



# POS 2112: State and Local Government

Poinciana Campus  
Course Syllabus and Classroom Policies  
FALL 2021

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|-------------------------|----------------------------------|------------------------|---------------------------------------|
| <b>PROFESSOR:</b>       | Maria Puerta Riera               | <b>CRN:</b>            | <a href="#">202210-POS-2112-17334</a> |
| <b>OFFICE LOCATION:</b> | Poinciana Campus                 | <b>CREDIT HOURS:</b>   | 3                                     |
| <b>OFFICE PHONE:</b>    | (407) 582-6062                   | <b>CLASS MEETINGS:</b> | T/R 2:30 am -3:45 pm.                 |
| <b>MODALITY:</b>        | RTV                              | <b>ROOM:</b>           | Zoom                                  |
| <b>EMAIL:</b>           | mpuertariera@valenciacollege.edu | <b>OFFICE HOURS:</b>   | Online                                |

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## COURSE OVERVIEW

### Course Description

This course is designed to provide a comprehensive revision of the structure, functions and rules of state and local governments, within the frame of a federal system. The final goal is to address contemporary problems and the responses associated with state and local government competencies, contributing to the understanding of policy-making in a federal system and the relationship with other levels of government. This course will be taught in a learning-centered format.

**Course Catalog Description/Learning Objectives:** In-depth study of state, county, and municipal government with emphasis on contemporary problems.

**Gordon Rule Statement:** This is a Gordon Rule course which requires demonstration of college level writing skills through multiple assignments, problems. Minimum grade of C required if used to satisfy Gordon Rule requirement.

### Major Learning Outcomes

By the end of the semester, the student will have met the following learning objectives:

1. Students will describe the basic principles of federalism.
2. Students will explain the structure and characteristics of state and local governments.
3. Students will summarize the policy making process of state and/or local government.
4. Students will demonstrate college-level writing.

### Core Competencies of a Valencia Graduate

Valencia's Student Core Competencies are complex abilities that are considered the essential elements of a successful student. This course will help you develop and demonstrate the abilities to (1) think clearly, critically, reflectively, and creatively; (2) communicate with others verbally and in written form; (3) make reasoned value judgments and responsible commitments; and (4) act purposefully, reflectively, and responsibly. Our goal is to provide these global competencies in the context of application; this means that students will be required to understand problems and effectively communicate an appropriate solution.

## Canvas

Significant portions of this course may take place online using Canvas. It is recommended that you review the tutorials before beginning this material, and set up your phone or e-mail to give alerts for Canvas (support 407-582-5600). To manage notifications by text, log into Canvas (<https://online.valenciacollege.edu/login/canvas>) and click on:

- Account
- Settings – Other Contact – Contact Method (right side of screen) – enter text information – Register SMS
- A text will go to your phone with a code to enter to confirm your number
- Notifications – select the notifications that you want and where the notification should go to Canvas also has a mobile app! Download the app, click Find My School, search for Valencia College, and enter your Atlas login. Click “allow” to enable notifications.

### Required Materials/Textbooks

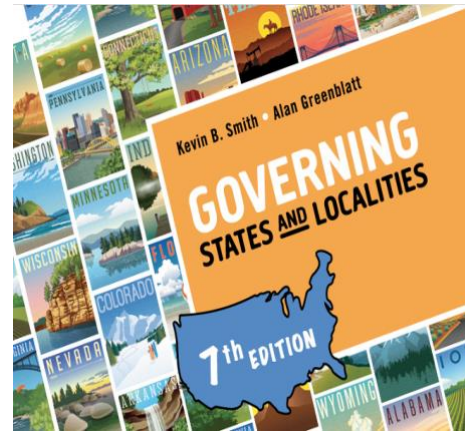
## **Governing States & Localities 7<sup>th</sup> Edition\***

**ISBN:** 9781544325422

**Authors:** Kevin B. Smith – Alan Greenblatt

**Publisher:** Sage Publishing

**\* Make sure you have the book before we start classes**



## **Educational Supplies**

These supplies are not *required* but are ***strongly recommended***. A student should own or have access to a current edition of a college-level dictionary and thesaurus. If you cannot obtain a copy, you should have access to a computer or smart phone with online capabilities; I can recommend a number of websites to you ([www.webster.com](http://www.webster.com), [www.wiktionary.org](http://www.wiktionary.org), or [www.dictionary.com](http://www.dictionary.com) are excellent starting points). I'd also recommend purchasing a flash drive (small portable USB storage device) to assist in storing papers (this is a helpful tool through the rest of college). You may also want to investigate online cloud-based storage sites, like Google Drive or Dropbox. Additionally, students should bring a blue or black pen to each class and have access to paper – we will be doing in-class work. Any paper will do just fine, so long as it absorbs ink and can be handed in. Alternatively, having a laptop or tablet that can e-mail/message me the assignment will be acceptable.

## **Course Expectations**

It can be helpful to understand what's expected of you, and what you can expect of me. Throughout the course, we will be working together to develop your ideas about writing. In college, there can often be a prevailing attitude that this is all about compliance -- you accomplish a task for the sake of accomplishing a task, and nothing more. It can be that, at times. This seems like a squandered opportunity; one that will inevitably lead to frustration or disillusionment.

There's an opportunity here, however, for us to go beyond compliance, and to grow. I always like to argue that college isn't just a place to go for job preparation; truth be told, my opinion is that education should be more than simple job preparation. This is an opportunity for you to develop as a leader -- someone who can help guide others and who can appreciate a capacity for thinking critically and creatively. It's a chance for you to think in ways that are alien, and to build on existing ideas, and strive to create new thoughts based on those older ideas.

With that in mind, I thought it would be helpful to take a moment to define what's expected of you, and what you can expect from me:

Expectations of me, as your professor:

- I will strive to give feedback on your writing that is constructive, and designed to engage with your ideas and guide you to improve your writing.
  - You can expect feedback on simple assignments within a week, and on larger assignments within one to two weeks.
- I will strive to treat you all fairly and to comply with the same standards of academic integrity I expect from you.
  - You can expect me to listen to any issues you may be facing this semester, and to give you as many opportunities as I can reasonably give you to be successful in the course.
- I will strive to engage you in the material, and encourage you to think critically about writing and academic standards for writing.
  - You can expect me to give you assignments that are challenging, and that have an opportunity for depth of thought.

Expectations of you, as a student:

- I hope you will strive to read all material given and give it thought and consideration.
- I hope you will strive to earnestly engage in the writing activities.
- I hope you will demonstrate academic integrity.
- I hope you will be curious about new theories, and ask questions of me about the specific course material.

# **CLASSROOM POLICIES**

## **Attendance/Participation**

This is an RTV course managed through Canvas; to be successful, you must have access to the Internet, a laptop, and webcam to complete the course requirements. Class attendance is required during the term, just as it would be in a traditional face-to-face classroom experience. Your virtual/online attendance from 2:30 PM to 3:45 PM will be checked each Tuesday and Thursday. If you are not present, you will be marked absent which will impact your attendance record.

You might be required to use the “video” option in Zoom. Should you have concerns with this requirement, please contact me immediately.

## **My Attendance/Participation Policies:**

- In the event of a change in your personal or work life, you should contact me via email or phone as soon as possible to indicate the reason, so we can determine your options.
- If you are absent from more than two class sessions, then you can be withdrawn from the course for lack of attendance. If you are in your third absence, then you will be

contacted. If there is no communication within 48 hours, you may be withdrawn from the course up until the withdraw deadline. If you are withdrawn for excessive absences after the withdraw deadline, then you will receive the final grade that is earned according to the course grading policy.

- **OSD Students:** If you require any special accommodations for the course, do not hesitate to let me know. You have my permission to tape-record anything in the course; any additional accommodations must go through the Office for Students with Disabilities.

[See Academic Progress, Course Attendance and Grades, and Withdrawals, Policy 1001.64, F.S.Links to an external site.](#)

## "No Show" Status in the First Week

Valencia College is required to monitor student attendance in the first week of class. If a student does not attend the course within the first week of classes, they will be withdrawn as a "no show." If a student does not complete the academically required attendance activity located at the end of the Orientation Module, they will be withdrawn from the class as a "no show." If a student is withdrawn as a "no show," they will be financially responsible for the class and a final grade of "WN" will appear on their transcript for the course.

International Students (F-1 or J-1 Visa)

Please be advised that withdrawal from this course due to attendance may result in the termination of your visa status if you fall below the full-time enrollment requirements of 12 credit hours. Consult the International Student Service office for more information.

## EVALUATION AND GRADING

### Course Evaluation & Grading Scale

#### Grading Criteria

| <i>Grading Breakdown</i>  | <b>%</b> | <b>Points</b> | <i>Grading Scale</i>  |   |
|---------------------------|----------|---------------|-----------------------|---|
| Discussions <b>CANVAS</b> | 20%      | 100           | 90% - 100%            | A |
| Weekly Quizzes            | 10%      | 100           | 89.9% - 80%           | B |
| Midterm Exam              | 25%      | 100           | 79.9% - 70%           | C |
| Essay                     | 20%      | 100           | 69.9% - 60%           | D |
| Final Exam                | 25%      |               | 59.9% - 50% and lower | F |

**Total 100%**

You can view your grades based on What-If scores so that you know how grades will be affected by upcoming or resubmitted assignments: [Approximate My Grades on Assignments.](#)

## Essay

**The Essay due date is on WEEK 4.** The topics can be chosen from the syllabus **learning outcomes** (see in course assignments or in the textbook). The essay can be: Informative, Argumentative, or Persuasive, following the MLA style guide and rubric.

## Early Alert

All Poinciana campus classes participate in Early Alert which means that professors will report grades at midterm in Atlas. Students who are in jeopardy of failing their class will be contacted and provided with information for additional support as needed.

### Exam/Quiz/Project/Late Work Make Up Policy

Make-up exams will be given only for emergency situations, once the Professor is notified, and the approval has been given. Upon approval, the exam will be reopened. Any test missed will have an adverse effect on your grade, and a make-up test will not be given unless approved by the Professor. A no-show on that day will result in an F for the session; to clarify, this means you will receive a “0” for the grade. **LATE WORK will not be accepted.**

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## Discussion Posts (DP)

You are going to have discussion post assignments on a weekly basis, and you are required to submit a substantial post that follows the guidelines as they are outlined in each assignment.

- include an ORIGINAL analysis and insight on the topic or questions
- stay on topic in a clear and concise manner
- answer all the questions in the post
- use grammatically correct language with no spelling or punctuation errors
- do not have any copied text from any source material
- do not use original quotes from any source material

It is recommended that you type your post in Word first, proof the post, and then copy/paste it to Canvas. You **may or may not** be required to read and respond to other discussion posts. Read the assignment in full to ensure you do not skip that step when required.

## Quizzes

Weekly quizzes on **Canvas**

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## Academic Integrity

All forms of academic dishonesty are prohibited at Valencia College. All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source shall be appropriately acknowledged. **If a student is caught cheating or submitting plagiarized work a first offense will result in a zero score on the assignment, a second offense will result in a class grade of zero.**

All forms of academic dishonesty are prohibited at Valencia College. All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source must be appropriately acknowledged. Should a student violate Valencia College's Academic Dishonesty policy, then the professor may proceed in one of three directions as stated in Valencia College's Academic Dishonesty policy.

[See Academic Dishonesty, Policy 1001.64, F.S.](#)

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## Course Assignments

- You should plan to spend approximately 6 to 9 hours per week on all the assignments in a 3-credit course.
- Review the assignment deadline dates on the SYLLABUS page to plan out your semester and work ahead which is strongly encouraged.
- It is VERY important that you look through the entire list of assignments and start planning your time out accordingly.
- The availability of extra credit opportunities is at my discretion.

| DATES                  | TOPICS   | LEARNING OUTCOMES  | ASSIGNMENTS   |
|------------------------|--|--|---|
| Week 1<br>August 23-29 | Course<br>Orientation<br>&<br>Syllabus<br>Review | <ul style="list-style-type: none"><li>• Read carefully the <b>INTRODUCTION MODULE.</b></li></ul> | <ul style="list-style-type: none"><li>• Follow the instructions, and complete the</li></ul> <p><b>Discussion:<br/>Introduce Yourself.</b></p> |

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| <p><b>Week 1</b><br/><b>August 23-29</b></p>         | <p><b>MODULE 1:</b><br/><br/><b>Chapter 1</b><br/><br/><b>Introduction to State and Local Government: They Tax Dogs in West Virginia, Don't They?</b></p> | <ul style="list-style-type: none"> <li>• Identify the ways state and local governments can affect daily life,</li> <li>• Discuss how the comparative method can help explain differences between states,</li> <li>• Describe the importance of state and local government within the wider context of American government,</li> <li>• Identify the factors that influence how states and localities exercise their independent decision-making authority, and</li> <li>• Summarize how this book will foster your knowledge of the roles and importance of state and local governments.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul> |
| <p><b>Week 2</b><br/><br/><b>Aug 30 - Sept 5</b></p> | <p><b>MODULE 2:</b><br/><br/><b>Chapter 2.</b><br/><br/><b>Federalism: The Power Plan</b></p>   | <ul style="list-style-type: none"> <li>• Identify the three systems of government and how they divide power,</li> <li>• Explain what federalism is and why it was chosen as a system for the United States,</li> <li>• Discuss the advantages and disadvantages of federalism,</li> <li>• Describe the ways elements in the U.S. Constitution provide a basis for federalism,</li> <li>• Summarize the different types of federalism that developed over time, and</li> <li>• Discuss the Supreme Court's role in U.S. federalism.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul> |



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| <p><b>Week 3</b><br/><b>Sept 6 - 12</b></p>  | <p><b>MODULE 3:</b><br/><b>Chapter 3.</b><br/><b>Constitutions:</b><br/><b>Operating</b><br/><b>Instructions</b></p>   | <ul style="list-style-type: none"> <li>• Describe the role of state constitutions,</li> <li>• Explain how state constitutions evolved in early American history,</li> <li>• Discuss the role of bicameral legislatures in the first generation of state constitutions,</li> <li>• Identify the ways state constitutions can be formally changed,</li> <li>• Identify informal means of changing constitutions,</li> <li>• Discuss why constitutions vary from state to state,</li> <li>• Explain how state constitutions differ and relate the ways local governments may be subject to governing documents such as constitutions.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul>   |
| <p><b>Week 4</b><br/><b>Sept 13 - 19</b></p> | <p><b>MODULE 4:</b><br/><b>Chapter 4.</b><br/><b>Finance:</b><br/><b>Filling the</b><br/><b>Till and</b><br/><b>Paying the</b><br/><b>Bills</b></p>            | <ul style="list-style-type: none"> <li>• Explain what taxes generate revenue to the states,</li> <li>• Identify other state revenue sources,</li> <li>• Discuss why taxing varies between state and local governments, and</li> <li>• Describe the budget process and restraints on budgeting.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 30%</b></li> <li>• <b>Essay 20%</b></li> </ul> |
| <p><b>Week 5</b><br/><b>Sept 20 - 26</b></p> | <p><b>MODULE 5:</b><br/><b>Chapter 5.</b><br/><b>Political</b><br/><b>Attitudes and</b><br/><b>Participation:</b><br/><b>Venting and</b><br/><b>Voting</b></p> | <ul style="list-style-type: none"> <li>• Describe the role of elections within the U.S. political system,</li> <li>• Identify the different positions for which elections are used, and</li> <li>• Discuss the role of public opinion in elections and representation.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul>   |

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| <p><b>Week 6</b><br/><b>Sept 27 - Oct 3</b></p> | <p><b>MODULE 6:</b><br/><br/><b>Chapter 6.</b><br/><br/><b>Parties and Interest Groups: Elephants, Donkeys, and Cash Cows</b></p>     | <ul style="list-style-type: none"> <li>• Describe the role of political parties in the U.S. political process and government,</li> <li>• Compare why some states are more politically competitive than others,</li> <li>• Identify the ways political parties are subject to regulation,</li> <li>• Explain the role of third parties and independents in the political process, and</li> <li>• Discuss the ways interest groups and lobbies influence politics.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul>                                    |
| <p><b>Week 7</b><br/><b>Oct 4 - 10</b></p>      | <p><b>MODULE 7:</b><br/><br/><b>Chapter 7.</b><br/><br/><b>Legislatures: The Art of Herding Cats</b></p>                              | <ul style="list-style-type: none"> <li>• Explain the role and activities of legislatures,</li> <li>• Discuss how legislatures are organized and how they operate,</li> <li>• Identify the characteristics of state legislators, and</li> <li>• Describe the relationship between legislators and public opinion.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul>                                    |
| <p><b>Week 8</b><br/><b>Oct 11 - 17</b></p>     | <p><b>MODULE 8:</b><br/><br/><b>Chapter 8.</b><br/><br/><b>Governors and Executives: There Is No Such Thing as Absolute Power</b></p> | <ul style="list-style-type: none"> <li>• Describe the various roles of the governor,</li> <li>• Identify the different types of power held by the governor,</li> <li>• Discuss who becomes governor and how, and</li> <li>• Identify other executive offices and their roles.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> <li>• <b>Midterm Exam 25%</b></li> </ul> |
| <p><b>Week 9</b><br/><b>Oct 18 - 24</b></p>     | <p><b>MODULE 9:</b><br/><br/><b>Chapter 9.</b></p>  | <ul style="list-style-type: none"> <li>• Describe the role and structure of state courts,</li> <li>• Explain how judges are selected,</li> <li>• Identify the players and elements present in state-</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul>                                    |

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|  | <b>Courts:<br/>Turning Law<br/>into Politics</b>  | <p>level criminal court cases, and</p> <ul style="list-style-type: none"> <li>• Discuss the problems contributing to current changes in the courts.</li> </ul>  |   |
| <p><b>Week 10</b><br/><b>Oct 25 - 31</b></p> | <p><b>MODULE 10:</b><br/><b>Chapter 10.</b><br/><b>Bureaucracy: What Nobody Wants but Everybody Needs</b></p> | <ul style="list-style-type: none"> <li>• Identify the five organizational characteristics of bureaucracy,</li> <li>• Explain how bureaucracy makes and implements policy,</li> <li>• Describe why rural states with smaller populations often have more bureaucracy than urban states with larger populations,</li> <li>• Relate the advantages and disadvantages of using a traditional bureaucracy to deliver public services,</li> <li>• Explain how the key organizational characteristics of bureaucracy help ensure neutral competence,</li> <li>• Compare the spoils system with the merit system,</li> <li>• Discuss how public labor unions and affirmative action have changed the merit system, and</li> <li>• Summarize new public management and identify attempts to incorporate private-sector management practices into the public sector.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul> |
| <p><b>Week 11</b><br/><b>Nov 1 - 7</b></p>   | <p><b>MODULE 11:</b><br/><b>Chapter 11.</b><br/><b>Local Government:</b></p>                                  | <ul style="list-style-type: none"> <li>• Identify the three main types of local government and how they are different,</li> <li>• Describe the three basic forms of county government,</li> <li>• Explain the four basic governance systems used by municipalities,</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul> |

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|                                    | <b>Function Follows Form</b>  | <ul style="list-style-type: none"> <li>Summarize Dillon’s Rule and how it shapes the relationship between state and local governments,</li> <li>Discuss how politics and political participation are different at the local level compared with the state and federal levels of government, and</li> <li>Describe how the Great Recession changed local governments.</li> </ul>   |   |
| <b>Week 12</b><br><b>Nov 8- 14</b> | <b>MODULE 12:</b><br><b>Chapter 12.</b><br><b>Metropolitics: The Hole Problem of Government</b> | <ul style="list-style-type: none"> <li>Describe the “missing level of government” and the difficulties its absence creates for local governance,</li> <li>Identify the key characteristics of sprawl and how they shape urban development patterns,</li> <li>Summarize the negative impacts of sprawl and metropolitan growth,</li> <li>Discuss current approaches to creating regional governance,</li> <li>Contrast the Tiebout model with efforts to reform metropolitan governance by creating regional governments, and</li> <li>Describe the big challenges of “rural metropolitics” and how they differ from the big challenges of metropolitics in more urban areas.</li> </ul> | <ul style="list-style-type: none"> <li><b>Discussions CANVAS 20%</b></li> <li><b>Weekly Quiz 10%</b></li> </ul> |

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| <p><b>Week 13</b><br/><b>Nov 15 - 21</b></p>  | <p><b>MODULE 13:</b><br/><b>Chapter 13.</b><br/><b>Education: Reading, Writing, and Regulation</b></p> | <ul style="list-style-type: none"> <li>• Describe key education policymakers and how they help shape and implement education policy,</li> <li>• Explain why per pupil spending varies so much,</li> <li>• Summarize how educational performance is measured and what those measures say about public school performance,</li> <li>• Describe the aims and objectives of the Common Core State Standards and other major education reform movements,</li> <li>• Discuss key alternatives to public schools, and</li> <li>• Identify key interest groups seeking to influence education policy.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul> |
| <p><b>Week 14</b><br/><b>Nov 22 - 28</b><br/><b>Thanksgiving Break</b><br/><b>Nov 24 - 28</b></p> | <p><b>MODULE 14:</b><br/><b>Chapter 14.</b><br/><b>Crime and Punishment</b></p>                        | <ul style="list-style-type: none"> <li>• Outline the basic operations of the criminal justice system,</li> <li>• Describe the origins and legacies of the American penal and policing systems,</li> <li>• Assess critiques of the criminal justice system made by the Black Lives Matter movement and others, and</li> <li>• Discuss contemporary issues and debates on crime and punishment.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Discussions</b><br/><b>CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul> |

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| <p><b>Week 15</b></p> <p><b>Nov 29 - Dec 5</b></p> | <p><b>MODULE 15:</b></p> <p><b>Chapter 15.</b></p> <p><b>Health and Welfare: State, Heal Thyself!</b></p>                          | <ul style="list-style-type: none"> <li>• Discuss variations in public health programs and how political culture influences how states define public health,</li> <li>• Explain how federal and state governments became involved in health care,</li> <li>• Describe health care reform efforts from the 1980s to the 2010s,</li> <li>• Relate how the rise of managed care resulted in greater state involvement in health care,</li> <li>• Identify current issues in U.S. health care, and</li> <li>• Compare how different states and the federal government have sought to define good health.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> </ul>                                  |
| <p><b>Week 16</b></p> <p><b>Dec 6 - 12</b></p>     | <p><b>MODULE 16:</b></p> <p><b>Chapter 16.</b></p> <p><b>Environment and Climate Change: Thinking Globally, Acting Locally</b></p> | <ul style="list-style-type: none"> <li>• Discuss the various measures states have taken to protect the environment,</li> <li>• Explain the aim and impact of enacting green policies in building construction and jobs,</li> <li>• Describe the role of adaptation in dealing with climate change, and</li> <li>• Identify contemporary issues, debates, and agreements on the environment.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Discussions CANVAS 20%</b></li> <li>• <b>Weekly Quiz 10%</b></li> <li>• <b>Final Exam 25%</b></li> </ul> |

## Extra Credit Assignments

The availability of extra credit opportunities is at my discretion.

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# VALENCIA COLLEGE POLICIES & GENERAL INFORMATION

## Important Valencia Website Links

- College Calendar: <http://valenciacollege.edu/calendar/>
- Important Dates & Deadlines: <https://valenciacollege.edu/academics/calendar/>
- College Catalog: <http://valenciacollege.edu/catalog/>
- Valencia Policy and Procedures: <http://valenciacollege.edu/generalcounsel/policy/>
- FERPA: <http://valenciacollege.edu/ferpa/>

## Important Course and College Dates

- August 23: Classes Begin for Full Term
- **September 6: College Closed for Labor Day**
- August 30: Drop/Refund Deadline (midnight)
- September 10: Change of Program Deadline
- **October 4 (week of): Mid-term Grades Reported for Full-Term Classes for Early Alert**
- October 29: Withdrawal Deadline
- **November 11: College Closed for Veterans Day**
- **November 24-28: College Closed for Thanksgiving Break**
- December 6-12: Final Exam Week
- December 12: Day and Evening Classes End
- December 14: Final Grades Viewable in Atlas
- **December 22-January 2: Closed Closed for Winter Break**

\*All Poinciana campus students will be notified of their grades at the midterm point in the course.

**NOTE:** Visit the following website for any changes to the current academic calendar year: <https://valenciacollege.edu/academics/calendar/>

## Student Code of Conduct

Valencia College is dedicated not only to the advancement of knowledge and learning, but the development of responsible personal and social conduct. By enrolling at Valencia College, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the classroom. Violation of any classroom or Valencia rules may lead to disciplinary action up to and including expulsion from Valencia. Disciplinary action could include being withdrawn from class, disciplinary warning,

probation, suspension, expulsion, or other appropriate and authorized actions. You will find the Student Code of Conduct in the current *Valencia Student Handbook*.

## **Academic Honesty**

Each student is required to follow Valencia policy regarding academic honesty. All work submitted by students is expected to be the result of the student's individual thoughts, research, and self-expression, unless the assignment specifically states "group project." Any act of academic dishonesty will be handled in accordance with Valencia policy as set forth in the Student Handbook and Catalog. At Valencia, we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with policy 6Hx28: 8-11 upheld by the Vice President of Student Affairs

(<http://valenciacollege.edu/generalcounsel/policy/>). Academic dishonesty includes, but is not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive.

## **Plagiarism**

Plagiarism is the act of taking another individual's writings or ideas and passing them off as your own. This includes directly copying even a small portion of the text, indirectly taking thoughts by paraphrasing ideas without correctly attributing to the source (meaning both with signal phrases and in-text parenthetical citations), using papers written in previous courses (self-plagiarism), and using another individual's research without the correct attribution. Any act of plagiarism or academic dishonesty will result in an automatic failing grade on the assignment, no matter how small the infraction; to clarify, this means the assignment will receive no points.

Additional action may be taken with the college's administrative offices. Do not endanger your academic career: If there is a severe issue, you are confused about what constitutes plagiarism, or you feel dishonesty is your only solution, contact me immediately and we will discuss the matter. Remember, once the assignment has been submitted, there is no distinction between unintentional plagiarism and intentional plagiarism – it's just intentional in my eyes. Students' work will be submitted through Canvas's plagiarism assessment tool.

## **Internet Research Statement**

Because of the variety of sources, ease of publication, lack of central control, and proliferation of commercial information on the free Internet, it is often hard to tell if information obtained online is reliable. Many sites contain research and information of high quality; however, unlike traditional print publications or library-based electronic resources, there is usually no process of peer review, nor is there an editor verifying the accuracy of information presented on the Internet. There are an increasing number of sites containing information that may be incomplete, anonymously written, out-of-date, biased, fraudulent, or whose content may not be factual.

Students should, therefore, use caution in use of the free Internet for their research needs. For academic topics that are addressed in scholarly literature, use of electronic databases or visiting the library may better meet your needs. However, each professor makes the final determination



of what is, or is not, accepted as a valid source, so review the syllabus for specific guidelines from your professor.

## Students with Disabilities

Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with their professor, preferably during the first two weeks of class. <http://valenciacollege.edu/osd/>

**Personal Policy:** If you require any special accommodations for the course, do not hesitate to let me know. You have my permission to tape record anything in the course; any additional accommodations must go through the Office for Students with Disabilities (see below).

***From the Office for Students with Disabilities:*** Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. All requests will be kept in strict confidence.

## Student Assistance Program

Valencia College is interested in making sure all of our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management, as well as relationship problems dealing with school, home, or work. BayCare Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is also available.

## Valencia ID Cards

Valencia ID cards are required for LRC, Testing Center, and IMC usage. No other form of ID at those locations will be accepted. Possession and utilization of a Valencia ID is mandatory in order to obtain these services.

## Disclaimer

*The syllabus, assignments, and due dates are subject to change at the discretion of the professor.*

## Course Evaluation

Don't forget to participate in the Student Feedback on Instruction (SFI) survey, it is an important input in our effort to improve teaching and learning. The results of this survey will not be

available until after grades have been posted. The link to the survey:  
[http://tiny.cc/CoursEval\\_Student](http://tiny.cc/CoursEval_Student)

### **GUIDED READINGS (every week we will read and discuss one paper)**

1. What is federalism? The Economist. June 13, 2017. URL:  
<https://www.economist.com/blogs/economist-explains/2017/06/economist-explains-9>
2. Act Locally, Deliberate Globally Author(s): Archon Fung Source: The Good Society, Vol. 10, No. 2 (2001), pp. 4-7 Published by: Penn State University Press Stable. URL:  
<http://www.jstor.org/stable/20711016>
3. Democracy and the Policy Process in *Oxford Handbook of Public Policy*, ed. Martin Rein, Michael Moran, and Robert E. Goodin (New York: Oxford University Press, 2006): 669-685. URL:  
<http://archonfung.net/docs/articles/2006/FungDemocratizePolicyProcess2006.pdf>
4. How Much Disagreement is Good for Democratic Deliberation? The California Speaks Health Care Reform Experiment. *Political Communication* (May 2015) with Kevin Esterling and Taeku Lee. URL:  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1401151](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1401151)
5. The increasingly diverse United States of America. The Washington Post, Dan Keating and Laris Karklis. November 25, 2016. URL:  
<https://www.washingtonpost.com/graphics/national/how-diverse-is-america/>
6. Which States Have Most Fragmented Local Governments, Mike Maciag. August 30, 2012. URL: <http://www.governing.com/blogs/by-the-numbers/local-government-consolidation-fragmentation.html>
7. The Current State of Civic Engagement in America, Aaron Smith, Kay Lehman Schlozman, Sidney Verba and Henry Brady. September 1, 2009. URL:  
<http://www.pewinternet.org/2009/09/01/the-current-state-of-civic-engagement-in-america/>
8. Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future. URL: <http://archonfung.net/docs/articles/2015/Fung.PAR2015.pdf>
9. Special Purpose Local Governments and Public Authorities, Kara Millonzi. February 10, 2015. URL: <https://canons.sog.unc.edu/special-purpose-local-governments-and-public-authorities>
10. Number of Local Governments by State. URL: <http://www.governing.com/gov-data/number-of-governments-by-state.html>
11. History of the federal use of eminent domain, United States Department of Justice. May 15, 2015. URL: <https://www.justice.gov/enrd/history-federal-use-eminent-domain>
12. An Overview of Taxes in Florida. Sizing Up Florida State Tax Rates, Tonya Moreno. April 07, 2017. URL: <https://www.thebalance.com/an-overview-of-taxes-in-florida-3193256>
13. Governor signs controversial schools bill into law, Kristen M. Clark and Kyra Gurney. June 15, 2017. URL:  
<http://www.miamiherald.com/news/local/education/article156299239.html#storylink=cpy>

14. Expanding civil rights. Landmark cases. PBS. URL:  
<https://www.pbs.org/wnet/supremecourt/rights/landmark.html>
15. Florida's state court system: [http://www.floridasupremecourt.org/pub\\_info/system2.shtml](http://www.floridasupremecourt.org/pub_info/system2.shtml)
16. Interests groups in Florida. URL: <http://www.miamiherald.com/news/politics-government/article17405933.html>
17. The Role of State Constitutions in Our Federal System, Ellen Ash Peters. Proceedings of the American Philosophical Society, Vol. 143, No. 3 (September 1999), pp. 418-427. URL: <https://www.amphilsoc.org/sites/default/files/proceedings/Peters.pdf>
18. Americans' Attitudes About the News Media Deeply Divided Along Partisan Lines, Michael Barthel and Amy Mitchell. May 10, 2017. URL:  
<http://www.journalism.org/2017/05/10/americans-attitudes-about-the-news-media-deeply-divided-along-partisan-lines/>