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| LSC Use Only Proposal No: | UWUCC Use Only Proposal No: 11-72b |
| LSC Action-Date: AP-2/9/12 | UWUCC Action-Date: App-4/19/12 Senate Action Date: App-5/01/12 |

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| | |
|--|-------------------------------------|
| Contact Person(s) Gwen Torges | Email Address torges@iup.edu |
| Proposing Department/Unit Political Science | Phone 7-2290 |

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

| | | |
|---|--|---|
| <input type="checkbox"/> New Course | <input type="checkbox"/> Course Prefix Change | <input type="checkbox"/> Course Deletion |
| <input checked="" type="checkbox"/> Course Revision | <input type="checkbox"/> Course Number and/or Title Change | <input type="checkbox"/> Catalog Description Change |

Current course prefix, number and full title: **PLSC111 American Politics**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

| | | | |
|--|--|---|---|
| <input type="checkbox"/> Learning Skills | <input checked="" type="checkbox"/> Knowledge Area | <input type="checkbox"/> Global and Multicultural Awareness | <input type="checkbox"/> Writing Across the Curriculum (W Course) |
| <input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) | | | |
| <input type="checkbox"/> Global Citizenship | <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Oral Communication | |
| <input type="checkbox"/> Quantitative Reasoning | <input type="checkbox"/> Scientific Literacy | <input type="checkbox"/> Technological Literacy | |

3. Other Designations, as appropriate

| | |
|--|---|
| <input type="checkbox"/> Honors College Course | <input type="checkbox"/> Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

| | | | |
|---|--|--|------------------------------------|
| <input type="checkbox"/> Catalog Description Change | <input type="checkbox"/> Program Revision | <input type="checkbox"/> Program Title Change | <input type="checkbox"/> New Track |
| <input type="checkbox"/> New Degree Program | <input type="checkbox"/> New Minor Program | <input type="checkbox"/> Liberal Studies Requirement Changes | <input type="checkbox"/> Other |

Current program name:

Proposed program name, if changing:

| 5. Approvals | Signature | Date |
|--|------------------------|----------|
| Department Curriculum Committee Chair(s) | <i>Sarah Wheeler</i> | 11/18/11 |
| Department Chairperson(s) | <i>Dr. F. S. S. S.</i> | 11/18/11 |
| College Curriculum Committee Chair | <i>[Signature]</i> | 11/30/11 |
| College Dean | <i>[Signature]</i> | 11/30/11 |
| Director of Liberal Studies (as needed) | <i>[Signature]</i> | 4/17/12 |
| Director of Honors College (as needed) | | |
| Provost (as needed) | | |
| Additional signature (with title) as appropriate | | |
| UWUCC Co-Chairs | <i>Gail Schust</i> | 4/19/12 |

Received

APR 17 2012

Liberal Studies

Received

DEC 18 2011

Liberal Studies

PLSC 111 – American Politics: New Syllabus of Record

Summary of proposed revisions:

1. Establishing a syllabus of record
2. Revising course objectives.

Rationale:

1. No previous formal syllabus of record could be found in the departmental archives; this establishes one. The last action of the University Senate was in 1989 – although the course has been offered since at least the early 1960s.
2. Course objectives intentionally align with new Liberal Studies curriculum objectives.

SYLLABUS OF RECORD: PLSC111 – AMERICAN POLITICS

I. Catalog Description

PLSC 111: American Politics 3 class hours, 0 lab hours, 3 credits (3c-01-3cr)
Prerequisites: None

An introduction to American national government and politics, emphasizing Constitution, party system, Congress, Presidency, courts, and problems in national-state relations, civil rights, foreign policy, and social and economic policies.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

OBJECTIVE 1:

Identify and describe the main historical, philosophical and social foundations of the American political system.

Expected Student Learning Outcomes 1 & 2:

Informed and empowered learners

Rationale:

Assignments will foster student understanding of the values and histories underlying U.S. democracy. Exposure to the disparate political thinkers and cultures that influenced the Founders will provide students with the opportunity to gain appreciation for synthetic nature of the American ideological heritage. Assignments will also require students to use these historical and philosophical frameworks to analyze and critique the major contemporary American political ideologies.

OBJECTIVE 2:

Identify and describe the institutions and processes of the American national government, as well as the relationship between the federal and state governments.

Expected Student Learning Outcome 1

Informed learners

Rationale:

Assignments will require students to familiarize themselves with the Constitutional outline for each of the branches of the federal government, the relationships between these branches, and also the relationship between the federal and state governments. Assignments will also require students to compare the blue-print of American government, as articulated in the Constitution, with the actual contemporary workings of government. All of these assignments will involve analyzing the different functions of the executive, legislative and judicial branches, and the ways in which those functions have evolved and multiplied from the 20th century on.

OBJECTIVE 3:

Differentiate between opinion, fact and argument in the area of American politics.

Expected Student Learning Outcome 2

Empowered learners

Rationale:

Assignments and in-class discussions will require students to analyze contemporary political rhetoric from the news and to parse fact from opinion, as well as to identify underlying assumptions of political arguments.

OBJECTIVE 4:

Demonstrate knowledge of the various ways that citizens can interact with public officials and influence public policy

Expected Student Learning Outcomes 1 and 2

Informed learners and empowered learners

Rationale:

Assignments will require students to demonstrate knowledge of the formal and informal modes of participation available to citizens in a democratic system. Awareness of avenues for participation will assist students in making informed decisions about their level and type of their personal political participation.

OBJECTIVE 5:

Synthesize material from the course to develop and articulate personal opinions regarding the proper role of government in their own lives and in society.

Expected Student Learning Outcomes 2 and 3

Informed learners and empowered learners

Rationale:

Assignments and in-class discussions will encourage students to explore, identify and scrutinize their personal civic values and to develop their view of the proper role of government in contemporary society.

II. Course Outline

- A. Historical and philosophical foundations of American government (4 hours)
 - 1. Introduction to basic terms and ideas
 - 2. Theory and practice of democratic government
 - 3. Historical influences on the American founders
 - 4. Philosophical influences on the American founders

- B. The United States Constitution (5 hours)
 - 1. The limitations of the Articles of Confederation

2. Making a constitution: the Constitutional Convention
 3. Debating and ratifying the Constitution: Federalists v. Antifederalists
 4. The structure of the Constitution
 5. The basic principles underlying the Constitution.
 6. Changing the Constitution: the amendment process
- C. Federalism (3 hours)
1. What federalism is and why it's important
 2. The constitutional basis of federalism
 3. Intergovernmental relations today
- Exam 1 (1 hour)
- D. Congress (6 hours)
1. Constitutional organization
 2. Constitutional powers and limitations
 3. Relationships with other branches
 4. Relationships with the citizenry
 5. Roles of Congress
 6. The Legislative Process
 7. Congress at the founding and today
- E. Executive branch – the president (3 hours)
1. Constitutional powers and limitations
 2. Relationship with other branches
 3. Relationship with the citizenry
 4. The presidency at the founding and today
- F. Executive branch – the federal bureaucracy (3 hours)
1. What the Constitution says about bureaucracy
 2. The types of bureaucratic agencies
 3. Relationship with other branches
 4. Relationship with the citizenry
 5. The regulatory process
- Exam 2 (1 hour)
- G. Judiciary (3 hours)
1. Constitutional organization
 2. Structure of the federal courts
 3. *Marbury v. Madison* and the power of judicial review
 4. Relationship to other branches
 5. Relationship to the citizenry
- H. Civil liberties and civil rights (5 hours)
1. The difference between civil liberties and civil rights

2. Rights included in the body of the Constitution
 3. The addition of a Bill of Rights
 4. The protections in the Bill of Rights
 5. What rights do – and don't – protect us from
 6. Incorporation of the Bill of Rights
 7. 14th Amendment and the quest for equality
 8. Civil Rights Act of 1964
 9. The rise and fall of Affirmative Action
- I. Political culture, attitudes, ideology and participation (8 hours)
1. The American people and how they feel about their government
 2. Political ideology and the process of political socialization
 3. Public opinion
 4. Parties, interest groups and the media
 5. Campaigns and elections
 6. Voting behavior

Final exam

(final exam week: 2 hours)

III. Evaluation Methods

Although specific evaluation methods will vary among instructors, all methods will be designed to assess a student's understanding of core concepts and ability to apply critical thinking to political phenomena. The evaluation methods presented below are representative of the types of methods that will be used.

The final grade will be determined as follows:

50% -- three exams:

To assess comprehension of the terms, concepts and theories, there will be three exams – two during the term and a third during the final exam period. Although the third exam will be held during the final exam period, it will *not* be cumulative, but will follow the same style as the previous two exams, and will include only the material covered after exam two. Exams will consist of multiple choice questions (usually around 40 or 50 questions per exam), as well as a few short-answer questions.

15% -- letter to member of Congress:

Students will write a letter to a U.S. Congressperson from Pennsylvania. The purpose of this assignment is to (1) give students an opportunity to consider which political issues are important to them; (2) familiarize students with the legislators who represent them at the federal level; (3) provide students with analytical tools that will allow them to evaluate the performance of their elected representatives; and (3) require students to demonstrate comprehension of the different roles and responsibilities of federal and state levels of government. Students are not required to mail this letter – although they are encouraged to so.

20% – Reflective journal on the impact and relevance of government:

Throughout the semester, students will be required to keep a reflective journal in which they record their observations and insights about the ways – directly or indirectly – that government impacts their daily lives. At least three times each week during the semester, students will write about their personal experiences with, and observations of, some aspect of the federal government. In these writings, students will integrate concepts from the class with personal observations.

15% – In-class reflective writing:

Two or three times each week during class students will write for four or five minutes in response to a question or other prompt. By putting their initial thoughts and reactions into writing, this exercise serves to allow students to focus and clarify their thinking on a given issue, and will serve as the basis for further class discussion. If a student is absent on a day when an in-class reaction paper is assigned, this assignment cannot be made up or submitted at another time.

IV. Grading Scale

A: 90% or above B: 80-89% C: 70-79% D: 60-69% F: 59% or below

V. Attendance Policy

Individual faculty members will develop their own policy in compliance with the university attendance policy. The following paragraph describes the attendance policy of one instructor who offers the course.

As with all college courses, active participation is essential for success. Although regular attendance is strongly recommended, attendance is not taken. Students are responsible for any information or materials missed when absent, and should contact a member of the class to get the notes or instructions.

VI. Required Textbooks and Supplemental Books/Readings

Required textbook: There are many suitable textbooks for introductory courses on American politics. Three examples include:

O'Connor, Karen J., Larry J. Sabato and Alixandra B. Yanus. 2011. *Essentials of American Government: Roots and Reform*. New York: Longman.

Tannahill, Neal. 2011. *Think American Government*. New York: Longman.

Wilson, James Q., John J. Dilulio, and Meena Bose. 2010. *American Government: Institutions and Policies*. Boston: Wadsworth.

Supplemental readings: The following are examples of books that could be used as supplemental texts/readings:

Bowen, Catherine D. 1986. *Miracle at Philadelphia: The Story of the Constitutional Convention, May to September 1787*. Boston: Little, Brown and Company.

Madison, James, Alexander Hamilton, and John Jay. [1788] 1966. *The Federalist Papers*. Ed. Roy P. Fairfield. Garden city, NY: Anchor Books.

McKenna, George and Stanley Feingold. 2011. *Taking Sides: Clashing Views on Political Issues*. New York: McGraw Hill.

The New York Times.

VII. Special Resource Requirements

None.

VIII. Bibliography

Aldrich, John H. 1995. *Why Parties?* Chicago: University of Chicago Press.

Arnold, R.D. 1990. *The Logic of Congressional Action*. New Haven, CT: Yale University Press.

Berry, Jeffrey M. 1997. *The Interest Group Society*, 3rd ed. New York: Longman.

Campbell, Angus, Philip E. Converse, Warren E. Miller and Donald E. Stokes. 1960. *The American Voter*. New York: John Wiley.

Carmines, Edward G., and James A. Stimson. 1990. *Issue Evolution: Race and the Transformation of American Politics*. Princeton: Princeton University Press.

Fiorina, Morris. 1996. *Divided Government*, 2nd ed. Boston: Allyn and Bacon.

Herson, Lawrence. 1984. *The Politics of Ideas: Political Theory and American Political Policy*. Homewood, IL: The Dorsey Press.

March, James G., and Johan P. Olsen. 1989. *Rediscovering Institutions: The Organizational Basis of Politics*. New York: Free Press.

Neustadt, Richard E. 1990. *Presidential Power and the Modern Presidency*. New York: Free Press.

Peterson, Paul E. 1995. *The Price of Federalism*. Washington, D.C.: Brookings Institution.

Rosenberg, Gerald. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: University of Chicago Press.

Rourke, Francis. 1988. *Bureaucratic Power in National Policy-Making*. 4th ed. Boston: Little, Brown and Company.

Sample Assignment for Liberal Studies Course:

PLSC111: AMERICAN POLITICS

Reflective journal guidelines

Every day, government impacts our lives in some ways that are obvious and in others ways that might not be readily apparent. For example, if a Pennsylvania State Trooper stops you for speeding on your way home for a long weekend, the government has touched you in a tangible, obvious way. On the other hand, it might be far less obvious that the Interstate Highway that you're driving on is maintained by tax dollars.

An important goal for this course is for students to recognize the relevance of government to their own lives, and to develop a personal philosophy about the proper role of government in society. To help you do this, you will keep a reflective journal documenting the impact of government on your everyday life. In journal entries, I want you to reflect on your observations and experiences about government in the context of ideas or theories learned from the course. The entries in your journal will, hopefully, enhance your awareness of the relationship between things from the course with real-world events, and encourage you to explore and develop your personal opinions about politics.

Details of the reflective journal assignment:

- FORMAT:** Journal entries can either be hand-written or typed.
- LENGTH:** Your entries should be at least a paragraph, and many of them should be a few paragraphs (in the range of 5 or 6).
- FREQUENCY:** Your journal must include at least three dated entries for each week of the course (excluding the first week and finals week).
- WHEN GRADED:** Journal entries will be collected twice: once at the end of the third week of the semester, and again during finals week. This way, I can take a look at your early journal entries and provide you with feedback to help you with the rest of your entries.
- CONTENT:** Exactly what you write about in your journal will vary a bit from entry to entry. Here are some ideas about the kinds of things to write about:
- description of a personal experience with some aspect of government
 - your reaction to a news story about some aspect of government
 - identify a connection between something you've learned from lectures or the readings and something you've observed
 - your personal evaluation of the proper role of government in your life and in society as a whole

Your journal should demonstrate growth in your understanding of American government. So, for example, as the course progresses, your entries should demonstrate a higher level of sophistication than do entries made early in the semester.

Grading criteria for the reflective journal assignment:

| Grade | Criteria |
|-------|---|
| A | Students complete all three journal entries for each week, and each entry is clearly labeled with the date. Entries are insightful, thoughtful, and well developed. Topics discussed in journal entries are clearly relevant to government and politics. Journal entries make some connection to key ideas specific to the topic American government and politics. Many entries make a connection between something from the text or from the class and something in the real world. Entries demonstrate critical thinking about government. This might include insights about current political events or raising important questions about the role of government, or personal evaluations about specific policies or politicians. Length of entries will range from one to a few paragraphs, but a majority of entries are three paragraphs or longer and demonstrate proper grammar/spelling/punctuation. |
| B | Student completes all journal entries. Entries are generally related to relevant topics, but entries tend to need expansion or explanation. Only a few entries make clear connections between course material and real-world events. Some evaluation of political ideas and events is included, but theoretical frameworks are not clearly explained or opinions are not always supported by specific examples. Many entries seem too brief or rushed. Most entries utilize appropriate grammar/spelling/punctuation. |
| C | Student completes all journal entries. Entries show tangential relationship to assignment objectives or need considerable explanation and development. Noticeable errors in grammar/spelling/punctuation. |
| D | Student completes most journal entries, but may be missing a few. Entries need considerable development and expansion. Connections between concepts from class and real-world events are rarely identified. Some opinions about political phenomena are offered, but lack appropriate theoretical framework or assertions of opinion lack evidence. Noticeable errors in grammar/spelling/punctuation. |
| F | Student fails to complete journal entries or journal entries are unrelated to assignment objectives. |

Answers to Liberal Studies Questions

1. The three or four instructors who regularly teach PLSC 111 will meet at least once a year to discuss the course and exchange observations and ideas. New resources and activities will also be discussed.
2. The perspectives and contributions of ethnic and racial minorities and by women are explicitly addressed in the section of the course that examines civil rights (especially the topics of the Civil Rights Act of 1964 and Affirmative Action). The Civil Rights Act of 1964 was passed expressly to address the institutional and private discrimination faced by ethnic and racial minorities and by women. The section on Affirmative Action policies explores the difficulties of manifesting the promise of equality in a diverse society. Diversity of perspective is also considered in the sections on public opinion and voting behavior, as historically race and gender have heavily influenced attitudes about politics and levels of political efficacy.
3. The course includes a supplemental book, *Taking Sides*, which includes short essays expressing different points of view on major contemporary political issues. These essays provide the background for students to discuss and debate these hot-button issues in class. Students are also required to read a national newspaper such as the *New York Times*. Reading a news periodical provides real-world examples of political phenomena, thus fostering a connection between theoretical concepts and current events.
4. Non-majors substantially outnumber majors in our PLSC 111 sections. Additionally, because PLSC 111 is a pre-requisite for about half of the courses we offer, it is almost always the first or second course that our majors take within the department. Thus while our majors may have a higher level of interest in the topic, they generally come to the course equipped with roughly the same high school-level civics background as their non-major peers.