

ILLINOIS VALLEY COMMUNITY COLLEGE



COURSE OUTLINE

DIVISION: Humanities, Fine Arts Social Sciences

COURSE: PSI 1002 State and Local Government

Date: 05/13/11

Credit Hours: 3

Prerequisite(s): n/a

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: s5902

CATALOG DESCRIPTION:

This course introduces the student to the study of state and local governments within the federal system. Students will study the U.S and Illinois Constitutions, The powers of state and local governments, state executives, legislators, courts, police and corrections. Students will also study local governments, policy making, budgets, and social programs.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

Upon completion of the course, the student will be able:

[Choose those goals that apply to this course.]

- x To apply analytical and problem solving skills to personal, social and professional issues and situations.
- x To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- x To work and study effectively both individually and in collaboration with others.
- x To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals.]

Upon completion of the course, the student will be able to:

Objective 1: Understand the United States Constitution

Competency 1.1 The student will know the 7 articles of the Constitution and have general knowledge of what each contains.

Competency 1.2. The student will know the Bill of Rights

Competency 1.3 The student will be able to identify other key amendments.

Objective 2: Understand the Illinois Constitution

Competency 2.1 The student will understand the basic principles of the Illinois Constitution.

Competency 2.2 The Student will be able to identify the articles of the Illinois Constitution.

Competency 2.3 The student will be able to identify key amendments.

Objective 3: Understand the three branches of state government.

Competency 3.1 The student will be able to identify the key members of the state executive branches, Illinois' in particular, and their roles and functions.

Competency 3.2 The student will be able to explain the qualifications in Illinois for executive office.

Competency 3.3 The student will be able to identify the bicameral nature of most state legislatures, Illinois' legislature in particular

Competency 3.4 The student will be able to explain the qualifications for office of State House and Senate

Competency 3.5 The student will be able to identify the leadership of the Illinois House and Senate

Competency 3.6 The student will be able to explain how seats are apportioned and the length of term of office for members of the legislature.

Competency 3.7 The student will be able to discuss the state court system and identify the three levels of state courts.

Competency 3.8 The student will be able to discuss the qualifications of office for the courts and means of election/appointment.

Objective 4: Understand how local governments work.

Competency 4.1 The student will be able to compare and contrast different types of local government structures.

Competency 4.2 The student will be able to explain the purpose of county government and how it functions.

Competency 4.3 The student will be able to explain the powers devolved to local governments as well as the restraints placed on them.

Objective 5: Understand the role of police and corrections in state and local government.

Competency 5.1 The student will be able to explain the role of police in enforcing laws at the local, county and state level.

Competency 5.2 The student will be able to explain the purpose of corrections, discussing the current strengths and weaknesses of correctional institutions.

Objective 6: Understand state finances

Competency 6.1 The student will be able to discuss how states create budgets and allocate funds.

Competency 6.2 The student will be able to discuss the causes and effects of and solutions for state budget deficits.

Competency 6.3 The student will be able to discuss the role of the state in providing free public education.

Competency 6.4 The student will be able to discuss the role of the state in providing social services to its constituents.

Objective 7: Understand current events

Competency 7.1 The student will be able to discuss current events at the state level.

Competency 7.2 The student will be able to discuss current events at the county level.

Competency 7.3 The student will be able to discuss current events and the local level.

COURSE TOPICS AND CONTENT REQUIREMENTS:

U.S. Constitution

Illinois Constitution

Federalism

Power of States

The Myth of a Polarized America

State Legislatures

Term Limits

State Executives

State Courts

Police and Corrections

Local Governments

Political Participation

Budgets and Deficit Spending

Social Programs

INSTRUCTIONAL METHODS:

Lecture, Discussion, Readings, Video, and Field Trips.

INSTRUCTIONAL MATERIALS:

Saffell and Basehart, *State and Local Government: Politics and Public Policies*, 9th edition

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Class Participation – 20%

Class attendance is required and students should come to class prepared to discuss the materials assigned for that week and to discuss any news items on the United States government they come across that should be raised for discussion. I hope that students will come to class with insightful questions and/or comments about the assigned readings and news stories, and I will also be calling on students at random to answer some questions of my own. Answers to my questions should show that the student has read and understands the class materials and that they have the ability to apply critical thinking skills to those materials. The quality of your contributions is more important than the quantity, but both are expected.

Below are some guidelines that may help you to understand my expectations and how you will be graded on this portion of your grade.

Excellent contributor (A): The student attends class on a regular basis and comes prepared with insightful comments and questions about the course materials. The student also shows a high level of critical thinking in evaluating course materials. The class as a whole benefits highly from this student's contributions.

Good contributor (B): The student attends class on a regular basis and often comes prepared with insightful comments and questions about the course material. The student also shows some critical thinking in evaluating course materials. The class as a whole generally benefits from this student's contributions.

Fair contributor (C): The student attends class more often than not and sometimes comes to class with questions or comments that reflect some insight into the course materials. The student shows some critical thinking in evaluating course materials but often struggles to see beyond personal biases. The class sometimes benefits from this student's contributions.

Unsatisfactory contributor (D): The student comes to class but is unprepared. Comments are not insightful, are extremely bias or do not benefit the class.

Non-contributor (F): The student either does not maintain regular attendance or attends but does not contribute to class discussions.

State and Local Updates – 30%

For the first 13 weeks of the course, each of you will be required to keep a journal of state and local politics. The journal will include 2 newspaper clippings per week that discuss a pertinent issue (the articles should be on different issues) in Illinois state or local politics. The newspaper clippings should be dated the week (Sunday-Saturday) of the class for which they will be

discussed. You should write a 1-2 page reaction to one of these articles each week and keep them in the journal alongside the original article. For 6 of the 13 weeks (you can select the weeks yourself) you will be required to turn in one of the reactions for a grade and to discuss it in class. I will take volunteers for discussion on Tuesday and the remaining students will then present on Thursday. You will be graded both on the article you select (was it timely and important?), your overall presentation, and your understanding of the issues presented in the article.

Exams - 40%

There will be two exams covering the materials in the first half of the semester. The dates and topic materials are listed in the syllabus. Exams will consist of short answer questions.

Speakers and Meetings - 10%

For the final 3 weeks of the semester we will be participating in the governmental process directly by attending local city council/board meetings and hearing from elected officials (some of the officials will speak earlier in the semester - guest lecturers). Your grade for this portion of the class will come from your attendance at these events, and discussions to be held after the events.

OTHER REFERENCES

n/a

Course Competency/Assessment Methods Matrix

| PSI 1002 – State and Local Government | Assessment Options | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------|----------------|--------------|----------------|----------|--------------------|----------------|---------|---------------|------------------------------------|-------------------|---------------------------------|---------------------------|----------------------|-------------|-----------------|----------------------|---------------------|---------------------|-----------------------------------|----------------------|-------------------------------|---------------------------|------------------|------------------|--|----------------|-------------------|------------|-----------|----------------|------------|
| For each competency/outcome place an “X” below the method of assessment to be used. | Assessment of Student Learning | Article Review | Case Studies | Group Projects | Lab Work | Oral Presentations | Pre-Post Tests | Quizzes | Written Exams | Artifact Self Reflection of Growth | Capstone Projects | Comprehensive Written Exit Exam | Course Embedded Questions | Multi-Media Projects | Observation | Writing Samples | Portfolio Evaluation | Real World Projects | Reflective Journals | Applied Application (skills) Test | Oral Exit Interviews | Accreditation Reviews/Reports | Advisory Council Feedback | Employer Surveys | Graduate Surveys | Internship/Practicum /Site Supervisor Evaluation | Licensing Exam | In Class Feedback | Simulation | Interview | Written Report | Assignment |
| | Direct/ Indirect | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | I | I | I | I | D | D | | | | | | |
| Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 1: Understand the United States Constitution | | X | | | | | | | X | | | | X | | | | | | | | | | | | | | | X | | | | X |
| Objective 2: Understand the Illinois Constitution | | X | | | | | | | X | | | | X | | | | | | | | | | | | | | | X | | | | X |
| Objective 3: Understand the three branches of state government. | | X | | | | | | | X | | | | X | | | | | | | | | | | | | | | X | | | | X |
| Objective 4: Understand how local governments work. | | X | | | X | | | X | | | | X | | X | | | | | | | | | | | | | X | | | | X | |
| Objective 5: Understand the role of police and corrections in state and local government. | | X | | | | | | X | | | | X | | | | | | | | | | | | | | | X | | | | X | |
| Objective 6: Understand state finances. | | X | | | | | | X | | | | X | | | | | | | | | | | | | | | X | | | | X | |
| Objective 7: Understand current events | | | X | | | X | | X | | | | | | | X | | | X | | | | | | | | | X | | X | | X | |