Code # HSS06 (2015) Rev

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

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| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

POSC 4163

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Political engagement

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

Yes

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No.

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

The modes and rates of political participation in the United States with an emphasis on the effects of gender, ethnicity, education and other factors.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Yes: Completion of POSC 3003 (Introduction to Political Analysis) or permission of the instructor.

b. Why?

Assigned reading includes a fair number of quantitative results.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring , even

10. Contact Person (Name, Email Address, Phone Number)

David Levenbach, [fidel@astate.edu](mailto:fidel@astate.edu), x-2147

11. Proposed Starting Term/Year

Spring 2016

12. Is this course in support of a new program? No.

If yes, what program?

NA.

13. Does this course replace a course being deleted? No.

If yes, what course?

NA

Has this course number been used in the past? No.

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No.

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

NA.

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The BA political science curriculum in the US politics area is largely institutional. While there is a course on political parties and interest groups, these, too, are institutional and, in any event, focused on political collectivities. Rounding out coverage of US politics, the proposed course focuses on individual political behavior, the extent and means by which individuals engage, or fail to engage, in the political process. (There are is also a course on Black Politics and another on gender and politics. While the proposed course does include consideration of gender and ethnic effects on political participation, it does so for citizens as a whole taking into account as necessary the impact of political identity as well as other factors.)

Students will have a thorough foundation with respect to the aggregate level of political participation in the US and the systematic sources of variation among individuals in rates of political participation.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Within the constraints of what courses the department is able to offer, the department seeks to cover the terrain normally offered by most undergraduate programs. While the American Political Science Association is not particularly prescriptive at the course level, they do report (<http://www.apsanet.org/portals/54/Files/DSP%20Data/Data%20on%20the%20Profession/CurriculumReport%20201213DeptSurvey%20FINAL21814.pdf>) that courses in US politics are the most commonly (but not universally) required courses in undergraduate curricula. Note, too, that the proposed course fits comfortably in one of the organized sections of the leading professional association (# 32; <http://www.apsanet.org/sections>) though it in part relates to other organized sections as well). As noted in the course proposal, "The BA political science curriculum in the US politics area is largely institutional. While there is a course on political parties and interest groups, these, too, are institutional and, in any event, focused on political collectivities. Rounding out coverage of US politics, the proposed course focuses on individual political behavior, the extent and means by which individuals engage, or fail to engage, in the political process. (There are is also a course on Black Politics and another on gender and politics. While the proposed course does include consideration of gender and ethnic effects on political participation, it does so for citizens as a whole taking into account as necessary the impact of political identity as well as other factors.)"

The course focuses on alternative but not incompatible theoretical frameworks for explaining variations in political participation and so is in accord with part of the express mission of the department (“to facilitate work and political concepts at the formal operational level of reasoning, to develop generalizations, to build theory and apply it to problem solving”). An additional feature of the mission is to “instill in [students] a desire for lifelong learning and citizen engagement;” a course analyzing patterns of political participation would seem to be appropriate to support the second piece of that goal. The design of the course, beginning with the standard demographic model of political participation then adds layers in terms of other factors (choice circumstances offered by the political environment, long term trends toward civic disengagement that alter the structure of the standard model) impacting patterns of political engagement. The course also includes a consideration of the political socialization process and the accumulation of political knowledge that shape patterns of political participation and includes coverage of gender and personality effects. The introduction of layering factors should provide students with an appreciation of the complexity of what may appear to be a simple phenomenon (variations in political participation) and so should enhance students' analytical abilities "to cope with the problems of modern politics," which is the mission of the department (p 259 <http://www.astate.edu/dotAsset/e0938ce7-4e6b-498a-bfca-ce1e4d42d191.pdf>).

c. Student population served.

Political science students and other students with an interest in politics and a robust civic society.

d. Rationale for the level of the course (lower, upper, or graduate).

Provides a mid-level survey of theories and research findings on political participation, one that goes substantially beyond what is covered in an introductory course on US government and politics but which is pitched at a level appropriate for upper-level undergraduates.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

1. Overview

2. Modes of participation

3. The Standard Demographic Model

4. The Mobilization Model

5. The Mobilization Model and electoral behavior

6. The Mobilization Model and non-electoral participation

7. Trends in civic engagement

8. Alternative explanations for trends in civic engagement

9. Political socialization

10. Political knowledge

11. Media effects on political engagement

12. Gender and political engagement

13. Personality effects

14. Graduate student presentations and wrap-up

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

3 tests, reading checks, research paper, class participation.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Current resources are adequate.

20. What is the primary intended learning goal for students enrolled in this course?

An ability to articulate and critique the standard demographic model of political participation

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

*Bowling Alone*, Putnam, Simon & Schuster, 2000

*Mobilization, Participation, and Democracy in America*, Rosenstone & Hansen, Pearson, 2003

*Participation in America*, Verba & Nie, U of Chicago, 1987 [selected chapters]

b. Number of pages of reading required per week: 80

c. Number of pages of writing required over the course of the semester: 20

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Articulate the standard demographic model of political participation and critique its limitations.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Reading and class discussion

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

An extended essay for the final exam

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

**Outcome #3**:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

2013-2014 *Bulletin*, p 477

POSC 3433. Political Ideologies POLITICAL THEORY. Contemporary political ideas and movements, including liberalism, conservatism, anarchism, fascism, communism, and nationalism. Fall,

even.

POSC 3453. Modern Political Theory POLITICAL THEORY. Writings of modern political philosophers such as Machiavelli, Hobbes, and Rousseau. Spring.

POSC 3503. Principles of Public Administration PUBLIC ADMINISTRATION. Survey of

the field of public administration and its problems. Spring.

POSC 3513. Public Budgeting Process PUBLIC ADMINISTRATION. The public budgeting

processes of the United States and of Arkansas, administrative and political problems connected

with raising and expending public revenues. Spring, even.

POSC 4003. Special Topics Political Psychology GENERAL POLITICS. Focuses on the core

concepts and theories involved in the psychological understanding of politics and on the applications

of these concepts and theories across the substantive areas of the discipline of political science.

In addition, this course is concerned with the development of empirical studies by the students.

May be repeated once for credit with a different subtitle. Demand.

POSC 4113. American Legislative Process AMERICAN POLITICS. Structure and organization

of legislative bodies, with a detailed study of legislative processes. Spring, odd.

POSC 4123. Women in Politics AMERICAN POLITICS. An examination of the interrelationship

of gender, politics, and popular culture. Spring, odd.

POSC 4143. Public Opinion and Public Policy AMERICAN POLITICS. The function of

public opinion in political systems, and methods for revealing public preferences; with principal

focus on the US case. Dual listed as POSC 5143. Spring, odd.

POSC 4153. Politics and Popular Culture by the Decade An analysis of the intersection of

politics and popular culture for a particular decade, to be chosen by instructor. Fall even.

POSC 4163, Political Engagement. AMERICAN POLITICS.

The modes and rates of political participation in the United States with an emphasis on the effects of gender, ethnicity, education and other factors. Spring, even.

POSC 4223. Middle Eastern Political Systems COMPARATIVE POLITICS. Major Middle Eastern political systems, with concentration on their common characteristics and major differences.

Spring, odd.

POSC 4233. Life Sex Death or Body Politics in Comparative Perspective. COMPARATIVE POLITICS.

A cross-national study of policy and policy change with respect to state regulation of the body.

Prerequisite: Completion of POSC 3003 or permission of the instructor. Spring, even.

POSC 4313. International Organization INTERNATIONAL POLITICS. Development, structure,

and politics of international organizations such as the United Nations. Fall, odd.

POSC 4453. Analysis of Contemporary Political Theory POLITICAL THEORY. An analytical

and theoretical examination of one or more theoretical political issues of the 20th and 21st centuries.

Topics of analysis may include democracy, justice, community, political ethics, multiculturalism, or

the theories of a particular political philosopher or school of political philosophy. Content will vary.

Spring.

POSC 4503. Public Policy, Politics and Power PUBLIC ADMINISTRATION Provides a framework for understanding the fundamentals of the American public policy making process, the political

context in which it operates and the theories of power that affect it. Spring, odd.

POSC 4513. Disaster Response Operation Management PUBLIC ADMINISTRATION. Roles

and responsibilities of public managers and others within the National Incident Management System.

May be credited toward Minor in Homeland Security and Disaster Preparedness. Fall-odd.

POSC 4523. Public Personnel Administration PUBLIC ADMINISTRATION. Policies, methods,

and techniques utilized in public personnel. Fall.

POSC 4533. Environmental Law and Administration PUBLIC ADMINISTRATION. Overview

of current environmental law, its administration and enforcement. Demand.