

LSC Use Only Proposal No: AP-4/3/14 UWUCC Use Only Proposal No: 13-195
 LSC Action-Date: AP-4/3/14 UWUCC Action-Date: AP-4/15/14 Senate Action Date: APP-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Political Science	Phone 412-782-3373

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)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: **PLSC 251 State and Local Political Systems**

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)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Jane Wheeler</i>	10-28-13
Department Chairperson(s)	<i>R. F. Sutton</i>	10-28-13
College Curriculum Committee Chair	<i>[Signature]</i>	10-30-12
College Dean	<i>[Signature]</i>	3/26/14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	4/16/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/16/14

Received
APR 16 2014
Liberal Studies

Received
MAR 27 2014
Liberal Studies

PLSC 251 State and Local Political Systems New Syllabus of Record

I. Catalog Description

PLSC 251 State and Local Political Systems

3c-0l-3cr

Examines institutions and processes of state and local governments, with special attention to Pennsylvania; emphasis on the nature of federalism, state constitutions, and role of state and local government in an urban society.

Pre-requisites: None

II. Course Objectives and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLOs) (Information Literacy)

PLSC 251 – State and Local Political Systems is similar to two other courses that have long served as LS Social Science electives, PLSC 101 – World Politics and PLSC 111 – American Politics. While the PLSC 101 looks at international governance and PLSC 111 focuses on American government at the federal level, PLSC 251 provides an overview of the US state and local government component. From a practical perspective, the course has relevance for all undergraduate students as it provides an opportunity to learn about and critically examine the levels of government that will be closest to them on a daily basis throughout their adult lives and facilitates the development of effective citizenship.

At the end of the course, students will be able to:

Objective 1: Identify and explain the Constitutional foundations, structures, and functions of state and local government.

Expected Student Learning Outcome 1 - Informed and Empowered Learners

Rationale: Short answer/essay exams will require students to demonstrate their knowledge and understanding of the theories and concepts that form the foundation for the exercise of power and authority by state and local governments. As appropriate, students will be expected to include illustrations in their answers to link the theory to practical circumstances.

Objective 2: Distinguish the nature of relationships between and among the federal, state and local levels of government.

Expected Student Learning Outcome 2 – Empowered Learners

Rationale: Following an introductory lecture on the distinction between federalism and pragmatic intergovernmental relations, students will be responsible for finding a current national, regional or local newspaper article that exemplifies an intergovernmental or intra-governmental relationship. This written assignment will consist of a summary of the article and a discussion of the nature of the intergovernmental or intra-governmental relationship.

Objective 3: Apply Easton's political systems model to analyze current state and local government public policy issues and decisions.

Expected Student Learning Outcome 3 - Empowered and Responsible Learners

Rationale: Easton's political systems model will serve as a tool throughout the semester to analyze state and local government policy issues, decisions and responses. The model and its components and examples that demonstrate the model's application will be presented during the first week of class. Students will be expected to analyze a pre-selected newspaper article by applying the political systems model to complete the take home part of the first exam. In addition, during the semester, the model will be used to examine current events to identify which components of the model are reflected.

Objective 4: Compare and contrast the financial resources used to support state and local services and programs.

Expected Student Learning Outcome 4 – Informed and Empowered Learners

Rationale: State and local governments rely on different sources of tax revenue to fund services and programs. Through readings, lectures and discussion of state constitutional and statutory provisions that establish taxing structures, students will learn the distinctions between state and/or local revenue resources. They will be able to define the base as well as distinguish whether a tax revenue is progressive or regressive. Students will also be able to evaluate their and their family's state and local tax burdens.

Objective 5: Distinguish the roles and responsibilities of local elected and appointed officials and assess their interactions with citizens.

Expected Student Learning Outcome 5 – Empowered and Responsible Learners

Rationale: By observing a local government public meeting, students will have an opportunity to integrate the course readings, lectures and class discussions with actual circumstances. Students will pay special attention to the roles and responsibilities of local government elected and appointed officials and their interactions with citizens in an active environment. A detailed observation guide will be distributed to the students.

Objective 6: Analyze circumstances that pose ethical and public accountability challenges for state and local elected and appointed officials.

Expected Student Learning Outcome 6 – Informed and Empowered Learners

Rationale: Vignettes and news articles depicting ethical dilemmas typical of those encountered by state and local government officials will form the basis for discussion and application of ethical decision frameworks. Discussion of practices that foster ethical behavior will also be discussed. Students will demonstrate their knowledge and

understanding of public ethics and accountability by examining an ethical dilemma in the take-home portion of the second exam.

Objective 7: Identify their lifelong civic duties and responsibilities as citizens of states and communities.

Expected Student Learning Outcome 7– Informed, Empowered and Responsible Learners

Rationale: Throughout the semester emphasis will be placed on associating readings, lectures and discussions about state and local government with their effects on citizens and expectations for citizen participation.

Objective 8: Participate in a group research project to support a presentation and discussion of a current state or local government policy issue or problem.

Expected Student Learning Outcome 8 – Informed, Empowered and Responsible Learners

Rationale: All students will self-select into a 3-4 student group, identify a current state or local government policy issue, conduct research and participate in the presentation and class discussion of the issue. Potential policy issues and a research guide will be provided to the students. Grades will be based on self, group and instructor assessments.

Objective 9: Discuss the contributions of women and minorities as elected and appointed officials at state and local government levels.

Expected Student Learning Outcome 9 – Empowered and Responsible Learners

Rationale: Discussion of women and minorities will generally occur during the presentation of text and supplemental readings related to voting rights, the election and appointment of state and local elected and appointed officials. The nature of the concerns of and contributions made by women and minorities to state and local government and public sector leadership, ethics and accountability will also be considered.

III. Course Outline:

- | | |
|--|--------------------|
| A. Overview/Politics in States and Communities | (3 Academic Hours) |
| B. Democracy and Constitutionalism in the States | (3 Academic Hours) |
| C. States, Communities, and American Federalism | (3 Academic Hours) |
| D. Citizen Involvement in State Politics | (3 Academic Hours) |
| 1. Participation in State Politics | |
| 2. Parties and Campaigns in the States | |

E. Citizen Involvement in Local Politics	(2 Academic Hours)
1. Governing America's Communities	
2. Participation in Community Politics	
<u>Exam 1</u>	(1 Academic Hour)
F. Ethics and Accountability in the Public Sector	(3 Academic Hours)
G. The Politics of Taxation and Finance	(3 Academic Hours)
H. Legislators in State Politics	(3 Academic Hours)
<u>Public Meeting Report</u>	
I. Governors in State Politics	(2 Academic Hours)
<u>Exam 2</u>	(1 Academic Hour)
J. Bureaucratic Politics in States and Communities	(3 Academic Hours)
K. Courts, Crime and Correctional Policy	(3 Academic Hours)
L. Public Policy in States and Communities	(3 Academic Hours)
1. Politics and Civil Rights	
2. The Politics of Education	
3. The Politics of Poverty, Welfare and Health	
M. Metro-politics: Conflict in the Metropolis	(3 Academic Hours)
N. Community Power, Land Use and the Environment	(3 Academic Hours)
<u>Final Exam</u>	(2 Academic Hours)

IV. Evaluation Methods

A. Three (3) Essay Exams 60% of grade

(Exam 1 - 20%, Exam 2 - 20%, Final - 20%)

Exams will be short answer/essay and administered in Weeks 5 and 9 and during the final exam week. The exams will consist of two parts; a 250-300 word take-home essay (20-25% of the grade) and an in-class segment of 5-6 short answer/essay questions (75-80% of the grade). The exams will require students to demonstrate their knowledge and understanding of the assigned chapters and provide practical illustrations to support their answers.

B. Public Meeting Observation Report 15% of grade

All students will attend a public meeting of a municipal, school or county government during the first 8 weeks of the semester. The report will cover the physical facilities, business conducted during the meeting and interactions between the elected and appointed officials and citizens. A detailed public meeting observation outline/report format is provided as an attachment to the course syllabus. Discussion of the meeting observations will occur during class the day the report is due.

C. Group Presentation 10% of grade

Groups of 3-4 students will choose a topic from a list of current state and/or local government policy issues/problems provided by the instructor. The topics and guidelines for the development of the presentations will be distributed the third week of class. Each group will research the issue/problem sufficiently to provide a 30 - 45 minute presentation and class discussion. Presentations will be scheduled as much as possible to

complement/support the weekly course topics associated with the second half of the semester. The grade for the group presentation will be based on the instructor's as well as the student and group's self-assessment of its performance. All groups will submit an outline of its presentation with a list of references.

D. Assignments*

15% of grade

Students will be responsible for completing four (4) written assignments of approximately 250-350 words during the semester. To complete the assignments, students will be required to conduct research using Internet based resources including national or regional newspapers, government documents and websites. The assignments will form the basis for class discussion on the days they are due. Instructions for the assignments will be provided one week before the assignment is due. Each assignment will be worth 3.75% of the final grade.

TOTAL: 100%

***Every 4th year during the fall semester, one of the four assignments will be associated with the Presidential Debates.**

It, like the three other assignments, will be worth 3.75% of the course grade. The description would be: During a Presidential election year, students as part of the discussion of executive leadership will observe and report on one of the Presidential debates. Special readings about presidential leadership characteristics will be posted on the web-based course site will form the basis for the analysis. Once the debate schedule is released, the class will be given further instructions for this assignment and the date when the assignment will be discussed in class.

V. Grading Scale

Grades for the semester will be evaluated according to the following scale:

A	93-100%
B	83-92%
C	73-82%
D	63-72%
F	Less than 63%

VI. Undergraduate Course Attendance Policy

The University expects all students to attend class. The instructor will develop an attendance policy that conforms to the University attendance policy.

VII. Required Textbook(s), Supplemental Books and Readings

Dye, Thomas R. and Susan A. MacManus (2011). *Politics in States and Communities*, 14th Edition. Upper Saddle River, NJ: Pearson Prentice-Hall.
ISBN: 10- 0205109969 ISBN:13- 978-0205109968

Stinebrincker, Bruce (2011). *ANNUAL EDITIONS: State and Local Government*, 15TH Edition. Guilford, CT: Duskin/McGraw Hill. (The *Annual Editions* will be our source for supplemental readings.) ISBN: 978-0-07-805121-0

VIII. Special Resource Requirements: None

IX. Bibliography

Books

Bowman, Ann O'M. and Richard C. Kearney (2012). State and Local Government, 9th Edition. Independence, KY: Cengage Learning.

Bowman, Ann O'M. and Richard C. Kearney (2008) . State and Local Government: The Essentials, 4th edition. Belmont, CA: Wadsworth Publishing.

Campus, Donatella (2013). Women Political Leaders and the Media. New York, NK: Palgrave Macmillan.

Donovan, Todd, Daniel A. Smith and Christopher Z. Mooney (2012). State and Local Politics: Institutions and Reform, 3rd Edition. Independence, KY: Cengage Learning.

Dye, Thomas R. and Susan A. MacManus (2011). Politics in States and Communities, 14th Edition. Lebanon, IN: Pearson.

Gray, Virginia and Russell L Hanson (2012). Politics in the American States: A Comparative Analysis. Thousand Oaks, CA: CQ Press.

Magleby, David P., Paul C. Light and Christine L. Nemacheck (2011). State and Local Politics: Government by the People, 15th Edition. Lebanon, IN: Pearson.

Mandelker, David R., Dawn Clark Netsch, Peter W. Salsich and Judith Welch Wegner (2010). State and Local Government in a Federal System, 7th Edition. Dayton, OH: LEXISNEXIS.

McDonough, John E. (2000). Experiencing Politics: A Legislator's Stories of Government and Health Care. Los Angeles, CA: University of California Press.

Rosenthal, Alan (2008). Engines of Democracy: Politics and Policymaking in State Legislatures. Thousand Oaks, CA: CQ Press.

Rosenthal, Alan (2012). The Best Job in Politics: Exploring How Governors Succeed as Policy Leaders. Thousand Oaks, CA: CQ Press.

Saffell, David and Harry Basehart (2008). State and Local Government, 9th Edition. New York, NY: McGraw-Hill Humanities/Social Sciences/Languages.

Salkin, Patricia E. and Julie A. Tappendorf (2013). Social Media and Local Governments: Navigating the New Public Square. Chicago, IL: American Bar Association.

Simon, Christopher B., Brent S. Steel and Nicholas P. Lovrich (2010). State and Local Government: Sustainability in the 21st Century, 1st Edition. USA: Oxford University Press.

Smith, Kevin B. (2012). State and Local Government, 2012-2013 Edition. Thousand Oaks, CA: CQ Press.

Smith, Kevin B., Alan Greenblatt, Michele Mariani (2010). Governing States and Localities, 3rd Edition. Thousand Oaks, CA: CQ Press College.

Stinebrickner, Bruce, Editor (2011), Annual Editions: State and Local Government, 15th Edition. McGraw-Hill/Dushkin.

Wilford, James (2011). Government in the United States, National, State and Local. Amazon Digital Services, Inc.

Wright, Ralph G. (2005). Inside the Statehouse: Lessons From the Speaker. Thousand Oaks, CA: CQ Press.

Internet Resources

National Conference of State Legislatures: <http://www.ncsl.org/>

National Governor's Association: <http://www.nga.org/cms/home.html>

National League of Cities: <http://www.nlc.org/>

The United States Conference of Mayors: <http://usmayors.org/>

PLSC 251 – State and Local Political Systems

Summary of Proposed Revisions

1. Course outcomes have been updated to reflect the new expected student learning outcomes and common learning objectives.
2. Expected undergraduate Student Learning Outcomes (EUSLOs) have been designated in a specific sample course assignment.
3. Liberal studies course approval general information questions have been addressed.
4. Establish a new syllabus of record since none currently exists in the Political Science Department files.

Rationales for revision

1. Course objectives intentionally align with current Liberal Studies curriculum objectives.
2. The sample course assignment encourages student to reinforce course objectives, specifically objectives 5 & 7.
3. This course as noted in the responses to the general information questions provides an opportunity for students to learn about state and local government and strengthen their capacity to fulfill their lifelong roles and responsibilities as citizens of states and communities.
4. No previous formal syllabus of record could be found in the departmental archives, although the course has been taught since the early 1960s. This revision will establish a syllabus of record for future use.

Sample Assignment for a Liberal Studies Course – PLSC 251 State and Local Political Systems

PUBLIC MEETING OBSERVATION REPORT

Due date for the discussion and written report is: **(8th week of the semester)**

Instructions: All student are required to attend, observe and report on one (1) public meeting held either in the Indiana area or when feasible in your home community.

The purpose of this assignment is to develop an awareness and understanding of the need for citizen participation at public meetings of legislative, administrative and/or quasi-judicial bodies. The report will give the student an opportunity to assess the public body's performance on behalf of the public or community interests and constituencies represented.

Your report should be written as a narrative discussion and cover all of the items outlined on the following pages. Generally, a report of 3 – 4 double-spaced pages (750-1000 words). The report should be organized in the same order as the outline to facilitate class discussion and grading. It should be word processed or legibly written. The report should be supplemented by an appendix of information which may include newspaper article(s), meeting agenda and meeting minutes, etc., as available. Before you print your paper, run the spell and grammar checkers and make changes to remove errors.

Select, attend, and report on a public (where actual voting occurs) meeting for a group from the following list:

- City Council or Commission
- Township Board of Commissioners or Supervisors
- Borough Council
- Municipal Planning Commission
- Municipal Zoning Hearing Board
- School Board

-Municipal Authority Board

Each month the above groups hold public meetings at regularly scheduled dates and times. **PLAN AHEAD!** Find out as quickly as possible when and where meetings will be held. Like any citizen, it is your responsibility to determine how and where to obtain this information. Use the Internet to search for the municipality, school or county website. Meeting announcements should be posted on the website. If not, use the contact telephone number for the municipal, school or county administrative office to find out when meetings will be held.

Reports will be discussed in class on the date due. The report will be graded and will constitute 15% of your final course grade. Failure to satisfactorily complete this assignment will automatically lower your final grade by one letter grade.

FORMAT: PUBLIC MEETING OBSERVATION REPORTS

I. Jurisdiction

- A. What jurisdiction did you select for the observation?
- B. Why did you choose the municipality, school district or county?

II. Date/Location

- A. What was the date of the meeting you attended?
- B. What was the location of meeting?
- C. Did you have any trouble finding out about the time and place of the meeting?
Would a local resident/citizen have any difficulty obtaining this information?
If yes, why?
- D. How long did the meeting last?

III. Meeting Site

- A. Evaluate the meeting site:
 - Was seating for the meeting adequate?
 - Could you hear all of the discussion during the meeting?
 - Could the public easily see any visual aids or illustrative materials used during the meeting?
 - Was parking readily available?
 - Was the meeting room clearly marked?
 - Were there accommodations for the disabled?
 - Add other observations about the site that may have affected the public's attendance and participation in the meeting.

IV. Meeting Agenda

- Were agendas available for everyone in the audience?
- Did you have to ask for an agenda?
- Where were the agendas located?
- Did the agenda adequately explain what business was to be transacted?

--Were any items listed as public hearings? If so, how did the public hearing differ from the rest of the meeting?

V. Public Comments

- Was there an opportunity for citizens to communicate with the public officials at some point during the meeting? Explain.
- Was the citizen's opportunity to communicate structured so that it would have some effect on decisions made at the meeting? Explain.

VI. Public Officials

- List the officials (by name and title) who had voting power at the meeting.
- Were the voting members clearly identified? How?

VII. Staff, Employees and Other Professionals

- List the staff, employees and other individuals (by name and title) who assisted the elected officials or participated in the meeting.
- What roles or functions did these individuals have?

VIII. News Media

- Were members of the press in attendance? If so, for how long?

IX. Preliminary Meetings

- Does the group you observed meet prior to the public meeting in workshop or discussion sessions to discuss issues and problems?

X. Agenda Issues/Actions

- What issues or matters were discussed at the meeting?
- What items garnered the greatest amount of time and/or attention during the discussion?
- What types of reports were given and by whom?

XI. Understanding the Decisions

- Did the discussion during the meeting lead you to understand why each official voted as he/she did?
- How did voting take place? Was it by roll call or voice vote?

XII. Observations

- Overall, what are your impressions of the meeting?

XIII. Supplemental Information

- Minutes: Were minutes and/or newspaper accounts of the meeting available? How adequately was the meeting covered in each?
- Newspaper Accounts: Did the newspaper accounts distort what happened at the meeting? Were there follow-up quotes from those involved in the discussion.
- Attach a copy of the meeting agenda, minutes and/or news articles, as available.

Grading Rubric –

Public Meeting Observation Report

15% of final course grade

All students are expected to attend class and submit a public meeting observation report on the date it is due. The grade as well as your attendance and participation the day the report is due will be the basis for the project grade. Points associated with each part of the grade are as follows:

Factor	Points
Class attendance/discussion on project due date	10
Report Content:	85
It is important to address all of the questions in each part of the format for the public meeting observation to attain the greatest points. After completing your report, use the checklist below to make sure you have answered all of the questions. Be sure to provide detailed responses to items V. Public Comment and X. Agenda Issues/Actions.	
_____ I. Jurisdiction (5 points)	
_____ II. Date/Location (5 points)	
_____ III. Meeting Site (10 points)	
_____ IV. Meeting Agenda (5 points)	
_____ V. Public Comment (10 points)	
_____ VI. Public Officials (5 points)	
_____ VII. Staff, Employees and Other Professionals (5 points)	
_____ VIII. News Media (5 points)	
_____ IX. Preliminary Meeting (5 points)	
_____ X. Agenda Issues/Actions (15 points)	
_____ XI. Understanding the Votes (10 points)	
_____ XII. Observations (5 points)	
_____ XIII. Supplemental Materials (up to 5 extra points)	
Grammar and Spelling:	5 points
(Check your spelling and grammar before printing your report.)	

Total: 100 points

Course Approval General Information – PLSC 251 State and Local Political Systems

1. This course is typically taught once per year by the same instructor. Should there be a demand for more than one section; the same instructor would have responsibility for teaching all sections. All sections would have the same content and be taught in the same manner.
2. By its nature, this course is open to the recognition of the issues and challenges faced by all American citizens at the state and local government levels. A focus on women and minorities would generally occur during presentation/discussion of text and supplemental readings related to voting rights, the election and appointment of state and local elected and appointed officials, the nature of the concerns of and contributions made by women and minorities to state and local government and public sector leadership, ethics and accountability. Organizations and institutions that would be useful as data and information resources about women and minorities include the National Conference of State Legislatures, National Governor's Association, The United States Conference of Mayors, National League of Cities and the women and politics centers at Rutgers and Chatham Universities.

On a semester by semester basis, the instructor would also use current news articles such as *Why are Pa. women hard to find in politics?* by Kate Giammarise of the Pittsburgh Post Gazette's Harrisburg Bureau (May 12, 2013) to generate discussion about the roles played by women and minorities in state and local government. In addition, the special topics list provided to the students for group research, presentation and discussion would include subjects that would require consideration of how women and minority group relate to current issues or problems.

3. The non-fiction supplemental reader traditionally has been *ANNUAL EDITIONS: State and Local Government* edited by Bruce Stinebrinker and published by Duskin/McGraw Hill. The content of the articles generally provide greater detail about issues and problems at the state and local levels of government. The articles frequently deal with issues and problems that directly relate to women and minorities.

In the 15th edition of *ANNUAL EDITIONS: State and Local Government*, examples of such articles include:

Article 6 "Demographics and Destiny" – How will state and local governments run a bigger and more diverse country?

Article 32 "Justice by the Numbers" - A Philadelphia female judge discusses mandatory sentencing and their negative effects on the criminal justice system and her career

Article 40 "The Rise of the Creative Class" – Richard Florida focuses on the link between successful state and local economic development and integration of social and cultural diversity.

Article 44 "Same Sex Redux" addresses the re-emergence of the same-sex marriage issue for state legislatures and courts.

4. PLSC 251 – State and Local Political Systems provides an overview of the structure and functions of state and local governments and emphasizes the student's ultimate role as a citizen of a state and community. It provides a broad-based knowledge and understanding of a segment of the public sector similar to two existing Liberal Studies electives offered by the Political Science Department; PLSC 111 American Politics with its concentration on the federal government and PLSC 101 World Politics with its attention to internationally oriented governance and relationships. Historically, students who take the course have been about 50% from Political Science and 50% from other social science disciplines, criminology, and journalism. Approval of PLSC 251 – State and Local Political Systems as a liberal studies elective should encourage students from across the university to learn about the levels of governments that operate in closest proximity to them during their lives.

**NO SYLLABUS OF RECORD AVAILABLE -
PLSC 251 State and Local Political Systems**

This course has been taught since the mid-1960s. A copy of the syllabus of record is not available in either the Liberal Studies or Political Science Department office files. The course content has not changed in any significant manner. The current instructor has taught this course since September 1992 and had access to the previous instructor's teaching materials.

The syllabus currently used for the course essentially reflects the course as originally taught and is presented as a substitute for the Syllabus of Record.



**PLSC 251 - STATE AND LOCAL
POLITICAL SYSTEMS**

Fall 2012

Tuesday/Thursday: 12:30-1:45 PM

Keith Hall 164

Dr. Mary Jane Kuffner Hirt
Office: 102 Keith Hall Annex
Telephone: 724-357-2290
e-mail: mjk@iup.edu

Office Hours:
Tues./Thurs.: 11:30 am - 12:30 pm and
1:45-3:15 pm

An appointment sign-up sheet is posted each week on the board next to my office door at 102 Keith Hall Annex. Students are strongly encouraged to sign-up for an appointment.

COURSE DESCRIPTION - This course covers the foundations, structures and functions of state and local government with emphasis on Pennsylvania. Topics will include the nature and structure of state-local relations, state constitutions and municipal charters, ethics and public accountability, the roles and responsibilities of the legislative, executive and judicial branches, state and local government finance, local government planning, zoning and development, and issues which challenge state and local governments on a continuing basis.

The course objectives are to encourage students to gain a working knowledge and understanding of the state and local levels of government as well as to become oriented to their lifelong roles as citizens of communities and states with civic duties and responsibilities.

The course will be structured to foster discussion of the readings, projects and assignments. To facilitate the learning process, all students are expected to prepare for and attend class on a regular basis and actively participate.

A portion of class discussion each session will be dedicated to current events. To make those discussions beneficial, students are expected to read a local or regional newspaper, listen to or watch news programming which covers state and local government news.

Students should bring their textbooks to class on a consistent basis (including exam days).

CELL PHONE POLICY – ALL students are advised that there will be no talking on cell phones and no texting during class!!! Complete your communications before class!

REQUIRED TEXTS:

Dye, Thomas R. and Susan A. Macmanus (2011). *Politics in States and Communities*, 14th Edition. Upper Saddle River, NJ: Pearson Prentice-Hall.
ISBN: 10-0205109969 ISBN:13-978-0205109968

Stinebrincker, Bruce (2011). *ANNUAL EDITIONS: State and Local Government*, 15TH Edition. Guilford, CT: Duskin/McGraw Hill. (The *Annual Editions* will be our source for supplemental readings.) ISBN: 978-0-07-805121-0

EVALUATION METHODS:

The grade for the semester will be based on the following student responsibilities:

1. **Three (3) Essay Exams** **60%**
(Exam 1 - 20%, Exam 2 - 20%, Final - 20%)
Exams will be essay and conducted in class on the days indicated on the course syllabus. Students who experience circumstances which keep them from taking an exam are expected to contact the instructor **before** the exam. Documentation of a student's extraordinary circumstances may be required.

2. **Public Meeting Observation Report** **15%**
Information about this assignment is attached to the syllabus. Failure to satisfactorily complete this assignment will automatically lower your final grade by one letter grade.

3. **Group Presentation** **10%**
Groups of three - four students will choose a topic from among a list of current state and/or local government issues/problems provided by the instructor. The group will research the topic sufficiently to support a 30 - 40 minute presentation to the class including discussion. The presentation schedule will be determined once student topics have been selected with due dates coinciding to the extent possible with broader class discussion of related readings and topics. The grade for the group presentation will be based on the instructor's as well as the group's self-

assessment of its performance. **All students will submit an outline of their presentation with a list of references utilized.**

4. **Assignments** **10%**

Students will be responsible for completing three (3) written assignments during the semester. The assignments will form the basis for class discussion. Instructions for the assignments will be provided one week before the assignment is due. Each assignment will be worth 3.33% of the final grade. **Consequently, every assignment not completed will reduce your final grade by 3.3%.**

5. **Presidential Debate Assignment** **5%**

Since 2012 is a Presidential Election year, students as part of the discussion of the Executive branch of government will observe and report on one of the Presidential debates. Once the debate schedule is released, the class will be given further instructions for this assignment and the date when the assignment will be discussed in class.

TOTAL: 100%

GRADING SCALE:

Grades for the semester will be evaluated according to the following scale:

A	93-100%
B	83-92%
C	73-82%
D	63-72%
F	Less than 63%

UNDERGRADUATE ATTENDANCE POLICY

The IUP Council of Trustees approved an Undergraduate Course Attendance Policy on May 13, 1994. Essentially, the university expects all students to attend class on a regular basis.

As a faculty member, I am expected to address the class attendance issue with students who register for my undergraduate classes. While the university has developed guidelines within which I may identify class attendance standards, I have chosen to maintain my past philosophy about class attendance. I have always believed that the student should attend class in order to learn. The course has been designed with your current and future benefit in mind. There will be much emphasis in class on discussions and the sharing of your knowledge, understanding and concerns with your fellow students. Hopefully, what you will acquire in this class will help you more fully understand the dimensions of state and local government structures and processes and contribute to your knowledge of the issues and problems which challenge those levels of government today.

ACADEMIC INTEGRITY POLICY AND PROCEDURES is available at
<http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>)

COURSE SCHEDULE

Specific reading assignments for each class will be made by the instructor the class before they are to be discussed. Requirements for written assignments will be discussed a week before the assignments are due. Dates for the group presentations will be scheduled after your topics have been selected. Adjustments in the course schedule may be made by the instructor.

DATE	TOPIC	READING
Week 1 August 28 & 30	Course Overview Politics in States and Communities	Dye, Chapter 1 <i>Annual Editions: 16, 17, 18, 20</i>
Week 2 September 4 & 6	Democracy and Constitutionalism in the States	Dye, Chapter 2 <i>Annual Editions: 1, 2, 3</i>
Week 3 September 11 & 13	States, Communities, and American Federalism	Dye, Chapter 3 <i>Annual Editions: 7, 8, 9</i>
Week 4 September 18 & 20	Participation in State Politics Parties and Campaigns in the States EXAM I – September 18	Dye, Chapters 4 & 5 <i>Annual Editions: 10, 11, 12, 13, 14,</i>
Week 5 September 25 & 27	Governing America’s Communities Participation in Community Politics	Dye, Chapters 10 & 11 <i>Annual Editions: 4, 5, 6, 24, 25, 26, 34, 38, 48</i>
Week 6 October 2 & 4	Ethics and Accountability in the Public Sector	Handouts
Week 7 October 9 & 11	The Politics of Taxation and Finance	Dye, Chapter 14 <i>Annual Editions: 39, 41, 43</i>
Week 8 October 16 & 18	Legislators in State Politics EXAM II – October 16	Dye, Chapter 6 <i>Annual Editions: 21, 22, 23</i>
Week 9 October 23 & 25	Governors in State Politics	Dye, Chapter 7
Week 10 October 30 & November 1	Bureaucratic Politics in States and Communities DUE: November 1 - Public Meeting Report	Dye, Chapter 8 <i>Annual Editions: 15, 27, 28, 29, 30, 31</i>
Week 11 November 6 & 8	Courts, Crime and Correctional Policy Politics and Civil Rights	Dye, Chapter 9 & 15 <i>Annual Editions: 19, 32, 33, 45</i>
Week 12 November 13 & 15	The Politics of Education The Politics of Poverty, Welfare and Health	Dye, Chapters 16 & 17 <i>Annual Editions: 45</i>
November 20 & 22	THANKSGIVING BREAK	

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Week 13/14 November 27 & 29 December 4 & 6	Metropolitics: Conflict in the Metropolis Community Power, Land Use and the Environment	Dye, Chapters 12 & 13 <i>Annual Editions: 35, 36, 37, 40, 42</i>
December 13	FINAL EXAM 10:15 am – 12:15 pm	