Syllabus

“All politics is local,” the late Speaker of the House Tip O’Neill used to say. This course is about local politics, with an emphasis on politics. This course will introduce you to the complexities of state and municipal government, including the structure and organization, the nature of community interest groups and their impact on the political scene, and how local political campaigns develop. This course is expressly designed to be “hands-on.” We will meet with local and state political figures, learn about interest groups, and participate in a local government decision-making simulation.

As your professor for this course I bring direct experience as a local elected official in Hillsborough Township, New Jersey, where I ran for Township Committee (City Council) four times, losing twice and winning twice, in a community of about 32,000 residents. I was also active in the Johnson County, Iowa political scene over the decade I live there. State and local politics can be quite complex in any community, but ironically few citizens pay attention. Most citizens ignore campaigns, candidates, or policy making, until they feel directly impacted by decisions made by nameless/faceless members of the city council, the school board, city administration, or state legislature. Our goal is to develop an understanding of what makes state and local government tick – how do the decisions get made, who decides to get involved, and why any of this should matter to the average citizen.

While this is a State and Local politics class, the emphasis will definitely be on the “local.” This is in part because of my own background, but also because I believe local government may be the most important level of all. We will learn about state government in general, and our primary textbook spends much of its time on that, but we will spend even more time on the local angle.

The class has several focus points. We will look at the structural issues of state and local government; how they are organized, and who governs. We’ll also spend some time on citizen involvement, “not in my backyard” (NIMBY) issues and mobilization, and local campaigns and elections. The final segment of the class will be the Camelot local government simulation.

Requirements

THIS CLASS REQUIRES PARTICIPATION, WHICH REQUIRES REGULAR ATTENDANCE! This is a course significantly based on participation, discussion, visits from local political figures, and other material not contained in any of our texts. Here are the formal requirements of the course:

1. First and foremost, you cannot successfully complete this class if you do not attend! Class participation is expected, and the Camelot simulation will not work if you do not show up. Any student with more than 3 unexcused absences will have his or her final grade lowered by one letter grade based on failure to participate in the class. Participation means you must do the reading BEFORE class so that you are prepared to be an active participant.

2. An exam based on the course material we will cover before the Camelot simulation. The exam will be a combination of multiple choice and essay/short answer questions and will focus primarily on the reading fro, the Donovan textbook. The exam will be April 16.
3. A brief response paper to two of the visitors we have in class. You may choose any two you wish. The paper is to be about three pages double-spaced, and should discuss what you learned from our visitor and how it connects to the materials you have read in our books or in-class discussions. Response papers will be due 1 week after the visit you write about.

4. A brief response paper to attending either a Newark City Council, Planning Commission meeting, OR the League of Women Voters Candidate Forum on March 24. You may attend any one of these during the semester and write a three page double-spaced response paper describing what you saw, what you learned, and how well you think local government works in Newark. You may choose when to attend, but must turn in this paper no later than April 14.

5. Completion of a paper/project focused on this spring’s election in Newark. The Newark City Council election is April 14. There are three seats open: District 3, District 5, and District 6. More information is available at: https://newarkde.gov/508/2020-City-Election-Information. Two of the districts (3, 5) are contested. This is due April 30. Late projects will NOT be accepted and a grade of 0 will be assigned. Detailed expectations are at the end of this syllabus.

6. The Camelot simulation. As a member of the community of Camelot, you will take an active part in our city government through this simulation. The requirements of the simulation include an initial short paper in which you investigate your role, active participation in the simulation itself, and then a final paper that analyzes what happened during the simulation in the context of political choice. Late papers will not be accepted and a grade of 0 will be assigned.

Camelot Simulation

The Camelot simulation has been used in local politics classes throughout the country for more than 20 years. It is one of the most successful simulations available, but its success is entirely dependent on you and the degree to which you and your fellow classmates take it seriously. This important aspect of this course is “an attempt to create a situation that is like the real world, to simulate reality … You may have had experience in a simulation before, or perhaps you played a game that was an attempt to provide an illustration of the real world. But Camelot is different from a typical game … it is a role playing simulation.” (Woodworth & Gump, 5th Ed., p. 87.)

We will do this simulation in order to give you the experience of “doing politics” which I hope will lead to a better understanding of what goes on in city government. The only constraints in the simulation are:

1. Student players may not violate the laws & Constitutions of the State of Delaware and the United States.
2. The Camelot city charter and city ordinances may not be violated.
3. Students must approach the simulation realistically. Failure to do so will result in a low grade for the simulation part of the course.
4. Student players must stay within their assigned role as provided by the Camelot book.
5. Simulation activities can take place in and out of class, however to the extent that they take place online, I must be given access to any Facebook or other social media site anyone sets up for the purpose of the class.

Camelot Simulation Role Paper Assignment

You will each play a role in a simulated city. Roles will include City Council members, city staff, Planning Commission members, and a number of citizens who have issues that will come before the city. Before we can begin the simulation, you will need to know something about your role. Thus, once your role is assigned you will do a role analysis of the person you are to play in the simulation. The role analysis will be due on March 26. This will be a brief (4 pages or so) paper in which you do the following:
1. Introduce your role and explain who you are (some details are in the Camelot book). Describe your role’s position and strategy specifically on each of the following issues in the Camelot book: Fairness in Housing and Employment, Officer Protection, Downtown Hotel Plaza, Budget, and Massage Therapy Facility. You may do this by listing each issue and describing your position, or by explaining your role's overarching philosophy and how it will apply to the issues. Even if your role description says nothing about the issue, you must address it in this paper.

2. You must find a real-life parallel and research that person through public records, the internet, newspapers, and personal interviews. The best approach here is to actually talk to someone who has a similar role in the "real world", such as elected official, appointed official, business owner, activist, minister, newspaper reporter, etc. You are expected to do your very best to arrange such a personal interview (or telephone interview) with the person you identify to understand how they operate within the local government context. Do NOT ask them about the specific issues in Camelot; instead ask them about the real-world issues they address as part of a local community. Use the information you gather in this effort to put your character role into a larger context.

The role analysis paper MUST include both parts – your own position and strategy AND a real-life parallel for context.

Camelot Simulation Summary Paper Assignment

Once the simulation is over, you will write a summary paper detailing the experience. The details of this paper follow. This final paper will be due on May 21, by NOON in my office. I do NOT accept email submissions of this paper.

40% of your course grade will depend on your role analysis before the simulation, your activity during the simulation, and this summary paper due after the simulation is over. Some roles are more intensive than others but all have the opportunity to be involved in a wide range of issues, should you choose to do so. In addition to my own observations of your activity during the simulation, you will write this paper summarizing your experience. This paper has no set page length, but should be long enough to do the following (generally at least 7-8 pages):

1. Summarize the experience overall. What worked well in the simulation? What did not go so well? Why?

2. Explain the strategy you used on the various issues that came up during the simulation. Did your strategy work? Remember that the goal of anyone in the "game" is to "win". What does winning mean in this context? It means to have the position that you prefer on an issue be the one adopted by City Council and/or the Planning Commission. So did you win? Did you lose? Why? Also, identify who your allies were on your issues. Did you form coalitions? What were they like?

3. Finally, identify the five members of the class whom you believe were the most effective during the simulation. (You may NOT include yourself in this list.) You can do this by role and I'll figure out who played the role. Why were they effective?

This paper is an important part of my assessment of your Camelot performance, so you want to make sure I know what you did and why you did it!

Grading

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Election Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Three Response Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Camelot Simulation</td>
<td>35%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>
Required Books

Books for this class are available at the bookstore, but may be found more cheaply online. *The Donovan textbook can be rented at a reasonable cost.*


A new copy of Camelot is very expensive – too expensive – from the bookstore. But you do need it. You can often find it on Amazon in “almost new” condition for a lot less. And you can find used copies that are very cheap. HOWEVER, there are tear-out pages and you want to make sure they are ALL in the book. So look for a version that has all of its pages intact (in other words, in new condition) – the tear-out pages are necessary for the simulation.

You MUST also read the weekly [Newark Post](https://newarkde.gov/508/2020-City-Election-Information) every week, so you have some sense of what is going on.

Newark City Election Information: [https://newarkde.gov/508/2020-City-Election-Information](https://newarkde.gov/508/2020-City-Election-Information)

Academic Integrity

I am very serious about academic integrity and have a zero-tolerance policy. You will be strictly held to the UD Policy on Academic Integrity, which can be found online at [https://sites.udel.edu/studentconduct/academic-integrity/](https://sites.udel.edu/studentconduct/academic-integrity/). And the Student Code of Conduct is here: [http://www1.udel.edu/stuguide/19-20/code.html#honesty](http://www1.udel.edu/stuguide/19-20/code.html#honesty)

If you have any questions regarding plagiarism or related topics please ask. Cheating, fabrication, facilitating academic dishonesty or plagiarism will be reported. Instances of academic dishonesty include, but are not limited to, using/submitting someone else’s paper as your own, having someone else write any portion or the entirety of your paper, and using someone’s ideas and/or statements as your own without proper citation.

You can watch this short, online, 3-part, interactive video on plagiarism produced by the Paul Robeson Library at Rutgers University, with examples and information about citing sources: [http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html](http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html). You can reference the following links for tools to help with citing and formatting: [http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml#writing_guides](http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml#writing_guides); [http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml#citation_formatting](http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml#citation_formatting).

Even though these materials are from Rutgers, they are relevant here as well.

Technology in the Classroom

Cell phones are NOT to be used in the classroom – that includes text messaging – unless otherwise specified. You may use a laptops or tablet for note taking and accessing the course readings. If I find you using these devies for anything else unrelated to the class, including email, instant messaging, and checking websites not for use in class, you will LOSE your privilege to use the device in my class. There will be no second chances. If the use of laptops and tablets during class becomes a problem in general, they will be no longer permitted. The reading of outside class materials, print or electronic, is not allowed in the classroom.
Using Email and this class:

Please feel free to email me if you have questions at any time during the semester at redlawsk@udel.edu. I will try to respond to email questions within 24 hours during weekdays. Response time may be longer on the weekends.

IMPORTANT: Do not submit your assignments to me via email. Assignments submitted via email will not be accepted unless specifically allowed. Part of each assignment is attendance and participation in class on the day the assignment is due. If you are unable to attend class on an assignment due date then a paper copy of the assignment (non-electronic) will be accepted if accompanied with a documented excuse for your absence.

Student Resource

The Writing Center can offer you a great deal of support writing and oral communication. See their FAQ at https://www.writingcenter.udel.edu/about/faq for details/

Oral Communication Consultants Program. The OCC are undergraduate peer tutors within the Writing Center who help students (one-to-one) with any stage of the public speaking process. This includes: creating an argument, strengthening a visual aid, and rehearsing one's presentation. To schedule an appointment, visit: www.writingcenter.udel.edu or www.udel.mywconline.net

Spring 2020 Schedule

February 11

Discussion: Introduction to the course and to Camelot Why study State and Local Government?

READ: None

February 13

Discussion: Government, Politics, and Public Policy in State and Local Government

READ: Donovan, Ch 1

February 18

NOTE: Camelot role requests due –MUST EMAIL these to me by the beginning of this class

Discussion: Federalism: State and Local Government in the Federal System

READ: Donovan, Ch 2

February 20

Discussions: Governors and the State Bureaucracy

READ: Donovan, Ch 8
February 25

**NOTE:** Camelot Role Assignments will be made

Discussion: Interest Groups & Lobbying Government

His company: [https://rugeriowillson.com/](https://rugeriowillson.com/)

**READ:**
- Donovan, Ch 6
- Camelot, Ch 5

February 27

Discussion: State Legislatures

**Speaker:** Paul Baumbach, State Representative, 23rd District, [https://legis.delaware.gov/AssemblyMember/150/Baumbach](https://legis.delaware.gov/AssemblyMember/150/Baumbach)

**READ:**
- Donovan, Ch 7

March 3

Discussion: Follow up on our visitors
The role of the Legislature and Interest Groups

**READ:** No new reading

March 5

Discussion: State Courts and the Criminal Justice System

**READ:** Donovan, Ch 9

March 10

Discussion: Legal Authority and Forms and Structures of Local Government

**READ:**
- Camelot, Ch 1, 2, 7
- Donovan, Ch 11, pp. 383-394

March 12

**Speaker:** Mayor Jerry Clifton, Newark, DE

Discussion: Municipal Government Reforms
Powers & Duties of Local Government; Open Public Meetings

**READ:**
- Camelot, Ch 3
- Donovan, Ch 11, pp. 394-411
- Delaware Freedom of Information Act (FOIA)
March 17

Discussion: The role of state agencies

**Speaker:** Former DHSS Secretary Rita Landgraf

[https://www.udel.edu/udaily/2016/october/health-sciences-landgraf/](https://www.udel.edu/udaily/2016/october/health-sciences-landgraf/)

**READ:** TBA

March 19

Discussion: The Media – covering state & local politics

**READ:** [Bleeding Heartland Blog](https://www.bleedingheartland.com/about)

**Speaker:** Laura Belin, Bleeding Heartland, Iowa,

[https://www.bleedingheartland.com/about/](https://www.bleedingheartland.com/about/)

March 24

No CLASS, Prof. Redlawsk is out of town

March 26

**NOTE:** Camelot Role Paper DUE

**Discussions:** Money in State and Local Government

**READ:** Donovan, Ch 10
Camelot, Ch 4

March 31 & April 2  
**Spring break**

April 7

**Discussions:** Elections and Participation
Initiatives and Referenda

**READ:** Donovan, Ch 3
Camelot, Ch 6

April 9

**Discussion:** Issues facing Local Government in the 21st Century

**Land use planning**

**Speaker:** Matt Meyer, New Castle County Executive

[https://nccde.org/125/Matt-Meyer---County-Executive](https://nccde.org/125/Matt-Meyer---County-Executive)
April 14

**NOTE:** Last date to turn in response paper to Council or Planning Commission Meeting

**Discussion:** Prepare for Camelot Simulation

**READ:** Camelot, Chs 12-14

NEWARK CITY ELECTION DAY

April 16

**EXAM**

April 21

**BEGIN CAMELOT – session 1**

April 23, April 28, April 30, May 5, May 7, May 12

**Camelot Simulation**

**NOTE:** April 30 Election Paper due

May 14

Course and Camelot Simulation Wrap Up: What did we learn?

**Camelot Summary Paper due May 21, Noon, my office at 344 Smith Hall**

**Election Paper Information**

Because there is the Newark City Council election this spring, you need to pay some attention to it, since this class is in part about local politics. At the end of the semester you will turn in an 8-10 page (double-spaced) paper in which you discuss the City Council campaign and its outcome, along with the implications for Newark. This includes discussing the candidates, the issues, campaign events, and how the campaigns are run. You will also want to look into campaign finance – is any money spent, and if so, how much and for what.

As of this writing, two of the five candidates running have established campaign committees and filed the required campaign finance forms. You can see their information here:

Brian Anderson: (District 5)
[https://cfrs.elections.delaware.gov/Public/ShowReview?memberID=520497%20&memVersID=1&cTypeCode=01&ftype=SO&fpath=&fname=&isPublic=true](https://cfrs.elections.delaware.gov/Public/ShowReview?memberID=520497%20&memVersID=1&cTypeCode=01&ftype=SO&fpath=&fname=&isPublic=true)

Travis McDermott: (unopposed, District 6)  
[https://cfrs.elections.delaware.gov/Public/ShowReview?memberID=516753%20&memVersID=1&cTypeCode=01&ftype=SO&fpath=&fname=&isPublic=true](https://cfrs.elections.delaware.gov/Public/ShowReview?memberID=516753%20&memVersID=1&cTypeCode=01&ftype=SO&fpath=&fname=&isPublic=true)
Others running will be required to file forms as well. This is where you will learn how much money, if any, people spend on these elections.

The election district map is here, you can figure out which district you are personally in: https://cityofnewarkde.maps.arcgis.com/apps/webappviewer/index.html?id=ed14ab41c2e74163bfc6f80e3aba25

These campaigns can be sleepy affairs, and so you may have to work hard to figure out what is going on.

Your discussion of the campaign may take one of two options. The materials you use for this paper will probably be local news and online stories; perhaps interviews with those involved, campaign flyers and the like, and our readings to give context to what is happening in Newark in terms of the issues in the campaign. In all cases, you must CITE any sources you use in a BIBLIOGRAPHY section of the paper, including news stories, interviews, documents, etc. This is mandatory -- failure to cite materials is plagiarism, and will result in a failing grade.

**Options:**

1. You may follow and write about the overall City Council campaign, considering all the candidates, both winners and losers. You must consider the context of the election and spend some time talking about platforms and campaigns of each candidate. As you observe the election, you will want to try to understand candidate strategies, which might be helped if you can actually talk to at least one. If there are any candidate forums, you should try to attend. At a minimum, this paper must also include a discussion of key issues, candidates' positions on those issues, and an analysis of why the winners won and the losers lost.

2. You may follow a single candidate's campaign *in depth.* You must discuss the details of the strategy and tactics the campaign used, the issues of importance to the candidate (and position on each), and consider the effectiveness of the effort -- why did the candidate win or lose? Note that the candidate you follow MUST be in a contested race. You *will need to interview the candidate if at all possible.* You should also gather as many examples of the flyers, position papers, and any other materials produced by the campaign, if any. Your goal is to write a paper in which you detail the individual campaign, while putting into the bigger context of issues facing Newark.