

Andrews University

PLSC 350 STATE AND LOCAL GOVERNMENT CREDITS: 3.0

Instructor Contact

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Course Description:

This course examines American politics at the state, county and municipal levels and the interaction between those governments and the federal government. Topics include state-federal relations, relations among states, intergovernmental relations, urban politics, local governments and citizen action.

Course Objectives:

On completion of this course, students should understand the relationship of the federal government with state and local governments. You should also be able to understand and evaluate how pressure groups and political parties influence legislatures, executives, and the judiciary as well as administrative procedures. Finally, you should gain an understanding of the governing structures of counties, townships, and municipalities.

Course Materials: May include, but not limited to, the following:

Smith, Kevin B. and Alan Greenblatt. *Governing States and Localities* 5th edition. Washington D.C.: CQ Press, 2016. ISBN 978-1-4833-7803-9.

Grading: Grades will follow the A-B-C-D-F according to the scale below and will not be curved. Passing grade in this course is 60 percent (D). Course requirements can include any combination of the following: discussion and quizzes; exams; and paper.

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	71-75%
C-	68-70%
D	60-67%
F	0-60%

Grades are distributed in the following manner:

Assignments: 30%
Exams: 50%
Attendance: 20%

Attendance Policy: Attendance is required. Unexcused absences will affect grade—2 will reduce student grade one letter; 4 will result in automatic failure.

Class Policies:

Student Responsibility: Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue alerts regularly.

Professionalism: To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: **Cell phones should be turned off before entering the classroom.** Students who choose to text during class will be marked absent for the day. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness; is disruptive and disrespectful to the class and instructor.
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Additional Policies: CHEATING in any form (including plagiarism) is not allowed. Plagiarism is a serious matter and cause for an F in the course. Cheating, plagiarism, or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work.

Disability Accommodations:

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Academic Integrity:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying or presenting falsified documents
- Plagiarizing
- Misusing copyrighted material and/or violating licensing agreements
- Using media from any source or device including the internet in ways that mislead, deceive, or defraud
- Presenting another person's work as one's own
- Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- Stealing, accepting, or studying from stolen quizzes or examination materials
- Obtaining information from another student or any other source during a regular or take home test or quiz
- Assisting others in acts of academic dishonesty such as falsifying attendance records or providing unauthorized course materials"

Emergency Protocol:

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Assignments:

Papers:

Papers will be turned in at the beginning of class on the designated due date. Papers must be 12pt, Times New Roman font, double-spaced, printed and stapled. Students MUST use Chicago bibliography citation format, either end or footnotes. The papers should include a title page, introduction, conclusion and properly formatted bibliography.

Exams: Exams are based on assigned reading, class discussions and lectures. Exams will be short answer and essay.

Date	Readings	Assignments
Jan. 5 & 7	Introduction: Chapter 1 Federalism: Chapter 2	
Jan. 12 & 14	Federalism Constitutions: Chapter 3	Assignment Due Jan 14: On average the federal government contributes around 10%, the state government around 47%, and local governments around 44% to public K-12 schools. How much money, per capita, does your state spend on elementary and secondary education? Is this an example of compact, dual, or cooperative federalism? Why?
Jan. 19 & 21	Constitutions Finance: Chapter 4	Due Jan. 21: California has direct democracy, but Nebraska does not. In the case of these two states, does direct democracy lead to higher voter turnout? Why do you think this is?
Jan. 26 & 28	Finance Exam I	
Feb. 2 & 4	Political Attitudes and Participation: Chapter 5	Due Feb. 4: If voters in lower income-brackets are less likely to vote than their richer counterparts are, would you expect to see higher voter turnout in Texas or Utah? Why?
Feb. 9 & 11	Parties and Interest Groups: Chapter 6	Due Feb. 11: What percentage of the population in Mississippi is enrolled in Medicaid? Based on this information alone, would you expect Mississippi to favor Democratic or Republican candidates for office? Is your expectation correct? Why or why not? Now, what percentage of the population in Wisconsin is enrolled in Medicaid? Why might Mississippi and Wisconsin have different political leanings considering this information?
Feb. 16 & 18	Legislatures: Chapter 7 Governors and Executives: Chapter 8	Due Feb. 18: The authors refer to governors as mini-presidents. Considering the population in some of the larger states, is this the case? How do the budgets of these larger states compare to those in the smaller states? What are the implications of these differences?
Feb. 23 & 25	Governors and Executives Exam II	
March 1 & 3	Courts: Chapter 9 Bureaucracy: Chapter 10	Due Mar. 3: Which state spends the most per capita on state-supported alcohol and drug prevention programs? Which state spends the least? What are the implications of these numbers for drug and alcohol-related arrests?
March 8 & 10	Local Government: Chapter 11	Due Mar. 10: How did local government spending across the states change between 2000 and 2011? Where did it change the most and the least? What might account for some of the changes?
March 22 & 24	Metropolitics: Chapter 12	Due Mar. 24: How did the number of public high schools in Nebraska change between 2001 and 2011? Why did this change occur? What (if anything) should the state and local governments in Nebraska do about this?
March 29 & 31	Exam III	
Apr. 5	Education: Chapter 13	Due April 7: In 2013, which state had the highest average ACT composite score? Which had the lowest? What are some of the variables that might cause this difference? Do these same states have higher average income levels? Discuss the possible connection between the two.

Apr. 7	Crime and Punishment: Chapter 14	
Apr. 12 & 14	Health and Welfare: Chapter 15	Due Apr. 14: In 2011, which states had the largest percentages of their populations aged 85 or older? What are the implications for these states' health care spending? Does political culture make a difference?
Apr. 19 & 21	Environment and Climate Change: Chapter 16	Due Apr. 21: In what part of the United States are most of the nation's coal mines located? What does this mean for environmental efforts in this area?
April 25	Exam 1:30 - 3:30	