# Syllabus
# State Government and Public Policy
# POS 3122 DW60
# Summer 2021

## Additional Information from Official Schedule of Classes

**Credit Hours**: 3 (3, 0)

**Prerequisites**: POS 2041 or C.I.

**Class Meeting Days and Time**: May 17 to July 17 2021, with the course website normally available 24 hours a day.

**Class Location**: The course website can be found at www.webcourses.ucf.edu.

**Modality**: This is a "W" course that is done completely online with no face to face meetings.

## Contact Information

**Instructor**: Dr. Aubrey Jewett aubrey.jewett@ucf.edu

**Office**: Howard Phillips Hall (HPH) 302 E

**Office Hours**: Online by e-mail or via Zoom T & R from 9 to 11 am (to set up a Zoom conference please email me and I will send you a link)

**Phone**: Political Science Main Office 407-823-2608; Direct Office Line 407-823-6030

**Graduate Teaching Assistant / E-mail**: Gus Larmin t.augustine.larmin@ucf.edu and Sara Belligoni Sara.Belligoni@ucf.edu

## Public Description of Course

**Information Published in the UCF Undergraduate Catalog**: A comparative study of American state governments, political processes, and public policies, with emphasis on Florida.

**Course Scope and Purpose**: State Government and Public Policy examines politics and policy in the American states with a special focus on comparing Florida with other states. We look at the demographic and economic environment of the states as well as state constitutions and the role of states in the federal system. We study participation in state and local politics, the role of political parties and the conduct of state and local elections. We explore state institutions including the legislature, executive branch, bureaucracy, and courts. We investigate the structure, function, governance and challenges facing local government in the US. We analyze and

evaluate state and local policy including criminal justice, land use, economic development, transportation, growth management, environment, civil rights, education, health, welfare and taxation.

## Course Goals (Student Learning Outcomes)

Students who successfully complete State Government and Public Policy should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to the political foundations, institutions, and processes of state and local government.

2. Engage in the comparative analytical approach: examine political institutions and behaviors across states and localities in order to identify and explain similarities and differences.

3. Evaluate the role of state and local government in managing conflict over what values should be implemented as public policy in a variety of areas.

4. Explain how and why politics and policy in Florida operate as they do in contrast to other states.

5. Explore how diversity impacts state and local politics and policy focusing on contemporary minority American culture as defined by race, ethnicity, gender, social and economic class, age, sexual orientation, gender identity, and physical ability.

6. Find, summarize, analyze, and express thoughtful opinions about current state and local politics and policy.

7. Discuss state and local political and policy issues in a professional academic manner and show respect for other people who may hold different views.

## Course Materials/Required Texts

1. Thomas R. Dye and Susan A. MacManus, *Politics in States and Communities*, 15th ed. Upper Saddle River, NJ: Pearson, 2015. (D&M) ISBN-13: 9780205994724

2. Bruce Stinebrickner, ed. *Annual Editions: State and Local Government*, 16th ed. New York: McGraw Hill. 2015. (SLG) ISBN-13: 9781259175442

You can purchase the books from many locations including Barnes and Noble (the campus bookstore), Amazon, Chegg and many other college booksellers. You may also purchase directly from Pearson and McGraw Hill (the publishers). The books are available for sale or rent and as new and used editions.

## Assessment, Grading Procedures, Expectations and Support

**Assignments and Grading Weights**:

8 Modules – 100% of your total grade. Each module consists of 2 graded activities: Chapter Quiz and Compare, Contrast, Update & Discuss. Each module will usually cover 2 chapters from the Dye and MacManus text (the last module has 3 chapters) and 6-7 articles from the SLG reader.

Chapter Quiz – 40% of total grade. Each quiz will usually have 50 questions covering material from Dye and MacManus and from the SLG articles. You will normally have 90 minutes to take the quiz. You may take the quiz a second time to improve your score. The questions are drawn from a larger quiz bank I have constructed so while a few questions may be the same on a 2nd attempt, most will be different. You should read the chapters and articles and study before starting the quiz as you will not have time to look up every answer. All 8 quizzes count towards your final grade.

Compare, Contrast, Update & Discuss – 60% of total grade. Compare, Contrast, Update & Discuss will include several steps. First you will compare and contrast state or local governments by looking up information online and writing a 900-1200 word essay. Next you will update information from the readings by looking up and writing a 350-500 word current event. You will then put your compare and contrast and your current event into one MS Word document and copy paste it into the appropriate discussion as a single post.

Finally you must engage in discussion with your fellow classmates by responding to their compare, contrast and update postings. The discussion will require a minimum of three postings each week: the initial posting of your paper and then at least two postings responding to your fellow students. Discussion with your classmates should be academic, focus on the assigned topics, and highlight what you are learning about the material, your views on the issues, and why you believe the way you do. It is perfectly fine (and expected) to disagree about political/policy positions but DO NOT personally attack your classmates (learn to disagree without being disagreeable). Remember this is a graded college level discussion and not a series of anonymous posts on the internet! Highest grades go to students who exceed my expectations for quantity and quality of their papers and their discussion with classmates. Two additional postings is the minimum to get a C on that part of the assignment. You will need a total of 8 or more (depending on quality and length) additional postings to get the highest possible score on discussing with classmates.

To grade Compare, Contrast, Update & Discuss I have developed a simple rubric (scoring guideline). Each compare, contrast, update and discuss is worth up to 100 points: 50 points are possible for comparing and contrasting, 30 points for the current event, and 20 points for discussing things with your classmates.

**Grades and Grading Scale**: Students can view grades in Mygrades. I use a ten-point grading scale.

100-90 A (Outstanding, superior work)
89-80 B (Excellent, above average work)
79-70 C (Good, average work)
69-60 D (Below average or incomplete work)
59-0 F (Poor work or missed assignment)

**Missed Quizzes, Missed or Late Assignments and Make-Up Policy**:

- Make-up Assignments for Authorized University Events or Co-curricular Activities – Students who miss exams/assignments because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. It is the student's responsibility to provide the instructor with a copy of the Program Verification Form (which lists the names of students participating in the authorized event or activity) prior to the class in which the absence occurs.

- Religious Observances – A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed.

- Quizzes – I do not drop any quiz grades and quizzes automatically lock at the due date and time. Under normal circumstance I will not reopen the quiz. If you miss a quiz and want a chance to make up the quiz email me as soon as possible (normally within 24 hours). If you have a verifiable extenuating circumstance (i.e. illness with a doctor's note, accident with a police report, or death in the family with documentation) I will let you make up one quiz with no grade penalty. You should complete the quiz in a reasonable amount of time (usually within one week). If you do not have a verifiable extenuating circumstance (you forgot, overslept, were too busy etc.) I may allow you <u>one</u> make up in a reasonable amount of time (usually within one week) as long as you contact me quickly (usually within 24 hours), take responsibility for what happened, and have been showing a good faith effort to complete previous work. However, I deduct ten points from the score in fairness to classmates who completed the quiz on time.

- Compare, Contrast, Update & Discuss – I will drop your <u>two</u> lowest Compare, Contrast, Update & Discuss scores when I compute your final grade. Thus this part of your grade is based on your six highest scores. This will provide you a measure of protection should something happen that prevents you from writing a paper (computer glitch, illness, vacation etc.) or should you do poorly on a paper and want to improve. Because I drop the two lowest Compare, Contrast, Update & Discuss scores, once the module closes you will not be able to post a late paper or post further comments in the discussion. If you have an extraordinary situation which causes you to miss more than two Compare, Contrast, Update & Discuss you may email me with the pertinent information and I will make a decision based on being fair to you but also to all the other students in the class that are meeting the deadlines. You may post your Compare, Contrast and Update paper up to two days late after the initial deadline, but there will be a 10 point penalty for each day the initial posting is late. So 10 points off for one day late and 20 points off for two days late. Discussion with others is available until the module closes and will not be reopened.

**Workload and Deadlines:** Online courses require students to be self-motivated and do work on a regular basis without being reminded of assignments and due dates. The average student can expect to put in at least 12-15 hours a module on this course if they want to do well. You will usually be reading 2 chapters from the main text and 6-7 articles from the reader each module. You can also expect that you will write 2500 words or more (counting initial postings and discussions with others) for each module if you want to do well. Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded assignments are usually 11:59 pm Eastern Standard Time. After that, I start assessing the late penalty on the initial compare, contrast and update posting.

**Professional Communication & Online Etiquette**: I expect professional communication whether face to face, by email, or in online discussions. When communicating with me, please address me by my title (Dr. Jewett or Prof. Jewett), politely explain the purpose of your communication, courteously provide evidence or background information as appropriate, and respectfully ask your question or make your statement or request. DO NOT make demands or unsubstantiated claims, issue threats or accusations, or question my motives. During discussion DO NOT personally attack other students (or the professor) for their opinions. Political disagreements are normal, but be scholarly and civil, focus on the material, explain your position calmly and rationally, and show respect for the sincerely held beliefs of others.

**Questions for Professor Jewett**: If you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic "Questions for Professor Jewett" and then click in the "Reply" box and type in your question and then hit "Post Reply." I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here (and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course if your problem is personal (related to your health or to your quiz or discussion grade for instance) or involves not being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

**Instructor Response Time**: Under normal circumstance I will respond to a posted question or an email within 24 hours. Quizzes are automatically graded and you will received immediate feedback on your score. I seek to provide substantive feedback in the discussion to your initial policy analysis within 24 hours of the due date. Once a module closes I typically have Compare, Contrast, Update & Discuss graded and provide suggestions to improve within 48 hours.

**Seeking Help from Other Students**: If you would like to seek the help of fellow students go to Discussions and select the topic "Students Seeking Help from Students" and post your question as above. This can be a technical question about computer problems or a subject matter question.

**Students Needing Technical Support**: If you need technical support with Webcourses you can go to https://cdl.ucf.edu/support/. Phone support is available at 407-823-0407. Email support is available at webcourses@ucf.edu.

## UCF Core Syllabus Statements

**Academic Integrity**:

I expect ethical academic behavior from all my students. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
b) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
d) Falsifying or misrepresenting the student's own academic work.
e) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
g) Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**:

I uphold and enforce academic standards. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where

the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

**Course Accessibility**:

The University of Central Florida and I are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**Campus Safety Statement**:

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

**Deployed Active Military Status**:

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

## Required Statement Regarding COVID-19

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality**
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification**
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.
Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement**
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

## Assignment Due Dates (Due Times are 11:59 pm unless otherwise noted)

I try to follow the posted schedule. However, this outline may change during the semester due to unforeseen events or for pedagogical reasons. It is your responsibility to read class announcements and emails and keep informed.

**Pretest due by Friday 5/21 at 5:00 pm EST**.

Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic

activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday May 21 5:00 pm EST. Failure to do so will result in a delay in the disbursement of your financial aid.

Go to Quizzes and click on "Pretest" and then "Take the Quiz." You have 1 hour to take the pretest. Please do not study beforehand or look up answers when taking the pretest – if you do not know the answer then just make your best guess. I want to get an honest assessment of how much you know about the course material before we get started (so please do not just take 5 minutes for the whole quiz and randomly hit answers either – actually read the questions and see if you know the answer). Once you answer all the questions hit "Submit Quiz." The pretest quiz does not count towards your final grade.

**Module 1 State Politics, Democracy and Constitutions**: **Quiz due by Monday 5/24; Initial discussion posting due by Tuesday 5/25; additional postings due by, and module closes on, Thursday 5/27**

For Module 1 please read:

D & M chapters 1 Politics in States and Communities and 2 Democracy and Constitutionalism in the States

State and Local Gvt (SLG) articles 1 Federalist 17, 2 Federalist 45, 3 Nature of the American State, 15 The Progressive Tax Rebellion, 16 Portland Fluoride, 38 267 Years and Counting

**Memorial Day Holiday Monday 5/31 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!**

**Module 2 Federalism and Participation in State Politics**: **Quiz due by Monday 5/31; Initial discussion posting due by Tuesday 6/1; additional postings due by, and module closes on, Thursday 6/3**

For Module 2 please read:

D & M chapters 3 American Federalism and 4 Participation in State Politics

SLG articles 6 Taking Stock, 7 The United States of America, 8 States vs Feds, 9 Devolution and Arrogance, 10 Voting Matters, 13 The No-Tax Pledge,

**Module 3 State Parties, Campaigns and Legislatures**: **Quiz due by Monday 6/7; Initial discussion posting due by Tuesday 6/8; additional postings due by, and module closes on, Thursday 6/10**

For Module 3 please read:

D & M chapters 5 State Parties and Campaigns and 6 Legislators in State Politics

SLG articles 11 Five Trends Shaping Redistricting, 14 States of Conservatism, 20 Ready, Set, PAN, 21 The Legislature as Sausage Factory, 22 What Legislatures Need Now, 23 Legislatures: All Over the Map, 24 Newbies,

**Module 4 State Governors and Bureaucracy**: **Quiz due by Monday 6/14; Initial discussion posting due by Tuesday 6/15; additional postings due by, and module closes on, Thursday 6/17**

For Module 4 please read:

D & M chapters 7 Governors and 8 Bureaucratic Politics in States and Communities

SLG articles 27 Altered States, 28 The Last Democrat in Dixie, 29 The Badgered State, 30 Counter Cultures, 36 The Sentient City, 49 Fixing the Rotten Corporate Barrel

**Module 5 State Courts, Criminal Justice and Civil Rights**: **Quiz due by Monday 6/21; Initial discussion posting due by Tuesday 6/22; additional postings due by, and module closes on, Thursday 6/24**

For Module 5 please read:

D & M chapters 9 State Courts, Crime and Criminal Justice and 15 Politics and Civil Rights

SLG articles 12 Caperton's Coal, 19 Cross Examination, 33 Justice by the Numbers, 34 Under the Gaydar, 47 License to Kill, 48 The Conservative War on Prisons

**Withdrawal Deadline Friday 6/25 11:59 p.m**.

**Module 6 Local Governance and Participation**: **Quiz due by Monday 6/28; Initial discussion posting due by Tuesday 6/29; additional postings due by, and module closes on, Thursday 7/1**

For Module 6 please read:

D & M chapters 10 Governing America's Communities and 11 Participation in Community Politics

SLG articles 4 The American System of Townships, 5 Local Government: Observations, 17 Public Meetings and the Democratic Process, 25 Are City Councils Relics of the Past, 31 The Life of the Mayor for Life, 32 The Millennials in the Mayor's Seat

**Independence Day Holiday Monday 7/5 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!**

**Module 7 Metropolitan Politics and Community Power**: **Quiz due by Monday 7/5; Initial discussion posting due by Tuesday 7/6; additional postings due by, and module closes on, Thursday 7/8**

For Module 7 please read:

D & M chapters 12 Metropolitics: Conflict in the Metropolis and 13 Community Power, Land Use and the Environment

SLG articles 18 Embracing the Future, 35 Merger Inertia, 37 Rebel Towns, 41 The (New) Rules of the Road, 42 Snookered, 43 The Enticement Window, 44 The Secret Tax Explosion,

**Module 8 State Taxation, Education, Health and Welfare**: **Quiz due by Monday 7/12; Initial discussion posting due by Tuesday 7/13; additional postings due by, and module closes on, Thursday 7/15**

For Module 8 please read D & M chapters 14 Taxation and Finance, 16 Education and 17 Poverty, Welfare and Health

SLG articles 26 Should School Boards be Expelled, 39 The 'B' Word, 40 Two Cheers for the Property Tax, 45 Raising Children, 46 One Size Doesn't Fit All, 50 Gagging on the Ag-Gag Laws

**Term Ends: Saturday July 17**

## Getting Started

Go to the home page, go to Quizzes and click on "Pretest" and then "Take the Quiz" (as described above to document your participation in the course). After that, to begin the graded part of the course, click on Modules and then read and follow the instructions for Module 1: Politics in the States and Democracy and Constitutions.