

Class meetings M/W/F @ 11 AM, 322 Administration Building
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A description and analysis of the structure and operation of the American state and local government, federal-state relationships, the political process, and the formation of public policy. Prerequisite: POLSC 1100 or 1101. (Catawba Catalog)

**COURSE
DESCRIPTION
AND GOALS**

This course serves as an introduction to the study of subnational politics in the United States. The course has several goals, including:

- covering the unique features of subnational governments, by focusing on the:
 - institutions, political behavior, and public policies of the various states and municipalities, as well as
 - the changing role of the states and municipalities in their relationships with the federal government; and,
- exploring issues regarding a public policy at the state and local level.

The course syllabus provides a general schedule; deviations may be necessary.

There are also several goals that will be addressed within the context of the “Goals of the Curriculum” of Catawba College, as expressed in the *Catalog*:

- Students will demonstrate an understanding of the factors that influence human behavior at the individual, group, and societal levels.
- Students will objectively examine perspectives different from their own.
- Students will evaluate the reliability, accuracy, and relevance of information.
- Students will write clearly and cogently in a manner appropriate to a variety of audiences and purposes.
- Students will speak clearly and cogently in a manner appropriate to a variety of audiences and purposes.
- Students will listen actively and critically.
- Students will read for understanding of content and context.

All work on all assignments must be your own. Students are expected to be familiar with College guidelines for honest academic conduct, and will be held responsible with appropriate penalties. Those individuals who are alleged to have violated the Honor Code will have their cases dealt with according to the Honor Code system, as outlined in the Catawba College Student Handbook.

**ACADEMIC
HONESTY**

GRADES

The following will constitute your final grade:

Your grades:

Discussion/Participation_____ (weighted 1.5x)

Public Policy Research Paper_____ (weighted 3x)

Mid-term Exam_____ (weighted 2.5x)

Final Exam_____ (weighted 3x)

All grades are based on the Catawba GPA scale. Your final grade will be computed by adding the component grades, multiplied by the appropriate weight, and then divided by the total amount of the weights. Major outside-class assignments are graded based on the “Grading Criteria” sheet (attached) and use the Catawba GPA scale (see below section on the Grading Criteria). There is no “curve” for this course; there are no “extra credit” projects given.

As noted in the Catawba College handbook, the following are the assigned values for grades:

A..... 4.0	B+..... 3.3	C+..... 2.3	D+..... 1.3	F..... 0
A-..... 3.7	B..... 3.0	C..... 2.0	D..... 1.0	
	B-..... 2.7	C-..... 1.7	D-..... 0.7	

To calculate your final grade, add up your grades (with appropriate weights), divide by 10, and refer to the chart below for the ranges that grades will be assigned.

4.0	3.85	A	2.29	2.00	C
3.84	3.70	A-	1.99	1.70	C-
3.69	3.30	B+	1.69	1.30	D+
3.29	3.00	B	1.29	1.00	D
2.99	2.70	B-	0.99	0.70	D-
2.69	2.30	C+	0.69	0.00	F

The grading criteria for exam essays includes the following:

- Is there an introduction that states a primary thesis/argument to the essay?
- Does the essay completely answer the question?
- Does the essay provide sufficient examples for the thesis?
- Is the writing clear and well organized?
- Does the essay summarize the argument?

Grading criteria for outside papers are generally based on the “Grading Criteria” worksheet (see last page of the syllabus). The following components are used to grade the assignment:

The essay responds fully to the assignment.

Explanation: The essay must respond to all of the requirements of the assigned project—see the appropriate section of the syllabus for specific assignments and approaches. If the essay does not fulfill the requirements, then the essay will be failed in this category, and no other category will be graded.

The essay has a clear, identifiable and well-developed thesis.

Explanation: The purpose of a thesis is to give the essay/paper/assignment a connecting idea or theme to guide the evaluation. Within the context of political science, a thesis is generally the *student's evaluation/judgment of a particular subject*, whether it be an essay question on an exam or a written review of a work (such as a book). Once the thesis is stated, it should then be developed within the context of an analysis—in other words, the thesis should be supported by analysis of the work.

The essay begins and ends effectively.

Explanation: The essay should have a comprehensive introduction and conclusion. The introduction to the essay should provide an overall view of the work being reviewed and include a thesis statement (see above). The conclusion should present an overview as to why the thesis was given, and how this work might be considered. The conclusion and analysis should not be wrapped together.

The essay provides adequate supporting arguments and evidence.

Explanation: Summaries and evaluations require references; references constitutes evidence and arguments that will typically support the thesis statement.

The essay is well organized and unified.

Explanation: The essay must have a coherent and unified organization of the material being presented. Typically those reviews that lack this component lack a thesis statement as well, which is necessary to drive the paper in its organization.

The essay has appropriate transitions between paragraphs and ideas.

Explanation: Transitions are like bridges across canyons of thought—without transitions, the reader will drop into the gorge and not understand how one gets from one idea/paragraph to another.

The essay correctly acknowledges and documents sources with citations and a bibliography.

Explanation: Even for reviews of one book, proper citations of ideas or direct quotes is necessary. A bibliography is also required, in the following format:

For books: Author's Lastname, Firstname. Year of Publication. *Title of Work*. City of Publication: Name of the Press.

The essay is free of errors in grammar, punctuation, and spelling, and is consistent with the requirements laid out in the syllabus.

Explanation: In this day of modern technology, spell checkers and grammar checkers are useful prior to handing in a paper.

LATE ASSIGNMENTS AND PENALTIES

Outside class assignments are due in the class period as noted on the schedule. **No assignments will be accepted as late**; the grade will be recorded as a negative one (-1) when the final course grade is computed, to penalize the “not-handing-in” of assignments, rather than the simple “failing” the assignment.

No assignments will be accepted via e-mail submission. All assignments are to be turned in by the student in class. If the student is unable to make the class to turn in their assignment, then the student is responsible for turning in the assignment to my mailbox, located in Room 229 of Hedrick Administration Building. Sliding your assignment under my door does not constitute turning in your assignment.

RETURNED ASSIGNMENTS

It is the goal of the instructor to hand back graded material within one week of the work being handed in; ***please do not ask before a week's time if the instructor has graded the work.***

EXAMS

Each exam will be based on course lectures, discussions and assigned readings. The exam format will rely heavily on essay questions. Please note the dates of the mid-term and final exams on the schedule. Make-up exams are only given under the most dire of circumstances, and only with documented record (i.e., Health Center form). All make-up exams must be done within one week of being administered to the class; after one week, the grade will be recorded as a negative one (-1), for failing not to complete the assignment. It is up to the student to schedule a day & time convenient with the instructor; if the student misses the scheduled time, the grade will be recorded as a negative one.

All students are required to take the final exam. Any student who does not take the final exam will fail the entire course.

A note on the approach of this collegiate class. The textbooks will give students an **overview of knowledge** that the professor may then discuss further in lecture and discussion. While the material covered in the textbooks will not be necessarily covered in complete detail in class, it is expected that students will have read the material prior to coming to class for that week. **Simply because the material is not covered in class does not excuse the student from responsibility for the material on exams.**

All students are required to take the final exam. Students who do not take the final exam will automatically fail the course.

GRADE APPEALS

If you have a question about the grading of a work, I ask that you come in with a written explanation as to the specific area that you have a concern. This requires that you re-read back through your work, write your concern on paper, and then research as to why it should be included in your grade. Only then should you come to me and we can talk about your work. I am always available to discuss problems or difficulties, but I do not go for the “well, I had this and you didn't count it” logic.

If inclement weather occurs, students are responsible for calling my office number (704.637.4117) to find out if I will be coming into campus. If I am unable to do so, I will leave a message on my voice mail, stating what the assignment will be for the next class period.

INCLEMENT WEATHER POLICY

The following books have been ordered for the course.

TEXTBOOKS

- Gray, Virginia and Russell Hanson, ed. 2010. *Politics in the American States: A Comparative Analysis*. 9th Ed. Washington, D.C.: CQ Press.
- Morgan, David R., Robert E. England, and John P. Pelissero. 2007. *Managing Urban America*. 6th Ed. Washington, D.C.: CQ Press.

All readings should be completed before class.

A note on the readings: Active readers take notes, underline important and mystifying passages, make marginal comments, take time to think about what they have read, and come to class prepared to give their interpretations, share their thoughts, and answer questions. In addition to presenting material in lecture form, I will be asking for feedback and discussion on the readings. If you find yourself having difficulty understanding the material, please set an appointment with me and I will be happy to review the information with you.

As scholars in political science, you should be willing to offer your insight and arguments on various topics; likewise, you should be prepared to have your arguments challenged by your colleagues. We are all here to expand our educational foundation; *the right to present your argument is just as important as the right to acknowledge countervailing arguments*.

CLASSROOM ETIQUETTE AND PARTICIPATION

Classroom participation includes both attendance and interaction during classroom discussion. **Attendance for all class meetings is mandatory**; if the instructor is in class, then students are expected to be in class. Excessive absences will be factored into the final grade. If a student misses more than six classes, then the student's final grade will be lowered by one full letter grade. Unless the College Health Center, the Dean of Students or Dean of the College provides documentation, absences will not be excused. As stated in the *Catawba College Catalog* (pg. 79), if students miss more than 1/4 of the regularly scheduled class meetings (10 for this class), a grade of F will be given for the course. If the instructor believes that students are not coming prepared for class, unannounced pop quizzes will be given and counted into the participation grade.

All cell-phones, pagers, and other electronic devices are to be turned off during class. No cell phones or other electronic devices are allowed during examinations.

For your research paper, you will select one policy area at the state and local level and conduct an analysis of the policy in North Carolina, Rowan County, and the City of Salisbury. You will be writing this paper throughout the semester. At the end of the semester, you will present your findings and be prepared to discuss your paper with two colleagues.

PUBLIC POLICY PAPER

The policy areas that you can consider are:

Education (G&H, Ch. 12)
Finance (G&H, Ch. 10)
Criminal Justice (G&H, Ch. 9)
Health and Welfare (G&H, Ch. 11)
Economic Development and Infrastructure (G&H, Ch. 14)
Environmental (see Bitzer)

You should consult the webpage found on Dr. Bitzer's homepage for additional information and on-line websources that will be beneficial to exploring the above policy areas.

Section 1: 6-8 pages, due on February 10

What are the major components of the policy area, in general? What are the major challenges/concerns in the policy area, in general?

In this section, you should summarize and highlight the major components as to how state and local governments address the public policy issue you have chosen, and what the major challenges and concern are in the policy area.

Section 2: 5-8 pages, due on March 3

How has North Carolina and Rowan County/City of Salisbury addressed this policy area?

In this section, you should summarize and highlight how the State of North Carolina and Rowan County/City of Salisbury deals with this policy issue. Are there separate bureaucratic agencies at the state and local levels that address this issue? How are the agencies structured? What have been the major policy initiatives that both have taken in this policy area?

Section 3: 5-7 pages, due on March 31

Identify a political official and a public administrator/policy expert at the local level to interview about this policy area. In your conversation with a political official and a public administrator/policy expert at the local level, you may want to ask them about the following:

How does the local government interact with the state government in addressing this policy area?

What are the major issues related to this policy area at the local level?

What is the impact on this policy area by national and state officials that the local official/administrator must deal with in this policy area?

In the future, what will be the major concerns that this policy area must deal with?

How will the political official seek to address this policy, and how will the public administrator seek to work with the political officials to address this policy?

Your final paper, due April 19th, will bring all three parts together in a revised and refined format. You will submit your paper to two discussants and prepare a 5 minute presentation for the class, before taking questions from the discussants and colleagues. You will be graded both on the quality of your presentation and your role as a discussant.

The technical requirements for the papers are as follows:

- 10/12 point Times
- normal margins (1" around)
- In the upper-left hand corner of the first page, you will have "POLS 1102" on the first line and the date on the second line.
- The last four digits of your SS# will appear in the "header" (left-hand corner) of every page. Your name will not appear on any pages, so that I may blind grade them.
- A page number will appear in the "footer" (right-hand corner) of every page.
- For direct quotes or paraphrasing ideas from the articles/books, you may use the parenthetical citation approach (Author's last name, page number). Please note that when you are directly quoting, you will use quotation marks around the quotation, and then place the citation, following finally by the period. Such as: Some have made the argument that "political science is the greatest academic discipline known to the world" (Bitzer, 4).
- Each paper will have a bibliography, which can be on the same page as the last paragraph.
- At the end of your paper, following your bibliography, you will type the following: "I have abided by the Catawba College Honor Code during the preparation of this paper."

Failure to adhere to these requirements will be reflected in the paper's grade.

GRADING CRITERIA EXPLANATIONS

The essay responds fully to the assignment.

Explanation: The essay must respond to all of the requirements of the assigned project—see the appropriate section of the syllabus for specific assignments and approaches. If the essay does not fulfill the requirements, then the essay will be failed in this category, and no other category will be graded.

The essay has a clear, identifiable and well-developed thesis.

Explanation: The purpose of a thesis is to give the essay/paper/assignment a connecting idea or theme to guide the evaluation. Within the context of political science, a thesis is generally the *student's written evaluation of a particular subject*, whether it be an essay question on an exam or a written review of a work (such as a book). For example, in writing an analysis of a character, one could create a statement like “Bart and Lisa Simpson reflect the conflict between high and low culture in American society.” Once the thesis is stated, it should then be developed within the context of an analysis—in other words, the thesis should be supported by analysis, evidence, and examples.

The essay begins and ends effectively.

Explanation: The essay should have a comprehensive introduction and conclusion. The introduction to the essay should provide an overall view of the work being reviewed and include a thesis statement (see above). The conclusion should present an overview as to why the thesis was given, and how this work might be considered. The conclusion and analysis should not be wrapped together.

The essay provides adequate supporting arguments and evidence.

Explanation: If conducting a review of a work, the typical division of a review is to give half of the review to summarization of the work, while the half will be analysis. Within both of these areas, sufficient reference to the work should be presented. This constitutes evidence and argument that will typically support the thesis statement.

The essay is well organized and unified.

Explanation: The essay must have a coherent and unified organization of the material being presented. Typically those reviews that lack this component lack a thesis statement as well, which is necessary to drive the paper in its organization.

The essay has appropriate transitions between paragraphs and ideas.

Explanation: Transitions are like bridges across canyons of thought—without transitions, the reader will drop into the gorge and not understand how one gets from one idea/paragraph to another. .

The essay correctly acknowledges and documents sources with citations and a bibliography.

Explanation: Even for reviews of one book, proper citations of ideas or direct quotes is necessary. A bibliography is also required, in the following format:

For selections in an edited book: Selection Author's Lastname, Firstname. Year of Publication. “Title of Selection.” In Editor's Lastname, Firstname, *Title of Work*. City of Publication: Name of the Press.

The essay is free of errors in grammar, punctuation, and spelling, and is consistent with the requirements laid out in the syllabus.

Explanation: In this day of modern technology, spell checkers and grammar checkers are useful prior to a paper being handed in.

GRADING CRITERIA

	Grade	Points
The essay responds fully to the assignment.	_____	_____
The essay has a clear, identifiable and well-developed thesis.	_____ x 2	_____ <i>Weighted twice</i>
The essay begins and ends effectively.	_____	_____
The essay provides adequate supporting arguments & evidence.	_____ x 2	_____ <i>Weighted twice</i>
The essay is well organized and unified.	_____	_____
The essay has appropriate transitions between paragraphs and ideas.	_____	_____
The essay correctly acknowledges and documents sources with citations and a bibliography.	_____	_____
The essay is free of errors in grammar, punctuation, and spelling, and is consistent with the requirements laid out in the syllabus regarding paper guidelines.	_____	_____
Final Grade: (total points / 10)	_____	_____

Point values for grades as assigned:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	
	B- = 2.7	C- = 1.7	D- = 0.7	

Grade ranges for final grade assigned to assignment:

4.0—3.85..... A	2.29—2.00..... C
3.84—3.70..... A-	1.99—1.70..... C-
3.69—3.30..... B+	1.69—1.30..... D+
3.29—3.00..... B	1.29—1.00..... D
2.99—2.70..... B-	0.99—0.70..... D-
2.69—2.30..... C+	0.69—0.00..... F

PROBLEM AREAS TO BE FIXED/CORRECTED:

Apostrophes	Lack of	Inappropriate placement
AWK	Awkward phrasing	
Capitalization	Lack of	Inappropriate use
Commas	Lack of	Too many/inappropriate use
CS	Comma Splice (connecting two complete sentences with only a comma)	
ITS	its = possessive	it's = it is <i>Confusion over "its" and "it's"</i>
ICS	Incomplete Sentence	
SP	Spelling	
SVA	Subject-Verb Agreement	
TR	Transitions needed between ideas and/or paragraphs	

	Topic	Gray & Hanson	Morgan	READINGS SCHEDULE
13-Jan				
15-Jan	Studying State Govts	1		
18-Jan		MLK Holiday		
20-Jan				
22-Jan	Studying Local Govts		1	
25-Jan	Federalism	2		
27-Jan	Federalism		2	
29-Jan				
1-Feb	Political Parties	3		
3-Feb				
5-Feb	Polling Analysis			
8-Feb	Interest Groups	4		
10-Feb	Stage 1 Paper Due			
12-Feb	The Initiative Process	5		
15-Feb	Legislative Politics	6		
17-Feb	<i>Trip to Raleigh?</i>			
19-Feb	<i>Trip to Raleigh?</i>			
22-Feb	Governors	7		
24-Feb				
26-Feb	State Courts	8		
1-Mar				
3-Mar	Stage 2 Paper Due			
5-Mar		No Class		
8-Mar		Spring Break		
10-Mar		Spring Break		
12-Mar		Spring Break		
15-Mar	Urban Political Structure		3	
17-Mar				
19-Mar				
22-Mar	Urban Policymaking		4	
24-Mar				
26-Mar		No Class		
29-Mar	Urban Service Delivery		7	
31-Mar	Stage 3 Paper Due			
2-Apr		Easter Break		
5-Apr		Easter Break		
7-Apr				
9-Apr	Urban Decision Making		6	
12-Apr	Urban Management		8	
14-Apr				
16-Apr	Urban Planning		5	
19-Apr	Final Paper Due			
21-Apr				
23-Apr	Presentations			
26-Apr	Presentations			
28-Apr	Presentations			
30-Apr	Presentations			
3-May	Wrap-Up			
10-May	Final Exam—11:30 AM			