

SYLLABUS

DATE OF LAST REVIEW:	Fall 2019
CIP CODE:	24.0101
SEMESTER:	Departmental Syllabus
COURSE TITLE:	State and Local Government
COURSE NUMBER:	POSC-0112
CREDIT HOURS:	3
INSTRUCTOR:	Departmental Syllabus
OFFICE LOCATION:	Departmental Syllabus
OFFICE HOURS:	Departmental Syllabus
TELEPHONE:	Departmental Syllabus
EMAIL:	KCKCC- <i>“issued email accounts are the official means for electronically communicating with our students.”</i>
PREREQUISITES:	None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, <http://www.kckccbookstore.com/>, for the required texts for your particular class.

COURSE DESCRIPTION:

This course is a survey of general structure and principles underlying the state and local governments in the United States. Special emphasis is given to the rejuvenation to state and local government in the past two decades. Students are made aware that Americans are relying for solution of domestic problems on state and community leadership. The role of government in state political economies and the influence of political ideology and political leaders are pointed out as very significant factors in every state and communities progress.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:

- I. INTRODUCTION TO STATE AND COMMUNITY POLITICS
 - A. Rejuvenation of State and Local Government
 - B. What Matters in State and Community Politics
- II. THE CONSTITUTIONAL ENVIRONMENT OF STATE AND LOCAL GOVERNMENTS
 - A. State Constitutions
 - B. Problems with State Constitutions
 - C. The Model State Constitutions
 - D. The Politics of Constitutional Reform
 - E. Constitutional Reform and Social Change
- III. THE INTERGOVERNMENTAL FRAMEWORK FOR STATE AND COMMUNITY POLITICS
 - A. The Evolution of Federalism
 - B. Other Intergovernmental Politics
 - C. East-West Conflict
 - D. Intergovernmental Impact on State and Local Political Economics
- IV. FINANCIAL CONSTRAINTS ON STATE AND LOCAL GOVERNMENT
 - A. How State and Local Governments Spend Your Money
 - B. Conflicts and Issues in State and Local Finance
 - C. State-Community Finance and the Political Economy
- V. CHANNELS OF CITIZENS INFLUENCE: PARTICIPATION, PUBLIC OPINION, AND INTEREST GROUPS
 - A. Political Participation
 - B. Public Opinion
 - C. Interest Groups
- VI. CHANNELS OF CITIZEN INFLUENCE: THE BALLOT BOX, PARTIES, AND DIRECT ACTION
 - A. The Ballot Box
 - B. Political Parties
 - C. Direct Democracy
 - D. Direct Action
 - E. Social Change and the Ballot Box
- VII. THE INSTITUTIONS OF LOCAL GOVERNMENT
 - A. Different Types of Local Government
 - B. The Organization of Counties and Cities
 - C. The Evolution of Reform-Style City Politics
 - D. The Metropolitan Challenge
 - E. Social Change and Local Government
- VIII. THE DYNAMICS OF COMMUNITY POLITICS
 - A. Theories of Community Power
 - B. Who Governs in the Age of Urban Restructuring?
 - C. Mayors and the Quest for Leadership
 - D. Mayors and the Challenge of Social Conflict
 - E. Mayoral Leadership and the Urban Political Economy
- IX. STATE LEGISLATURES AND PUBLIC POLICY

- A. Legislative Functions
- B. Legislative Structure: How Organization Affects Policymaking
- C. Legislative Process: How Legislators Make Policy
- D. Legislative Reform: Improving Legislative Performance
- X. GOVERNORS AND THE CHALLENGE OF EXECUTIVE LEADERSHIP
 - A. The Demand for Strong Executives
 - B. Executive Leadership at the State Level: Making Governors Stronger
 - C. Exercising Leadership: Governors' Styles, Governors' Careers
 - D. Other State Executives
 - E. Governors and Public Conflict
- XI. ADMINISTRATORS AND THE IMPLEMENTATION OF POLICY
 - A. Tension Between Administrators and Executives
 - B. Managing Personnel for Better Policy Implementation
 - C. Social Conflict in the Public Workforce
 - D. Reorganizing and Reengineering Bureaucracy
 - E. Budgeting as a Device for Improving Executive Management
 - F. Political Economy and Reengineering for Greater Productivity
- XII. COURTS, CRIME, AND CORRECTIONS IN AMERICAN STATES
 - A. Public Policy and the Courts
 - B. Court Organization and Procedure
 - C. Politics in American Courts
 - D. Courts and Social Conflict: Coping with Crime
 - E. Political Values and Conflicts over Criminal Justice Policy
- XIII. POVERTY AND SOCIAL WELFARE POLICIES
 - A. Poverty as a Social Problem
 - B. Political Values and Poverty
 - C. State, Local, and Federal Roles in Social Welfare Policy
 1. The Major Social Welfare Programs
 2. Health-Care Policies: The Intergovernmental System in Practice
 3. Reforming Social Welfare
 4. Welfare Reform, Social Conflict, and the Political Economy
- XIV. EDUCATION
 - A. State, Local, and Federal Roles in Education
 - B. Political Values and Public Education
 - C. Education and Social Conflict
 - D. Reforming Public Education
 - E. Education and the Political Economy
- XV. INFRASTRUCTURE POLICIES: TRANSPORTATION, HOUSING AND COMMUNITY DEVELOPMENT
 - A. Transportation
 - B. Housing and Community Development
 - C. Political Values and the Social Consequences of Infrastructure Policy
- XVI. REGULATING THE ENVIRONMENT
 - A. Environmental Regulation
 - B. Does the Pollution Control System Work?
 - C. Social Conflict and the Environment: Environmental Justice

XVII. STATE AND COMMUNITY ECONOMIC DEVELOPMENT POLICIES

- A. The Changing Climate for State and Community Economies
- B. Strategies for Economic Development
- C. Political Combat Strategies
- D. Issues in the Search for Economic Development
- E. Social Conflict and the Competition for Economic Development

EXPECTED LEARNER OUTCOMES:

- A. The student will be able to discuss rejuvenation of state and local government along with political cultures of the states.
- B. The student will be able to describe the constitutional and cultural environments within which state and local politics take place. Understand the criticism of state constitutions and the methods of change.
- C. The student will be able to explain the intergovernmental relation between federal and state governments and the evolution of federalism.
- D. The student will be able to explain economic trends in a region. How states raise money and what they spend the taxes.
- E. The student will be able to discuss channels of citizen influence: participation, public opinion, and role of interest group.
- F. The student will be able to review different types of local governments and the functions they perform.
- G. The student will be able to discuss the role of state legislatures in establishing and overseeing public policy.
- H. The student will be able to explain the role of state governors --impact of strong governors on public policy and political economy.
- I. The student will be able to describe structure and functions of state and local courts and how they handle crime how courts play important roles in establishing and implementing public policy.
- J. The student will be able to discuss poverty as a social problem and what to do about poverty in America?
- K. The student will be able to explain role of state and local governments in education –How they are responding to the challenge to improve education.

COURSE COMPETENCIES:

The student will be able to discuss rejuvenation of state and local government along with political cultures of the states.

1. The student will be able to identify the policy responsibilities of the states.
2. The student will be able to describe the debate between proponents of unified metropolitan government and multiple (fragmented) local governments within the urban/suburban sprawl.

The student will be able to describe the constitutional and cultural environments within which state and local politics take place. Understand the criticism of state constitutions and the methods of change.

3. The student will be able to describe the origins of state constitutions and contrast with the twentieth century movement towards constitutional reform.
4. The student will be able to explain the importance of Baker v. Carr in changing the political composition of state legislatures.
5. The student will be able to explain the impact of first urbanization and later suburbanization on local politics.
6. The student will be able to explain the arguments for and against the idea of term limitations.
7. The student will be able to distinguish between the roles in welfare policy that are played by the federal, state, and local governments.
8. The student will be able to discuss why state constitutions are traditionally much longer than the U.S. Constitution.
9. The student will be able to discuss the advantages and disadvantages of a strong executive (governor) on the state level.

The student will be able to explain the intergovernmental relation between federal and state governments and the evolution of federalism.

10. The student will be able to describe federalism, including the role of the Supreme Court in its evolution.
11. The student will be able to discuss the relationship of the U.S. Constitution to state constitutions.

The student will be able to explain economic trends in a region. How states raise money and what they spend the taxes.

12. The student will be able to examine the various techniques and methods for financing state governments.
13. The student will be able to examine the various techniques and methods for financing local governments.

The student will be able to discuss channels of citizen influence: participation, public opinion, and role of interest group.

14. The student will be able to examine twentieth century “direct democracy” constitutional reforms: initiative, referendum, recall
15. The student will be able to provide examples of the “recall” in state politics.
16. The student will be able to compare and contrast county governments with townships.
17. The student will be able to discuss the different roles of state and local governmental units toward the private sector.

The student will be able to review different types of local governments and the functions they perform.

18. The student will be able to describe the typical functions and authority for county government.
19. The student will be able to describe the typical functions and authority for municipal government, and identify the most common types of city government organization.

The student will be able to discuss the role of state legislatures in establishing and overseeing public policy.

20. The student will be able to identify the political training and socioeconomic background of legislators.
21. The student will be able to identify and describe the other elected officials in the executive branch of state government.

The student will be able to explain the role of state governors—impact of strong governors on public policy and political economy.

22. The student will be able to describe the constitutional powers of governors. (II)
23. The student will be able to compare and contrast the legislative managerial and fiscal powers of governors and describe the differences between the authority of “weak” vs. “strong” governors. (II)
24. The student will be able to identify the many informal or “political” powers of governors, and describe the significance of constitutional vs. political powers to the “successful” governor.
25. The student will be able to discuss the item veto that many governors possess.

The student will be able to describe structure and functions of state and local courts and how they handle crime how courts play important roles in establishing and implementing public policy.

26. The student will be able to differentiate between the state and federal judicial systems.
27. The student will be able to describe the dominant state role in defining, prosecuting, and punishing felony crime in the United States.

The student will be able to discuss poverty as a social problem and what to do about poverty in America.

28. The student will be able to describe the differences between the New Jersey, Michigan, and Texas, approaches to reducing the financial inequalities between school districts.

The student will be able to explain role of state and local governments in education-how they are responding to the challenge to improve education.

29. The student will be able to outline the causes of the dramatic increase in homeless people that took place in the 1980's. How many homeless people are there?

ASSESSMENT OF LEARNER OUTCOME:

Student progress is evaluated by means of class participation, out-of-class written assignments, multiple-choice examination on the chapters covered and special reports made on current state of local events.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student's progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college's policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

ADA Compliance Statement: Disability Services

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the disabilities services office at (913) 288 -7664.

Student Code of Conduct and the Student Handbook

All enrolled students at Kansas City Kansas Community College are subject to follow all rules, conditions, policies and procedures as described in both the Student Code of Conduct as well as the Student Handbook. All Students are expected to review both of these documents and to understand their responsibilities with regard to academic conduct and policies. The Student Code of Conduct and the Student Handbook can be found on the KCKCC website.

KCKCC Weapons Policy

The Kansas City, Kansas Community College (KCKCCC) has a Prohibited Weapons Policy, Policy 5.12, applicable to all students, staff and guests of KCKCC. All weapons are generally prohibited on KCKCC property except as permitted under the limited circumstances described in the Weapons Policy and under Kansas law.

Please refer to the KCKCC Weapons Policy at <http://www.kckcc.edu/explore-kckcc/campus/safety/conceal-carry> or your Student Handbook for more information. Anyone who witnesses a violation of the KCKCC Weapons Policy should contact Campus Police at: 913-288-7636. Violations of federal, state or local laws or KCKCC policies may result in discipline up to and including expulsion from the college, criminal charges and monetary fines for personal injuries and property damage.

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES STUDENT SUCCESS STRATEGIES

Know your teacher's name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor's position on use of Wikipedia or other online sources.

Know the instructor's preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor's office hours and make appointments when necessary.

Know the school's scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college's 21st century learning outcomes for general education.