Murray Stedman - State and Local Government Study Guide

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STUDY QUESTIONS

Stedman, State and Local Governments, ch. 1

Students should be able to:

understand the concept of political systems, its applicability and its limits in studying American state and local governments.

describe a political system in terms of inputs, outputs, and conversion.

explain the social setting of state politics.

discuss recent innovations in state government.

review the growth of state services to the individual.

analyze the reasons for the newfound vitality of the states.

review the rise and fall in popularity of "participatory democracy."

explain the purpose of a Governor's Conference.

Questions

1. What four areas of change and progress in state government are identified by the author?

2. What three emphases have characterized political science in the past decade?

3. How did the concept of the "system" find its way into the political science field?

4. What are some distinct characteristics of the political cultures in Texas, Louisiana, Florida, New England, and Maryland?

5. What is a "voucher" in terms of education?

6. What is "zero-base" budgeting?

7. What are some signs of the rise of a new regionalism?

Terms

pork barrel Sunbelt Snowbelt
STUDY QUESTIONS

Stedman, chapter 2

Students should be able to:

- describe the principal powers given the states by the Constitution.
- comment on the general relationship between the national and state governments in the federal system.
- discuss the concept of intergovernmental relations.
- explain the principal constitutional limitations on the states.
- state the case for federalism, and the case against it.
- indicate the leading methods of interstate cooperation.
- analyze the causes of interstate rivalry.
- speculate as to the future of federalism in the third century.

Questions

1. How strong was public sympathy for the War of Independence?
2. What were some of the defects of the Articles of Confederation?
3. What have been some consequences of Chief Justice John Marshall's interpretation of implied powers as stated in McCulloch v. Maryland?
4. What was decided in Coyle v. Smith?
5. Identify some of the reciprocal duties of the nation and of the states.
6. What types of persons are protected under the due process clause, and what are the two major aspects of the process?
7. What Supreme Court decision overturned an earlier ruling that segregation of the races was constitutional as long as everyone is treated equally?
8. What is meant by intergovernmental tax immunity? How has this principle been modified?
9. Describe some of the changes in the concept of federalism.
10. Identify some constitutional provisions regarding interstate relations.

Terms

- war powers
- Dred Scott case
- Plessy v. Ferguson
STUDY QUESTIONS

Stedman, chapter 3, "State Constitutions"

Students should be able to:

- explain the leading characteristics of the early state constitutions
- discuss the importance of bills of rights in constitution
- analyze how a constitution provides for governmental structure, powers and procedures
- review the process by which constitutions are amended
- evaluate the techniques for ratification of amendments
- indicate the strong and weak points of advisory commissions
- compare existing state constitutions in terms of length and complexity with the United States Constitution
- point out in what ways present-day constitutions reflect a widespread distrust of legislative bodies by the electorate

Questions

1. What is an ex post facto law?

2. Which two colonies already had substantial powers of self-government and kept their colonial charters as state constitutions for a considerable time?

3. How do state constitutions today typically differ from early state constitutions?

4. Identify some of the specific parts of a typical state constitution.

5. How does length and detail in a constitution tend to protect vested interests and have a conservative impact?

6. How may a constitution be changed? What role may be played by the convention, the popular initiative, or the popular referendum?

Terms

preamble   colonial charters   Dorr's Rebellion
STUDY QUESTIONS

Stedman, chapter 4, "State Parties and Interest Groups"

Students should be able to:

- identify the leading characteristics of American party systems
- discuss the importance of interparty competition
- describe the organization of state parties
- explain the generally used procedures for nomination to office
- analyze the electoral process used in the states
- recognize the problems created by the need to raise money to finance campaigns
- explain the relationship between interest groups and political parties
- identify those interest groups that are most active and permanent on state politics
- support the argument that interest groups are basic to the stability and maintenance of political parties

Questions

1. Identify four major functions or activities of American political parties. Which one is the most important?

2. Is the concept of "party responsibility" basically compatible with our traditional separation of powers approach?

3. Why are political parties considered "semi-public associations?"

4. Identify ways in which government regulates political parties.

5. Which groups tend to be associated with the Democratic and Republican parties?

6. Identify three ways party officials are selected.

7. What ways have been used to strengthen party discipline even though the formal party structure remains weak?

8. Identify the different forms a primary election may take. What has been the effect of the primary on party discipline?

9. Identify some of the patterns of interest group influence.

Terms

ticket splitting  ex officio  challenge primary
STUDY QUESTIONS

Stedman, chapter 5, "State Legislatures"

Students should be able to:

- define bicameralism and unicameralism
- explain how legislatures are apportioned and reapportioned
- analyze the background of state legislators in comparison with other groups in the population
- review the organization of state legislatures
- indicate the roles of the principal officers of the legislature
- evaluate the operations and effectiveness of legislative committees
- comment on the function of conference committees
- discuss the use of the initiative and the referendum as means to create laws
- describe in what ways the overall performance of American state legislatures might be improved

Questions

1. How do Congress and the state legislatures typically compare in terms of length of session, institutionalization, and turnover? Why is turnover typically greater in legislatures?

2. Compare the advantages and disadvantages of unicameralism and bicameralism. What factors work against adoption of unicameralism?

3. What effects have the reapportionment rulings of the 1960s had on the composition of state legislatures and the representation of urbanites?

4. What four categories of legislators did James Barber identify?

5. Outline the basic procedure by which a bill becomes law.

6. What significant role is played by party caucuses and leaders?

7. Identify some of the ways a governor may reject legislation.

Terms:
- institutionalization
- Baker v. Carr
- special sessions
- pocket veto
- item veto
STUDY QUESTIONS

Stedman, chapter 6, "Governors and State Administrative Systems"

Students should be able to:

review the history of the colonial executive

discuss the structure and powers of the original state governments

trace the growth in the powers of the governor over the last two centuries

discuss the qualifications, terms, and compensation of governors

analyze the power of the governor to appoint and to remove personnel

explain the power of the governor as leader of the state's armed forces

compare the overall authority of the governor and of the legislature

describe the ways in which a governor may control his or her administrative staff

review the efforts to bring about administrative reorganization

explain the problems inherent in trying to achieve administrative reform

Questions

1. Contrast the colonial with the post-revolutionary governor in terms of his administrative and legislative power.

2. What did Woodrow Wilson and other reformers see as the basic defect of the state administrative apparatus? What reforms have been attempted to remedy this defect? 124-25, 137-39

3. What variables in the power and prestige of governors have been identified by Joseph Schlesinger?

4. What considerations and conflicting perspectives have complicated labor-management issues in the public sector?

Terms

executive supremacy martial law Jacksonian Democracy
STUDY QUESTIONS

Stedman, chapter 7, "State Courts"

Students should be able to:

- define common law and equity
- distinguish between civil and criminal law
- discuss the idea of judicial review
- comment on the utility of advisory opinions
- review the overall organization of state court systems
- recognize the key role of state supreme courts
- understand the ways in which judges may be selected
- explain why there is a continuing effort to bring about equal justice for the poor and minorities
- identify the leading criticisms of the state judicial systems
- analyze various plans for judicial reform and reorganization

Questions:

1. What is the supremacy clause and how important has it been in shaping our history?

2. How have common law principles been modified through American practice?

3. What doctrine was upheld in the Marbury v. Madison case?

4. What is stare decisis?

5. What was decided in the Gideon v. Wainwright case?
STUDY QUESTIONS

Stedman, chapter 8, "Forms and Institutions"

Students should be able to:

- explain the legal relationship between a municipality and the state
- describe how cities are incorporated
- discuss how cities receive their charters
- explain what is meant by home rule
- discuss what is involved both in annexation and in consolidation
- identify the leading forms of city government
- analyze the strong and weak points of each form
- define a special district
- discuss the uses of special districts
- analyze the functions of American counties
- evaluate the performance of American counties
STUDY QUESTIONS

Stedman, chapter 9, "Conflict and Participation"

Students should be able to:

- **identify** the cleavages in urban politics
- **discuss** the conflict between haves and have-nots
- **analyze** the reasons for political conflict between the central city and its suburbs
- **explain** how racial and ethnic differences may result in political controversy
- **evaluate** the role of political parties in the management of conflict
- **understand** why political participation tends to be higher in general elections than in primaries
- **recognize** the role of neighborhood organizations in urban politics
- **discuss** the part played by interest groups in municipal politics
- **evaluate** the influence of the mass media on urban politics
STUDY QUESTIONS

Stedman, chapter 10, "Styles"

Students should be able to:

- describe brokerage style politics
- explain the reasons for the creation of the traditional political "machines" in American cities
- discuss the excesses historically attributed to the leading machine organizations
- identify the nature, functions, and social bases of the machine
- understand the reasons for the growth of a reform movement to oust the machines
- identify the nature, functions, and base of the reform type of party organization
- discuss the history of Tammany Hall
- explain the lasting contributions of the reform movement
- compare and contrast the mentality of brokerage politicians with that of trade union leaders

Stedman, chapter 11, "Metropolitan Areas"

Students should be able to:

- define a Standard Metropolitan Statistical Area
- discuss the distribution of SMSAs across the country
- make socio-economic comparisons between cities and suburbs
- identify the leading problems in metropolitan areas
- discuss the political characteristics of suburbia
- identify the leading political issues in suburbia
- explain why suburban politics is usually considered to be non-partisan in fact if not always in form
- discuss the possible ways in which suburbs may evolve in the next decade or two
- compare central city and suburban voting patterns
STUDY QUESTIONS

Stedman, chapter 12, "The Politics of Metropolitan Reorganization"

Students should be able to:

- **identify** the state-imposed restrictions on reorganization
- **discuss and explain** the structural and function problems involved in reorganization
- **analyze** the use of intergovernmental agreements
- **explain** what is meant by an urban county
- **describe** city-county consolidation
- **comment** on the federation device for reorganization
- **discuss** the use of special districts to bring about a degree of metropolitan unity
- **analyze** the device of city-council separation
- **recognize** the roles of parties, interest groups, and voters in achieving or preventing metropolitan reorganization
- **evaluate** the principal plans advanced for reorganization
STUDY QUESTIONS

Stedman, chapter 13, "Law Enforcement"

Students should be able to:

- **identify** the chief law-enforcement agencies of the state
- **explain** the role of the state police
- **identify** the local law-enforcement agencies
- **discuss** the operations of the grand jury and of the prosecuting attorney
- **analyze** the work of the attorney general of the state
- **describe** the principal steps in the process from arrest to trial
- **discuss** the punishment of convicted persons
- **evaluate** the effectiveness of penal institutions in terms of deterrence of crime and of rehabilitation of criminals
- **discuss** the role of women in the law enforcement system
- **identify** the leading problems faced by municipal police forces
- **state** the case for and the case against community-control of municipal police forces
- **explain** the operation of civilian review boards in relation to the work of the police
STUDY QUESTIONS

Stedman, chapter 11, "Education"

Students should be able to:

- trace the rise of the public school in America
- describe the growth of state (as against local) control of public schools
- discuss the broad outlines of school administration
- analyze the increasing difficulties of obtaining funds for educational purposes
- state the cases for and against compulsory busing in order to achieve (a) quality education and (b) racial balance
- evaluate the role of the teachers' association in the control of education
- discuss the increasing politicization of education
- comment on whether teachers' strikes should be permitted by law
- analyze recent trends in higher education
- discuss the effects of unionization on college and university instructors
STUDY QUESTIONS

Stedman, chapter 15, "Transportation"

Students should be able to:

- trace the evolution of Federal highway policy
- discuss the organization for state highway administration
- describe the various methods by which states raise money to support their highway systems
- evaluate the practice of earmarking funds obtained from the gasoline tax to a highway fund
- comment on the preference of some states for toll roads as against freeways
- analyze the arguments for and against no-fault automobile insurance
- identify the principal problems in creating a workable series of urban mass transit systems in this country
- discuss the particular transportation problems in the largest urban areas
- comment on state efforts to curtail pollution caused by automobile emissions

Stedman, chapter 16, "Welfare, health, and housing"

Students should be able to:

- describe the development of welfare policies
- assess the impact of welfare payments upon the recipients
- identify the leading elements of state health problems
- compare the state and the local health programs
- discuss the question of compulsory health programs
- explain how building codes and zoning regulations affect the character of the neighborhood
- recognize the arguments for and against rent control
- discuss the successes and failures of public housing
- understand the problems associated with attempts at urban renewal
- discuss the concept of urban homesteading
STUDY QUESTIONS

Stedman, chapter 17, "State and Local Finances"

Students should be able to:

- **identify** the chief sources of revenue
- **compare and contrast** the effectiveness of the principal taxes
- **discuss** the most commonly voiced criticisms of the general property tax
- **analyze** the advantages of a state income tax as against a state sales tax
- **evaluate** the experience to date with revenue sharing
- **identify** the chief items of expenditures
- **trace** the development of a state or municipal budget
- **understand** the difficulties of "holding the line" in governmental spending during a period of high inflation
- **identify** the chief financial officers of state and local governments
- **describe** the general effects of the mid-1970's recession on state and local finance, and on the operations of state and local governments