

COURSE SYLLABUS

POLS 2103: Intro to State & Local Government

Spring 2023

COURSE INFORMATION: [Where to be and when](#)**Section:** 190**Start Date:** January 17, 2023**Format:** ONLINE**CRN:** 23792**End Date:** May 15, 2023***Class Meetings*****Day(s) and Time(s):** ONLINE**Campus/Room Number:** ONLINE**CONTACTING YOUR PROFESSOR:** [How to get ahold of me](#)**Instructor:** Dr. Jamie Smith**Student Hours:** virtually by appointment**Campus/Office Number:** SEC 4225**Phone:** 918-595-8206**Email:** Jamie.smith10@tulsacc.edu

Email is the best way to contact me. During the week, I will return emails with 24 hours. Response times will be longer for emails sent after business hours or on weekends.

TCC Email

All TCC students receive a designated college email address (ex: jane.doe@tulsacc.edu). All communications to you about TCC and course assignments will be sent to your college email address. You must use the college email to send email to, and receive email from, the instructor regarding this course. You access the college email via MyTCC (<https://mytcc.tulsacc.edu>). **I will not respond to emails from a non-TCC email.**

Federal education privacy law prevents me from discussing your GRADES or course performance with anyone but you. Therefore, I will also not respond to emails or calls from parents, grandparents, spouses, etc. except in the most extreme circumstances.

Please keep in mind that the Family Educational Rights and Privacy Act (FERPA) prevents me from discussing your grades or course performance with anyone but you. Only when you use your college email can I be (legally) sure that you are you. Similarly, I will not respond—even if they come from your college assigned email—to emails from parents, grandparents, spouses, or anyone else except in the most extreme circumstances.

Email Guidelines

1. Use appropriate address and sign off. I prefer to be called Dr. Smith so emails should be addressed as such. Similarly, sign off with your first and last name.
2. Use a clear and concise subject line. Rather than something like “course question” use something like “question about syllabus quiz”.
3. Include your course title in the email. I teach anywhere from three to seven sections of a course in a semester. You will get your answer so much faster if you tell me specifically what course you’re in so I can find you quickly.
4. Be professional in the body of your email. This means make sure you use professional language (no sarcasm, rude language, or all caps, etc.). Make sure you use appropriate spelling and grammar.
5. Be kind. Give me the benefit of the doubt. I am not trying to trip you up. If there is something out of place, it was an accident. Let me know and I will get it fixed.

6. Give me time to answer emails. Usually, I will answer them within 24 during the week but I try not to check emails on the weekend, unless there is an exam due during that period. There is almost nothing that happens over the weekend that we can't effectively address on Monday.
7. I do not accept emailed assignments.
8. Do not email the whole class roster.
9. Use your TCC email.
10. I will not answer emails from family members except in the most extreme circumstances.

School Office Information

School: Liberal Arts and Public Service

Dean: Brad L. Duren, PhD, brad.duren@tulsacc.edu

Campus/Office Number: Metro Campus, Room 416

Phone: 918-595-7066

STUDENT SUPPORT: [TCC Resources to support your learning](#)

Campus Access

Students have access to learning spaces on campus for study, technology use, and testing. Remember to practice good, common sense public health protocols while on campus like washing your hands regularly, watching your distance when possible, and staying home if you are sick or have flu-like symptoms. Masks are no longer required on TCC campuses, but their use is expected for fully vaccinated and unvaccinated individuals per CDC guidance. A complete list of how to access services, supports, and resources is available @ <https://www.tulsacc.edu/campus-life/campus-safety/coronavirus>. If you do not see a resource that you need to be successful in completion of this course, contact me or Student Support Center at 918.595.2000 or email at StudentSupportCenter@tulsacc.edu.

Technical Support

Call the [Student Support Center](#) at 918-595-2000 or email StudentSupportCenter@tulsacc.edu for help with technology, such as Blackboard, TCC email, or MyTCC.

Academic & Student Services

Information about [Student Resources](#) is available on the TCC Website, and Safety and Wellness information is available on the [MyTCC Safety and Wellness page](#).

Microsoft Office

If you do not have Microsoft Office (Word, Excel, PowerPoint, etc.), you can download it from MyTCC on the My Account tab. Look for the "Student Software Downloads" link in the Student Quick Links box.

Personal Well-Being Statement

Being successful in this course is dependent on many factors, including your personal well-being. TCC recognizes each student has a multitude of needs, roles, and responsibilities. College is a time of tremendous growth and fulfillment, but it is also a time of stress you as you are managing your academic, personal, and professional life. You are a priority, and there are a number of TCC support staff waiting to assist you in your academic journey. Please reach out to me if you are experiencing any type of difficulty that may impact your success in this course. TCC has resources to support students including connections to get food, housing, counselling, and academic support. Please reach out and we can work together to connect you to the resources that will best facilitate your success and well-being.

COURSE DESCRIPTION AND PREREQUISITES: [What this course is about and what you need to know going in](#)

Course Catalog Description

General features of state constitutions, powers of governor, state legislative structure and processes, state judicial systems, and structure and form of municipal and county governments - with emphasis on Oklahoma governmental and political structure.

Course Prerequisites

Prerequisite: [POLS 1113](#) and sophomore standing, or instructor approval.

Next Course in Sequence

N/A

TEXTBOOKS, SUPPLIES, & OTHER RESOURCES: [Books and supplies you will need to succeed in this course](#)

Required Textbook(s)

Title: Governing States and Localities

Edition: 8th

Author: Kevin B. Smith and Alan Greenblatt

Publisher: Sage

ISBN-13: 978-1071839829

Textbooks and supplies may be purchased at: TCC campus bookstore

Higher education fosters intellectual and personal growth through exposure to and interaction with a wide range of ideas, creative expressions, and information. Students can expect to engage with and think critically about ideas and perspectives which may be very different from their own, and which may be challenging or uncomfortable. Students are encouraged to discuss any questions or concerns about course materials with their instructor.

LEARNING OUTCOMES: [Why you will get out of this course](#)

Institutional Learning Outcomes:

Tulsa Community College graduates value cultural diversity, ethical behavior, and the unique role of public education in sustaining a free society. The following institutional learning outcomes function independently and in concert. TCC graduates demonstrate: 1. Communication Skills; 2. Critical Thinking; 3. Personal Responsibility; and 4. Social Responsibility.

Program Learning Outcomes:

To access program learning outcomes specific to your degree or certificate, go to the [online catalog](#) and click Programs, then select your program from the list and scroll down to Program Learning Outcomes.

Course Learning Outcomes:

After successful completion of this course, students should be able to do the following:

1. Identify key office and officials in Oklahoma and Tulsa Municipal governance.
2. Discuss the role and constraints of federalism on the actions of state and local governments.
3. Debate the methods of raising revenue available to state and local governments.
4. Contrast policy processes among state, local, and federal governments.
5. Describe the common institutions and arrangement of power among state and local governments.
6. Discuss common policy debates in state and local governance.

TEACHING METHODS: [How the class will work](#)

This course will primarily rely on lecture and assigned activities. Students will be expected to watch lecture videos, take notes, and submit written assignments. Learning will be assessed through three unit exams.

GRADING POLICY AND ASSIGNMENT LIST:

Category	Description	Weight
Chapter Quizzes	Completed chapter quizzes. Each quiz may be taken three times and the highest score will be counted. One excellent way to complete this is to take the quiz before we begin the chapter and retaking it after we complete the chapter. These quizzes will assess understanding of key concepts and terminology using multiple choice and true/false. Each chapter has a set of review questions in its folder on Blackboard. These questions will serve as a study guide for each chapter quiz. It would be a good idea to answer	15 @ 10 points each (150 points)

	these questions as we move through the readings and lectures. Quizzes will open two weeks before we start the chapter and close the Sunday after we finish the chapter. The lowest quiz score will be dropped.	
Chapter Discussion Boards	Each student must post three (3) times in each discussion board but may only originate one post. Two posts for each lesson must be in response to something another student has posted. The intent of the discussion board is to act as interaction with your peers that you would have in a traditional format. Scoring will be based on individual participation, relevancy to course materials, inclusion of materials not covered in class, and thoughtfulness of responses. This is to be a dialogue and discussion. The instructor may on occasion make a comment in your discussions. An exchange of ideas amongst the group is expected. Those who do not participate, or do so very sparingly, will receive very low scores. Some issues may be controversial, and you will likely not agree with other members in your class. Exchange and intellectual disagreement is expected; however, any personal attacks, insults or disrespectful behavior will result in a score of 0 for any individual who exhibits this type of behavior. Disrespect or intolerance towards your fellow students will not be tolerated. Discussion boards will open two weeks before the assigned due date and closed at 11:59 pm on the assigned day. The first post on each discussion board is due the “class session” before the board closes. The lowest discussion board grade will be dropped.	15 @ 10 points each (150 points)
Exams	There will be two exams taken on Blackboard. Exams must be proctored either by Respondus Lockdown Browser or the testing center. The software requires a webcam and microphone. Reading questions will be posted for each chapter to help serve as a partial study guide. You should also know key terms used in the text and lecture. It will be impossible to do well on the exams if you have not watched the lectors AND read the assigned readings. More specifics will be posted on Blackboard.	2 @ 150 points each (300 Points)
City Council Meeting	Students are required to attend one city council meeting for the City of Tulsa (or surrounding area such as Jenks, Broken Arrow, Sand Springs, etc.). Watching a live stream of the recording is acceptable. After attending the City Council meeting, a one-page, single-spaced report should be composed. This report should (1) outline the business attended to during the meeting, (2) provide personal commentary to the topics addressed, and (3) have a copy of the council’s agenda attached (a screenshot is acceptable). Certain questions you may ask yourself when writing this report are: (1) Were any controversial issues addressed during the meeting? (2) Why were these issues controversial? (3) Were there contentious debates presented? (4) Why were the debates contentious? (5) Were there any points not raised during the meeting that should have been addressed? (6) If there were such missing points, why do you think that they should have been addressed? More details including a rubric are available on Blackboard.	100 Points
Governmental Official ID Quiz	It is important for citizens to be familiar with their elected leaders. Since this class focuses on state and local government, it is relevant for everyone in the class to know who the primary political actors are in our state and community. Students will take an identification quiz over executive and top legislative officials for both the Oklahoma State Legislature and Tulsa City Council. A list of positions students are expected to know is available on Blackboard.	50 Points
Interview with an Elected Official	Each student will arrange a personal interview with an elected state or local official of their choice. Interviews may be conducted via zoom or over the phone. Students will prepare a list of no fewer than 20 questions in advance of the interview and then will interview the official. The student will then compile a report, including information on	150 Points

	the choice of interviewee, the questions posed, and a summary of the interviewee's answers. The paper should conclude with a summary of the interview experience. More details including a rubric are available on Blackboard.	
Bill Overview	Students are required to write a bill review over one piece of legislation proposed in the current legislative session for the Oklahoma State Legislature. Good bill reviews (1) briefly summarizes the bill, (2) lists noteworthy proponents and opponents to the bill, (3) assesses whether there are any outstanding questions to resolve (i.e. what is missing from the bill) and (4) give final considerations and recommendations for the bill. The bill review is worth 100 points. Students should follow the template provided on Blackboard. The bill review should be single-spaced, and around 1 page in length. More details including a rubric are available on Blackboard.	100 Points

Feedback and Grades: *when can you expect feedback and grades on your assignments*

Feedback and grades on chapter quizzes is available to you instantaneously, though you will only be able to see which questions you missed and broad feedback. After the quiz closes, you will be able to see all questions, answers, and feedback. On exams, feedback is available to you after the assignment closes. This feedback includes all questions, the right answers, and your answers. It also includes information about where in the course that information has been covered: pointing you to specific sections of the text and class. For written work, you will receive feedback and grades on those assignments within two weeks of the due date.

Grades will be assigned as follows:

Course Grading Scale	
A	900 to 1000 points
B	800 to 899.9 points
C	700 to 799.9 points
D	600 to 699.9 points
F	599.9 points or fewer

ATTENDANCE/PARTICIPATION:

You will always do best in this course when you participate regularly. Yet, life sometimes gets in the way. Please reach out and let me know if problems arise that may prevent you from coming to class and/or participating. I am required to assign a grade of WN (Withdrawal for Nonattendance) if you do not attend class (or for online classes submit an assignment) during the open drop period. This is the first week of the course for 16-week courses or the first three days in 8-week courses. If something will prevent you from attending during this period, it is imperative that you reach out and let me know so that you are not dropped from the course.

LATE ASSIGNMENTS AND MAKE-UP WORK: *How late work and make up work will be graded*

In your professional lives, you will be expected to complete work on a deadline. To help prepare you for this, this course has firm deadlines. Late discussion boards, quizzes, and exams are not accepted. Late written work may be turned in for four days after the due date with a 10% deduction for each day it is late.

Most work in this course has a window in which it can be completed. The hope is that you will be able to work ahead of or around complications that may arise. However, if you miss an assignment or exam, you should reach out to me in a timely manner, preferably before the assignment is due. In many cases, we can find a compromise. However, if this becomes a pattern, you may want to consider if now is the best time to complete this course.

COURSE WITHDRAWAL: [What to do if you can't or don't want to complete the course](#)

See [Course Enrollment and Withdrawal](#) for information on withdrawing from a course. I will only give an AW upon request due to an inability to complete the course work and in accordance with TCC policy.

ACADEMIC INTEGRITY: [What is cheating and what are the consequences](#)

Students at Tulsa Community College are expected to behave as responsible members of the College community and to be honest and ethical in their academic work. To falsify or fabricate the results of one's research; to present words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education and violates [TCC's Academic Integrity Policy](#). Violations to the Academic Integrity Policy are addressed based on their severity as outlined in the currently policy included in the Student Handbook.

. The following are examples of academic dishonesty violations in this course with their respective sanctions:

- MINOR VIOLATIONS (e.g., including only weblinks rather than full works cited)
 - Letter grade reduction
- MODERATE VIOLATIONS (e.g., overreliance on quotes, failure to cite sources)
 - Revise assignment for max of 50%
- MAJOR VIOLATIONS (e.g., purchased papers, copied answers on exams, etc.)
 - Zero for the assignment
- MULTIPLE VIOLATIONS
 - Grade of "F" for the course

ADDITIONAL INFORMATION:

Each student is responsible for being aware of the information contained in the [TCC Catalog](#), the [Student Handbook](#), and the [Academic Calendar](#). All information may be viewed on the [TCC website](#).

SYLLABUS CHANGE: [How you'll know if things change](#)

Occasionally, changes to the syllabus may be necessary. Students will be notified of any changes to the syllabus in writing on Blackboard and via your TCC email. Keep in mind that given the uncertainty caused by the global pandemic and Oklahoma weather, things may have to change suddenly. I will do my best to keep everyone informed in the event that we need to make a quick change to content delivery or due dates.

SYLLABUS ATTACHMENT: [Where to find information about TCC policy](#)

The [Syllabus Attachment](#) provides critical student information for all TCC courses and is considered to be a part of this syllabus. Students are responsible for reading the statements contained within.

TENTATIVE COURSE CALENDAR: [What we'll cover \(and what's due\) when](#)

Week	Date	Topic	Preparation	Assignments
Week One	January 18 th	Getting Started and Introduction	Read the Syllabus Get familiar with Bb Read Chapter 1 Watch Lesson 1 Mini-Lecture	Syllabus Quiz
	January 22 nd	Federalism	Read Chapter 2 Watch Lesson 2 Mini-Lecture	Chapters 1 and 2 Reading Quiz Chapter 2 Discussion Board
Week Two	January 25 th	State Constitutions	Read Chapter 3 Watch Lesson 3 Mini-Lecture	Getting to know one another Discussion Board

	January 29 th	Comparing State Constitutions	Watch Lesson 4 Mini Lecture	Chapter 3 Reading Quiz Chapter 3 Discussion Board
Week Three	February 1 st	Raising Revenue	Read Chapter 4 Watch Lesson 5 Mini Lecture	Governmental Official ID Quiz
	February 5 th	Budget Process and Expenditures	Watch Lesson 6 Mini Lecture	Chapter 4 Reading Quiz Chapter 4 Discussion Board
Week Four	February 8 th	Voting and Elections	Read Chapter 5 Watch Lesson 7 Mini Lecture	
	February 12 th	Public Opinion	Watch Lesson 8 Mini Lecture	Chapter 5 Reading Quiz Chapter 5 Discussion Board
Week Five	February 15 th	Parties	Read Chapter 6 Watch Lesson 9 Mini Lecture	
	February 19 th	Interest Groups	Watch Lesson 10 Mini Lecture	Chapter 6 Reading Quiz Chapter 6 Discussion Board
Week Six	February 22 nd	Legislative Structure	Read Chapter 7 Watch Lesson 11 Mini Lecture	
	February 26 th	Legislators	Watch Lesson 12 Mini Lecture	Chapter 7 Reading Quiz Chapter 7 Discussion Board
Week Seven	March 1 st	Governors	Read Chapter 8 Watch Lesson 13 Mini Lecture	
	March 5 th	Becoming Governor and Other Executive Offices	Watch Lesson 14 Mini Lecture	Chapter 8 Reading Quiz Chapter 8 Discussion Board
Week Eight	March 8 th	Structure of Courts	Read Chapter 9 Watch Lesson 15 Mini Lecture	
	March 12 th	Prosecution and Defense	Watch Lesson 16 Mini Lecture	Chapter 9 Reading Quiz Chapter 9 Discussion Board
Week Nine	March 15 th	Spring Break		
	March 20 th			
Week Ten	March 22 nd	Midterm Exam		
	March 26 th	Bureaucracy	Read Chapter 10 Watch Lesson 17 Mini Lecture	Chapter 10 Reading Quiz

				Chapter 10 Discussion Board
Week Eleven	March 29 th	Faces of Local Governments	Read Chapter 11 Watch Lesson 18 Mini Lecture	
	April 2 nd	Municipalities	Watch Lesson 19 Mini Lecture	Chapter 11 Reading Quiz Chapter 11 Discussion Board
Week Twelve	April 5 th	Metro Politics	Read Chapter 12 Watch Lesson 20 Mini Lecture	
	April 9 th	Growth: Pros and Cons	Watch Lesson 21 Mini Lecture	Chapter 12 Reading Quiz Chapter 12 Discussion Board
Week Thirteen	April 12 th	Governing and Evaluating Public Schools	Read Chapter 13 Watch Lesson 22 Mini Lecture	City Council Meeting
	April 16 th	Public Education: Reforms and Players	Watch Lesson 23 Mini Lecture	Chapter 13 Reading Quiz Chapter 13 Discussion Board
Week Fourteen	April 19 th			Interview with a Legislator
	April 23 rd	Policing and Prisons	Read Chapter 14 Watch Lesson 24 Mini Lecture	Chapter 14 Reading Quiz Chapter 14 Discussion Board
Week Fifteen	April 26 th	Social Safety Net	Read Chapter 15 Watch Lesson 25 Mini Lecture	Bill Overview
	April 30 th	Government's Role in Health Care	Watch Lesson 26 Mini Lecture	Chapter 15 Reading Quiz Chapter 15 Discussion Board
Week Sixteen	May 3 rd	Environmental Policy	Read Chapter 16 Watch Lesson 27 Mini Lecture	
	May 7 th	Issues to Watch	Watch Lesson 28 Mini Lecture	Chapter 16 Reading Quiz Chapter 16 Discussion Board
Finals Week	May 10 th	Final Exam		