COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>POS 2112</th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>POS 2041</td>
</tr>
<tr>
<td>Course Title:</td>
<td>State and Local Government</td>
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<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Required Text(s):</td>
<td>Politics in States and Communities, 11th edition, Thomas Dye</td>
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<tr>
<td>Supplies:</td>
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<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
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<tr>
<td>Department:</td>
<td>History &amp; Political Science</td>
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<tr>
<td>Faculty Name:</td>
<td>Prof. Keneshia Grant.</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>Tues &amp; Thurs. 2:00 – 3:15</td>
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<tr>
<td>Office Location:</td>
<td>308 Tucker Hall</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-412-5547</td>
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<tr>
<td>e-mail:</td>
<td><a href="mailto:Keneshia.Grant@famu.edu">Keneshia.Grant@famu.edu</a></td>
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Office Hours

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<tr>
<th>Monday</th>
<th>Tuesday</th>
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Course Description

This course provides a comparison and analysis of government organization and operations, intergovernmental relations, political participation, policies, and fiscal management.

Course Purpose

Because there is an inextricable connection between state and local governments, an analysis of the processes that informs the decisions that are made is warranted. Students will explore the matrix of structures that are relevant.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 8 | I: 3, 8 |
| CF: 1.3 (S,D) | Accepts and fosters diversity. | F: 5 | I: 3, 8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5 | I: 5 |

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4 | I: 6 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology | F: 2 | I: 6 |
VALUES

- **CF3**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 3.4 (D) | Be committed to individual excellence. | F: 4, 8 | I: 5, 9 |
| CF: 3.5 (D) | Recognize the importance of peer relationships in establishing a climate for learning. | F: 2, 5 | I: 5, 6 |

CRITICAL THINKING

- **CF4**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student’s development of critical thinking and performance. | F: 4 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2, 4 | I: 4 |
| CF: 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1, 4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Knows the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F: 4, 8 | I: 4, 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 5 | I: 9 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 1, 8 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 2 | I: 6, 9 |

Overall Goals of the Course

The students will develop:

1. The ability to master facts, concepts, and generalizations about state and local government

2. The ability to enhance their problem-solving and critical-thinking skills.
3. An understanding of information related to intergovernmental relations.
4. An understanding of the role of interest groups and their impact on policy.
5. An understanding of the functions of local government and the following topics: City and County Commissions, Local school boards, state regulations, and their impact on local operational functions.

**Specific Behavioral Objectives**

The students will:

1. Analyze how local governments relate to the state government.
2. Examine the factors that lead to state and local friction.
3. Discuss the concerns of local government with state mandates.
4. Examine how local interests often compete with state objectives.
5. Analyze how specific interest groups gain prominence in state government.
6. Discuss the process by which local concerns are addressed in state policy decisions.
7. Explain the relationship between local School Districts and state Education agencies.

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

Florida Educator Accomplished Practices (FEAPs)

1. **ASSESSMENT**
   1.1 The pre-professional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The pre-professional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

4. **CRITICAL THINKING**
   4.1 The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. **DIVERSITY**
   5.1 The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. **KNOWLEDGE OF SUBJECT MATTER**
   8.1 The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

2. Knowledge of Economics
   1. Analyze how scarcity and opportunity cost impact choices about how to allocate resources.
   6. Apply the principle of comparative advantage to local, state, national, and international trade.

3. Knowledge of Political Science
   2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
   3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
   4. Identify the elements and functions of state and local government in the United States.
   5. Analyze the guiding concepts, principles, and consequences of U.S. foreign policy.
   7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

5. Knowledge of American History
   8. Assess the impact of agrarianism, industrialization, urbanization, and the reform movements in the late 19th and early 20th Centuries (e.g., temperance, civil rights, populism, progressivism).

Topical Outline

Class Schedule:
The instructor reserves the right to make modifications to this syllabus, assignments and class schedule to incorporate the speakers as well as current research.
Week One:
  Introduction
  Voter Registration
  Chapter 2

Week Two:
  Chapter 3

Week Three:
  Chapter 4

Week Four:
  Test One
  Practical One is due

Week Five:
  Test One Review*
  Chapter 6

Week Six:
  Speaker (State Government)
  Chapter 7

Week Seven:
  Chapter 7
  Practical Two is due

Week Eight:
  Mid Term Exam
  Speaker (Local Campaigns)
  Chapter 5

Week Nine:
  Chapter 8
  Mid-Term Review*
  Take Home Quiz

Week Ten:
  Chapter 10

Week Eleven:
  Statewide Elections!
  Chapter 11

Week Twelve:
  Speaker (Local Government)
  Chapter 12

Week Thirteen:
  Chapter 12
  Thanksgiving Holiday

Week Fourteen:
  Chapter 13
  All course work is due

Week Fifteen:
  Exam Review
  Comprehensive Final Exam
  Practical Three is due
Week Sixteen-  
Final Exam Week

**Teaching Methods**

Lecture/Discussion Approach  
Inquiry/Problem Solving Approach

**Course Evaluation**

**Grading**

Your final grade will be determined by your performance on the exams, quizzes and practical assignments as well as attendance, and participation.

1. Exam 1 100  
2. Exam 2 100  
3. Final Exam 300  
4. Quizzes 100  
5. Practical 1 100  
6. Practical 2 100  
7. Practical 3 75  
8. Attendance 75  
9. Participation 50  

1000 TOTAL POINTS

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<tr>
<td>A</td>
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<td>B</td>
<td>899-800</td>
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<td>C</td>
<td>799-700</td>
</tr>
<tr>
<td>D</td>
<td>699-600</td>
</tr>
<tr>
<td>F</td>
<td>599-0</td>
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Examinations- There will be two major exams and a comprehensive final exam.  
Absences from all exams should be avoided unless extremely necessary. Students should obtain permission in advance if possible and they should have a reason verifiable in writing from the Dean’s office.

Quizzes- One major quiz will be given to cover state locations and state capitals. You will be asked to identify the aforementioned information using a state-outline map. Additional quizzes may be given at any time during the semester.

Practical Assignments- Practical assignments are designed to provide students with “real-world” observations of the theories that will be covered throughout the course. These assignments will be graded based on content, organization, and grammar. Practical Assignments must be typed and double spaced, using Times New Roman (or similar) 12pt. font. Other creative expressions may be accepted, but only with prior consent of the professor.

Please note the due date on all of the practical lab assignments. Late assignments will be accepted for partial (½) credit. Practical assignments will be accepted at any time before their due date, but no assignments will be accepted after the date listed in the calendar of this syllabus.

Practical One: INTREST GROUP POLITICS- 100 points (Due September 21st, 2006)  
Your textbook provides information on interest groups. Select two major interest groups that take opposite sides of an issue or policy faced by state government. Visit the webpage of each group to learn more about their stance. You may use any search engine to locate the homepage of the organization you are interested in researching.

Identify and summarize the key issues that each organization is concerned with and identify the positions taken by both groups on the issues. Report on the interest groups effort to influence these issues and evaluate their success/failure. Interest group websites
usually include press releases or other information that tells members and partner organizations about their efforts and their successes/failures.

Practical Two: LOCAL GOVERNMENT - 100 points (Due October 12th, 2006)
You are to attend a City Commission, County Commission, or School Board Meeting in your local community (stay for the entire meeting). After the observation, write a paper (2-5 pages), in which you describe the proceedings. Who are the members of the body? What was the agenda? Who else attended? What issues were addressed? Were any issues resolved? What city government policies were applicable? What did you learn about the operation and management of local government?

Practical Three: REP YOUR CITY - 75 Points (Due December 5th, 2006)
Find a song (of any vocal genre) that gives prominent play to any American state, city, or region. Write a paper describing how the lyrics of the song are influenced by ethnic, geographic, historical, industrial, and/or political characteristics of that state or region.

For extra credit, you may present this paper. Expect to play a short excerpt of the song in class. Also, you must provide the song lyrics to the members of the class. If you intend to present, you must notify the professor ahead of time.

Attendance and Participation: Attendance and Participation will be included in your final grade.

Course Policies

STUDENTS with DISABILITIES:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own.

(b.) Using the views, opinions, or insights of another without acknowledgment.

(c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”

Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code (Section 6C3-2.012(10)(s) of the FAMU Student Handbook) regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

COMMENTS, CRITICISMS, and COURTESY:
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.
INTERNET:
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address; This is required so that we may begin communicating electronically. All students must e-mail me on the 1st day of class, before 5 p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

PARTICIPATION and ATTENDANCE:
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates—their Classroom Comrade. Absences will be excused for emergencies with proper documentation from the Dean’s office. Please remember, there are no ‘make-up’ for tests or quizzes, and other assignments.

GORDON RULE REQUIREMENT:
This rule applies to all students prior to receipt of an Associate in Arts degree from a Florida public community college or university or prior to entry into upper division of a Florida public university. For the purpose of this rule, a grade of "C" or better shall be considered successful completion. All students entering FAMU are required to meet the Gordon Rule requirement. In order for this class to meet its portion of the Gordon Rule requirement, at least 3,000 words must be written and submitted. For further information, visit the following web sites:

http://www.firn.edu/doe/rules/6a-103.htm

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

Tentative Course Calendar

Week 5 – First Examination Administered
Week 10 – Second Examination Administered
Week 16 – Third Examination Administered