

**Argosy University**  
**COURSE SYLLABUS**

*PA6010*

**Government, Citizenship and Society**

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**Faculty Information**

**Faculty Name:**

**Campus:**

**Contact Information:**

**Office Hours:**

**Short Faculty Bio:**

**Course description:**

This course introduces students to the multi-level American government political system. Students learn the evolution of the public mission in light of current programs and trends. In addition, students examine the interactions and influence of the various social, economic, and political forces in society.

**Course Pre-requisites:** None

**Required Textbook/Readings:**

**IMPORTANT: You are required to purchase the textbook for this course. Please go to MBS to purchase a print version.**

Dresang, D. & Gosling, J. (2008). *Politics and policy in american states and communities* (6<sup>th</sup>.ed.) Pearson. ISBN: 9780205564804

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

## **Program Outcomes:**



1. Communication:
  - a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances. (direct measures)
  - b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences. (direct measures)
2. Analytical problem solving: Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives. (direct measures)
3. Leadership and motivation:
  - a. Generate shared goals and lead internal and external stakeholders toward those goals. (indirect measures)
  - b. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit. (indirect measures)
4. Tactical Management: Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets. (indirect measures)
5. Interpersonal Effectiveness:
  - a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals. (direct measures)
  - b. Exemplify and teach ethical values and behavior (direct measures)

## **Course Objectives:**

After this course, you will be able to:

1. Analyze a federal mandate from the perspectives of the local or state government and the private sector.
2. Explain the rationale of a government program to someone from a fundamentally different cultural or political orientation.
3. Evaluate the tensions between sustainability initiatives and economic development from the perspective of business, workforce, local community, and the broader society.
4. Provide ethical guidelines to address a specific dispute where stakeholders hold fundamentally different definitions of the problem.

## Assignment Table

Unit	Topics	Academic Resources/Learning Assessment System Assignments(LASA)/Weekly Assignments
1	<p><b>America’s Federal System</b></p> <ul style="list-style-type: none"> <li>• The Federal Government</li> <li>• The States</li> <li>• Local Governments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Chapter 3, “Federal and Intergovernmental Relations,” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> </ul> </li> <li>• <b>Lecturette</b> <ul style="list-style-type: none"> <li></li> <li>Government Citizenship and Societ</li> </ul> </li> <li>• <b>Participation Assignments</b> <ul style="list-style-type: none"> <li>○ Prep Assignment to Week 2 Assessment: Select a professional or academic article on a policy issue of interest to you involving intergovernmental relations or tensions. You will either use this article or select an additional topic to complete your Week 2 assignment.</li> </ul> </li> </ul>
2	<p><b>State Diversity and Unity</b></p> <ul style="list-style-type: none"> <li>• Political Cultures</li> <li>• Differences in size, population, climate, location, shape state economies</li> <li>• Despite diversity, American values tie nation together</li> <li>• Values that tie American together <ul style="list-style-type: none"> <li>○ Popular sovereignty</li> <li>○ Limited government</li> <li>○ The rule of law</li> <li>○ Individual liberty</li> <li>○ Equality</li> <li>○ Equality of opportunity</li> </ul> </li> <li>• Federalism and Intergovernmental Relations <ul style="list-style-type: none"> <li>○ The phases of federalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Chapter 2, “State Diversity and Decline, and the Contemporary Urban Dilemma” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> </ul> </li> <li>• <b>Lecturette</b> <ul style="list-style-type: none"> <li></li> <li>Government Citizenship and Societ</li> </ul> </li> <li>• <b>Participation Assignment:</b> <ul style="list-style-type: none"> <li>○ Choose a public policy issue in your area that involves intergovernmental relations and in a PowerPoint presentation explain to the class the issue and the concerns each level of government has and why it has those concerns.</li> <li>○ Based on your learning of the political culturals in your area and the geographic and economic make up of your state, write a 5-page essay on why your state would look at a public policy issue differently that a state from a different region of the nation.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Local governments in the federal system</li> <li>○ Relations among the states</li> <li>○ Relations with Indian nations</li> </ul>	
3	<p><b>Political participation in American society</b></p> <ul style="list-style-type: none"> <li>● Grassroots participation</li> <li>● Access to government</li> <li>● Ways of participating</li> <li>● Who participates</li> <li>● Interest groups</li> <li>● General trends</li> <li>● Internal characteristics</li> <li>● Functions, activities, and impact</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Chapter 6, “Grassroots Participation,” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> <li>○ Chapter 7 “Interests Groups,” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> </ul> </li> <li>● <b>Lecturette</b> <p>M3 Lecturette.doc</p> </li> <li>● <b>Discussion/Participation Topic</b> <ul style="list-style-type: none"> <li>○ Go to your states or local government’s web page, as well as, two additional state or local government’s web pages and compare and contrast what each state provides to the citizenry. Discuss their open and public meetings laws, open records laws and what direct democracy tools they utilize.</li> <li>○ <b>LASA 1 (CO 2)</b> <ul style="list-style-type: none"> <li>○ Explain the American commitment to open and transparent government at all levels to someone from a fundamentally different cultural or political orientation. You may do so with a brief narrative paper, a PowerPoint, or any other format that provides a compelling argument.</li> </ul> </li> </ul> </li> </ul>
4	<p><b>The challenges of public policy-making: environmental protection vs. economic development</b></p> <ul style="list-style-type: none"> <li>○ Federalism and environmental policy</li> <li>○ The states’</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading Resources</b> <ul style="list-style-type: none"> <li>● Chapter 17 “Environmental Policy and Economic Development,” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> </ul> </li> <li>● <b>Lecturette</b></li> </ul>

	<p>prominence in environmental protection</p> <ul style="list-style-type: none"> <li>○ The allure of economic development</li> <li>○ Environmental protection and economic development</li> </ul>	<p>M4 Lecturette.doc</p> <ul style="list-style-type: none"> <li>• <b>Participation Assignment</b> <ul style="list-style-type: none"> <li>○ Create a one page outline identifying a specific economic development initiative with significant environmental concerns. Present the perspectives of those who support and those who oppose the initiative due to environmental concerns.</li> </ul> </li> </ul> <p><i>Important Note:</i> This exercise or the exercise completed in Week 5 will serve as the basis for the final project to be submitted in Week 7.</p>
<p>5</p>	<p><b>The challenges of public policy-making: social welfare and health policy</b></p> <ul style="list-style-type: none"> <li>○ Sub topic - Financing the federal government <ul style="list-style-type: none"> <li>○ Historical trends</li> <li>○ Current challenges and fiscal restraints</li> </ul> </li> <li>○ Financing state and local governments <ul style="list-style-type: none"> <li>○ Historical trends</li> <li>○ Current challenges and fiscal restraints</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Assignments</b> <ul style="list-style-type: none"> <li>• Chapter 16 “Social Welfare and Health Policy,” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> </ul> </li> <li>• <b>Lecturette</b></li> </ul> <p>M5 Lecturette.doc</p> <ul style="list-style-type: none"> <li>• <b>Participation Assignments:</b> <ul style="list-style-type: none"> <li>○ Find 3 articles discussing the current proposals for federal healthcare reform and provide citations.</li> <li>○ <b>Discussion/Participation Topic:</b> <ul style="list-style-type: none"> <li>○ Select a social policy such as social security or Medicaid and in a PowerPoint present a list to the class of the policy options for solutions for to the fiscal challenges for each policy. Make recommendations</li> <li>○ How does the lack of most states ability to be unable to run a deficit making the funding issues different from federal.</li> </ul> </li> </ul> </li> <li>• <b>LASA 2:</b> Participation in Government and Issues</li> </ul> <p>Analyze a federal mandate from the perspectives of government, stakeholders and the private sector.</p> <p>How does business participate in government (lobbying, PAC, soft money) with respect to this issue? Go to <a href="http://opensecrets.org">opensecrets.org</a> and provide an example of firm political spending to deal with this issue.</p> <p>What stakeholders have an interest in this issue? How does business involvement in politics impact these stakeholder groups? Discuss the</p>

		<p>potential ethical issues that can arise when business and citizens are on opposing sides of this political issue.</p> <p>Prepare the script for a 10 minute presentation to a specific audience and include a Q&amp;A sheet to address the most likely questions that might follow. When creating your QA sheet consider how different stakeholders may interpret your speech and their key interests. (CO 1 &amp; 4)</p> <p><i>Important Note: This exercise or the exercise completed in Week 5 will serve as the basis for the final project to be submitted in Week 7.</i></p>
6	<p><b>The challenges of public policy-making: Fiscal Policy and Financial Management</b></p> <ul style="list-style-type: none"> <li>○ Theories of Economic Policy</li> <li>○ Federal Public Policy and the Budget</li> <li>○ Public policy and the budget</li> <li>○ Tax and Spending Policies</li> </ul> <p><b>State and Local Government Fiscal Policy and Financial Management</b></p> <ul style="list-style-type: none"> <li>○ Economy, Taxing and Spending</li> <li>○ Financing state and local governments</li> <li>○ Evaluating state and local taxes</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading Assignments</b> <ul style="list-style-type: none"> <li>● Chapter 16 “Social Welfare and Health Policy,” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> </ul> </li> <li>● <b>Lecturette</b></li> </ul> <p>M6 Lecturette.doc</p>
7	<p><b>Government Bureaucracy</b></p> <ul style="list-style-type: none"> <li>○ The Development of the Bureaucracy State</li> <li>○ Federal Bureaus and Bureaucrats</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ The Purposes of Government</li> <li>○ Chapter 12 “Bureaucracies” <i>Politics and Policy in American States and Communities</i>, Dennis Dresang and James Gosling, (Pearson Education Inc. sixth edition, 2008).</li> </ul> </li> <li>● <b>Lecturette</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ The Process of Administrative Policymaking</li> </ul>	<p>M7 Lecturette.doc</p> <ul style="list-style-type: none"> <li>● <b>Participation Assignments:</b> <ul style="list-style-type: none"> <li>○ Find and read any of the direct Max Weber original works.</li> </ul> </li> <li>○ <b>LASA 3:</b> <ul style="list-style-type: none"> <li>○ Given the initiative selected in Week 5, develop a detailed PowerPoint presentation, including notes, and a 2 page maximum narrative summary demonstrating the following: <ul style="list-style-type: none"> <li>○ The roles of and tensions between the federal and state governments and the private sector. (Integrates CO 1, 3, and 4)</li> <li>○ Evaluate perspectives of those who support and those who oppose the initiative due to environmental or social concerns and propose a workable approach.</li> <li>○ Propose ethical guidelines addressing the dispute between stakeholders.</li> </ul> </li> </ul> </li> </ul>
<p><b>8</b></p>	<p><b>Freedom, Order or Equality</b></p> <ul style="list-style-type: none"> <li>○ The Purposes of Government</li> <li>○ Two Dilemmas of Government</li> <li>○ Ideology and the Scope of Government</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Lecturette</b></li> </ul> <p>M8 Lecturette.doc</p>

## Grading Criteria

### *Grading Scale*

<b>A</b>	100 – 93 %
<b>A-</b>	92 – 90 %
<b>B+</b>	89 – 88 %
<b>B</b>	87 – 83 %
<b>B-</b>	82 – 80 %
<b>C+</b>	79 – 78 %
<b>C</b>	77 – 73 %
<b>C-</b>	72 – 70 %
<b>F</b>	69 and below

### *Grading requirements*

<i>Participation/Discussion</i>	<i>25%</i>
<i>LASAs 1&amp;2</i>	<i>40%</i>
<i>LASA 3</i>	<i>35%</i>
	<i>100%</i>

## **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director

of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.