due:	April 9 <sup>th</sup> , 2001
Papers due:	April 16 <sup>th</sup> , 2001
Last day of instruction:	April 30 <sup>th</sup> , 2001
Final exam:	May 7 <sup>th</sup> , 2001

Components of Grade:

Attendance:	5% - 1/2% for all classes except January 22 <sup>nd</sup> , mid-term, review & final
Class participation:	10% Come prepared to ask questions and participate in debate
Introductory paper:	10% January 22 <sup>nd</sup>
Mid-term:	20%
Abstract:	5%
Project paper:	20% Project paper describing work or interview with local or state public official; any alternative with the approval of your instructor
Final:	30% Multiple choice and essays