

## **PS202 - State and Local Government**

Section 002: Tuesday/Thursday, 1:05-2:05

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Office hours are MWF 9:30-11:30 and by appointment

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Office hours are TH 2:30-4:30 and by appointment

Reflection Leader--Little West, [lvwest@unity.ncsu.edu](mailto:lvwest@unity.ncsu.edu)

### Goals and objectives of the course

People live and interact politically in communities, and many pressing community issues—growth, education, public safety, transportation, assistance to those with financial or other difficulties—are handled by local and state governments. This course examines conditions in communities in the United States and the ways that state and local governments address—or do not address—the needs and problems that residents of communities have. Attention is given to

- the politics of state and local governments,
- the structure of cities, county, regional, and state government, and
- the policies and services they provide.

There is also consideration of how states and local government work within the context of the American federal system and the constitutional/legal relationships between state and local governments.

This section of PS202 will include a “service learning” component. Students will do volunteer work for about twenty hours over the semester in an organization that addresses the education, social, or economic needs of residents of Raleigh. The work site will be arranged for the students and the workload in the course will be adjusted to reflect the time spent in the service work. There will be opportunities in class and in special discussion sessions to reflect on the service experience and its relationship to the content of the course. Service-learning is a collaborative teaching and learning strategy designed to promote academic enhancement, civic engagement, and personal growth. Students render meaningful service at sites apt to present real-world manifestations of academic material, reflect systematically on their experiences, and articulate specific learning outcomes. In this course, service-learning will provide opportunities for hands-on, active engagement in one of four settings. Service sites are the Kentwood Housing Area, Boys and Girls Club, Salvation Army, and the Hillsborough Street Project. Students will not only have the opportunity to put the theory and knowledge from class sessions, readings, and out-of-class projects into practice, they will also bring the lessons learned from that experience back to classroom as well, thus enriching the learning environment for one another. In addition, regular, structured, reflection sessions and guided journaling will help the students examine their experiences from an integrated and critical perspective, toward the end of both improved service and improved learning. This central component

of the course will thus help to deepen their understanding of what they know, who they are, how the world around them works, and their place in it and responsibility to it.

### Textbooks

Ann Bowman, and Richard Kearney,., *State and Local Government*. 5<sup>th</sup> Edition.  
Boston: Houghton Mifflin, 2002.

Bruce Stinebrickner, ed. *Annual Editions: State and Local Government*. 9th ed.  
Guilford, CT: Dushkin Publishing Group/Brown & Benchmark Publishers,  
2000.

### Course Requirements

Course evaluation will be based on the following components:

- Exam 1, 15%
- Exam 2, 15%
- Service learning hours and reflection sessions, 5%+5%
- Service learning journal, 15%
- Service learning paper, 15%
- Class projects, 6%
- Class participation, 4%
- Final exam, 20%

### Reflection Sessions

There will be five two-hour reflection sessions scheduled outside regular class hours. The purpose of these sessions is to permit/encourage students to reflect on the significance of the service learning experience and relate it to topics in the course. From the reflection sessions, students will craft statements of what they have learned (“articulated learnings”) that will be submitted to the reflection leader for feedback and later incorporated into journal entries. Reflection sessions will begin in the first week in February and end in the 3<sup>rd</sup> week of April. Each group will meet once per 2-week period. Students will be divided into five groups according to their service sites. Little West will lead four groups and Kim Nelson will lead the fifth group.

### Journal

Students will keep a cumulative, guided journal for individual reflection. Entries should be drafted in preparation for the first reflection session and in response to the reflection sessions and class discussions. Each student will submit journal entries to their reflection leaders for feedback with six total entries (one prior to the first reflection session and five others after each reflection session) to be submitted for evaluation. Three entries will be submitted at mid-term to Dr. Svara along with four articulated learnings developed from reflection sessions. Three additional entries will be submitted at the end of the semester also with four articulated learnings. See journal guidelines for specific questions to be addressed in the journal entries.

### Paper

At the end of the semester, students will also submit a 10-page paper that examines a social problem by drawing on the service experience and the service organization and

relate it to a specific course topic regarding the governmental process. Students should explicitly use course material and identify at least three other sources of information about the problem or how governments, nonprofits, or other organizations deal with the problem. One source of information is the North Carolina Progress Board report ([www.theprogressboard.org](http://www.theprogressboard.org)) and the service organization will probably have information available.

The paper should answer the following questions:

- What is the problem: description, who is affected, what is the extent?
- What are the causes and consequences?
- Who is currently attempting to address the problem and what actions are being taken?
- What remains to be done?

Students should conclude the paper with recommendations about who/what/how the problem should be addressed.

### Grading

Plus/minus grading will be used in this course. The numerical scale is 97-100 A+, 93-96 A, 90-92 A-, 87-89 B+, 83-86 B, 80-92 B-, 77-79 C+, 73-76 C, 70-72 C-, 67-69 D+, 63-66 D, 60-62 D-, 59 and below F.

Incomplete grades will be assigned only if unavoidable and unforeseen events occur that prevent the student from completing a course requirement before the grades are submitted.

Late assignments will be penalized 3 points per day.

More than two unexcused absences will result in reduction of the class participation portion of the grade of the class. Students are responsible for making up any work missed by an absence.

Failure to fulfill all the service hours or attend reflection sessions will result in reduction of the service-learning portion of the grade.

### Academic integrity statement

You will be required to produce at least one outside writing assignment in each of your political science courses. While written assignments may differ considerably from one course to another, you should be aware of departmental policies on plagiarism and dual submissions. Both of these offenses are violations of the University's Honor Code.

Papers that are detected to be substantially plagiarized will result in a grade of "F" for the assignment. Material quoted verbatim must be enclosed in quotation marks and accompanied by a citation to authority. Original ideas paraphrased from a source must also be attributed to that source in a citation. Papers that are submitted for one course may not be submitted for another course without the consent of both instructors.

**IMPORTANT NOTE:** If you are unsure about the rules that apply to paraphrasing, documentation cites, or anything else that might constitute plagiarism or bring into

question the honesty of your work, you should consult a faculty member. For further general information on scholarly integrity and plagiarism, contact the following online resources:

- <http://sja.ucdavis.edu/sja/plagiarism.html>
- [www.indiana.edu/~wts/plagiarism.html](http://www.indiana.edu/~wts/plagiarism.html)

#### NC State policy on working with students with disabilities

Wherever possible “reasonable accommodations” will be made in order to accommodate the needs of students with disabilities. Any student with such a need is encouraged to make an appointment with Dr. Svara or Ms. Nelson in order to obtain the necessary assistance.

#### Topics and assignments

- Jan. 8 Introduction and Course Preview
- Jan. 10 Overview of State and Local Government and Service Learning  
Bowman and Kearney, chpt 1  
Jean Bethke Elshtain, “The Decline of Democratic Faith,” in Richard M. Battistoni and William E. Hudson, eds., *Experiencing Citizenship: Concepts and Models for Service Learning in Political Science* (Washington: American Association for Higher Education, 1997) pp. 9-16.  
Service learning handouts
- Jan. 15 Federalism  
Bowman and Kearney, pp. 24-38 [chpt 2]  
Annual Editions, articles 1-3
- Jan. 17 Intergovernmental Relations  
Bowman and Kearney, pp. 38-53 [chpt 2]  
Annual Editions, articles 4-5
- Jan. 22 No class
- Jan. 24 Political Participation and Elections  
Bowman and Kearney, chpt 4  
Annual Editions, articles 8, 9, 14, 15
- Jan. 29 Project—Present the results from the last municipal election in your home town. Comment on the significance of the results and how you interpret them.**
- Jan. 29 Political Parties  
Bowman and Kearney, pp. 110-121 [chpt 5]  
Annual Editions, article 20  
Rob Christensen column on parties in Raleigh and Durham elections

- Jan. 31 Interest Groups  
Bowman and Kearney, pp. 121-138 [chpt 5]  
Annual Editions, articles 11, 16, 28
- Feb. 5 State Legislatures  
Bowman and Kearney, chpt 6  
Annual Editions, articles 12, 13, 17-19
- Feb. 7 Governors  
Bowman and Kearney, chpt 7  
Annual Editions, articles 23-25
- Feb. 12 Governors – Continued  
Comparison of Governors Hunt and Easley
- Feb. 14 Exam 1**
- Feb. 19 Local Governments  
Bowman and Kearney, chpt 10  
Annual Editions, articles 21, 34, 35
- Feb. 21 Local Leadership  
Bowman and Kearney, chpt 11  
Annual Editions, articles 10, 22, 26
- Feb. 26 Concepts of Citizenship  
Christopher T. Gates, “A New Agenda for Social Change,” *National Civic Review*. 89 (Summer, 2000), pp. 111-119.  
Robert D. Putnam, “Bowling Alone: America's Declining Social Capital”  
[http://muse.jhu.edu/journals/journal\\_of\\_democracy/v006/6.1putnam.html](http://muse.jhu.edu/journals/journal_of_democracy/v006/6.1putnam.html)  
Harry C. Boyte and James Farr, “The Work of Citizenship and the Problem of Service-Learning,” in Battistoni and Hudson, eds., *Experiencing Citizenship: Concepts and Models for Service Learning in Political Science*, pp. 35-48.
- Feb. 28 Nonprofits and “New Governance” of Communities  
Short introduction to Nonprofits  
Donald F. Kettl, *excerpts from* “The Transformation of Governance: Globalization, Devolution, and the Role of Government,” Discussion Paper Prepared for Spring Meeting  
National Academy of Public Administration, June, 2000  
**Project: Present group report on your service site and how it is related to the broader community**

- Mar. 5 Administration in State and Local Government  
Bowman and Kearney, chpt 8  
Annual Editions, articles 44-45  
Svara, "The Responsible Administrator: Contributions of the City  
Manager to Effective Governance," *Popular Government* (Fall, 1986),  
pp. 18-24.
- Mar. 7 State-Local relations **KIM**  
Bowman and Kearney, chpt 12  
Annual Editions, articles 6, 30, 31, 36
- Mar. 12/14 Spring break
- Mar. 19 State and Local Finance  
Bowman and Kearney, chpt 13  
Annual Editions, articles 37-40
- Mar. 21 Economic Development  
Bowman and Kearney, chpt 14  
Annual Editions, articles 41-43
- Mar. 26 EXAM [ASPA]
- Mar. 28 No class
- Apr. 2 Environmental Policy  
Bowman and Kearney, chpt 18  
EPA CD
- Apr. 4 Local Government Symposium
- Apr. 9 Project: Identify on changes in population size and land area of your  
home town and population size and characteristics of your home  
county. Briefly comment on the significance of the changes (or lack of  
change)**
- Apr. 9 Growth Management  
Annual Editions, articles 32-33
- Apr. 11 Educational Policy  
Bowman and Kearney, pp. 417-438 [chpt 15]  
Annual Editions, articles 7, 48
- Apr. 16 Educational Innovation and Challenges  
Bowman and Kearney, pp. 438-448 [chpt 15]

- Annual Editions, articles 46, 47
- Apr. 18 Criminal Justice  
Bowman and Kearney, pp. 449-464 [chpt 16]  
Annual Editions, article 52, 54
- Apr. 23 CJ Policy Alternatives and Challenges  
Bowman and Kearney, pp. 464-477 [chpt 16]  
Annual Editions, article 27
- Apr. 25 Service Learning Paper Due**
- Apr. 25 Social Welfare Policy  
Bowman and Kearney, pp. 478-496 [chpt 17]  
Annual Editions, article 49
- Apr. 30 Health Care Policy  
Bowman and Kearney, pp. 496-503 [chpt 17]
- May 2 Review