



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
AMY LINCH	ATL3	Liberal Arts (LA)	Not Available
SUZANNA LINN	SLD8	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines?

Course Designation

(PLSC 1) American Politics: Principles, Processes and Powers

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Amer. Politics

Discipline: General Education

Course Listing: Single-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Political Science (UPLA_PLSC)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course provides an introduction to the United States government and political processes. It examines the relationship between the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, presidency, courts, and bureaucracy), its electoral processes (elections, voting, and political parties), and influences such as the media and interest groups in shaping political behavior and policy outcomes.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Approximately one week is allocated to each of the following topics. Content for the remaining weeks will vary with the instructor and may include extended focus on listed topics or additional topics such as varieties of democracy, foreign policy, social movements, and political ideologies.

1. The US Constitution, Design, Origin and History
2. Federalism
3. Congress
4. Presidency
5. Judiciary
6. Civil Rights and Liberties
7. Campaigns/Elections
8. Political Parties
9. Media
10. Interest Groups
11. Public Opinion
12. Bureaucracy
13. Domestic Policy

Course Description:

This course examines the American democracy by looking at the dynamic interaction between the founding ideals of the United States government, the institutions established by the Constitution, and the ongoing contest for power within and through those institutions. Students will learn how Congress, the Presidency and the Supreme Court shape law and public policy; how the electoral process influences the decisions of voters and political parties; and how the media, interest groups, political action committees, and public opinion impact political outcomes. Through these topics the course takes up questions such as, Who has a voice in American politics and why are some political actors more influential than others? Do the electoral and policy making processes uphold democratic values? How responsive is the United States government to public wants? How does the media influence citizens' political preferences and behavior? The course both provides a foundation for further study of politics and equips students with the capacity to act politically on their own behalf and in concert with their communities. Students are empowered to interpret and pursue their interests, rights, and opportunities within the US political system in relation to the values of democratic equality and liberty the system was organized to secure, and to influence the process through which policies that shape their lives in critical ways are made.

The name(s) of the faculty member(s) responsible for the development of the course:

1 Name: AMY LINCH (ATL3)

Title:
Phone:
Address:
Campus: UP
City:
Fax:

| Name: SUZANNA LINN (SLD8)

Title:
Phone:
Address:
Campus: UP
City:
Fax:

| Name: MICHAEL BERKMAN (MBB1)

Title: PROFESSOR OF PL SC
Phone: +1 814 863 6120
Address: 0203 POND LABORATORIES
Campus:
City:
Fax:

| Name: ZACHARY BAUMANN (ZDB1)

Title: LECTURER IN POLITICAL SCI
Phone: +1 814 867 5305
Address: 0203 POND LABORATORIES
Campus:
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon completing this course, students will be able to

- 1) Explain the design, logic, and function of the American political system and its impact on American politics as they will experience it as citizens
- 2) Critically assess the representativeness, responsiveness and distributive fairness of the American democracy
- 3) Exercise their rights as democratic citizens
- 4) Build on a strong foundation of the concepts and methods used in upper level political science classes

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

The methods of evaluation and exact grading requirements will necessarily vary by instructor and location. Current methods of assessment include quizzes, exams, in class exercises, discussion blogs, papers and group projects. The assignment distribution in determining students' grades might be as follows.

Quizzes 20%

midterm and final exam 50%

papers/group projects 10%

participation, in class exercises, discussion posts 20%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is a prerequisite for upper level courses in American politics.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

The course fulfills a lower level requirement for Political Science, International Politics and Social Data Analytics majors. It may be used by non-majors to fulfill General Education and Social/Behavioral requirements.

A description of any special facilities:

N/A

Frequency of Offering and Enrollment:

The course is generally taught every semester.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

Gen Ed recertification.

The course title modification is intended to facilitate students' course selection by providing more information about the course content. The current title inaccurately specifies the scope of the course as government rather than national level politics in the United States, of which the structure of government is only one component.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

1. Key Literacies

The key literacy attained through PL SC 001 is political literacy. Students learn to identify how power is allocated and exercised in their society. They learn to interpret and pursue their interests, rights and opportunities within the US political system in relation to the values of democratic equality and liberty that it was organized to secure. They learn to participate fully in their communities as citizens by gaining knowledge about how political power is distributed and how they can influence the process through which policies that shape their lives in critical ways are made.

What component(s) of the course will help students achieve this General Education Learning Objectives?

Students will learn the structure of the United States national government, the function of the various branches, and the theory and practice of their interaction in creating public policy. The emphasis on both theory and practice equips students with criteria to evaluate the performance of their political representatives and hold them accountable to their obligations under the terms of the American democratic system. Similarly, topics such as the electoral system and political parties, campaigns, and elections provide students with knowledge to participate in this aspect of political life in a variety of roles from voting to pursuing political office. The emphasis on the dynamic between the structure of the political system and political behavior in shaping political change provides students with an understanding of the economic, social and political factors that contextualize their values and interests. This understanding enables students to both see the obstacles and opportunities to pursuing their own goals within those structures and envision possibilities for leadership in changing them.

Opportunities to achieve this General Education Learning Objective

Students will develop political literacy as articulated above throughout the course. Each of the course topics advances students understanding of the processes through which power operates by, within, and on the United States national government. Given the organization of the course around the design and function of the United States political system in relation to democratic representation and accountability, the topics individually and collectively develop students' capacity to act politically on their own behalf and in concert with their communities. Class discussions and exercises focused on current political events give students the opportunity to connect the course content to their own goals and actions.

2. Critical and Analytical Thinking

Students develop critical and analytic thinking through investigation of the relationship between the structure and promise of the US political system and what it delivers in terms of both substantive outcomes and opportunities for action. The course fosters critical thinking through questions such as how the values of democratic equality and liberty that underwrite the system's legitimacy are realized or foreclosed through the electoral and policy making process, how responsive government is to public wants; and how the media influences political preferences and behavior. In considering such questions student are guided to think analytically about how large scale processes are connected to micro level actions. They learn to employ different modes of reasoning in approaching problems, to recognize standards of validity and verification in constructing arguments.

What component(s) of the course will help students achieve this General Education Learning Objectives?

Students will develop critical and analytic thinking through the structure of the course material and through class discussions and exercises.

Opportunities to achieve this General Education Learning Objective

The organization of the course content in terms of 1) structure and political behavior, 2) theory and practice and 3) design and function provides students with continual opportunities to develop critical and analytic thinking skills. The course lectures and text books model critical and analytic thinking about social and political processes and students are given the opportunity to exercise these skills in class discussions, essays, and analysis of current events.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students' mastery of the key literacy described above will be assessed through quizzes and tests and possibly through homework and in class exercises at the discretion of the instructor. Quizzes and tests assess students' ability to identify, describe and explain various aspects of American politics. Discussions (in class and through blogs) and topic based exercises advance students recognition of the relationship between the course material and contemporary events, and give them the opportunity to develop and articulate informed opinions about political issues. Essay exams, reflection papers and papers further illustrate students' understanding of the political process. Different versions of the course follow different assessment schemes but all use more than one of these modes of assessment.

Critical thinking skills are generally practiced through class discussions and in class exercises, and assessed through examinations, reflection papers or discussion posts. Take home or in class essay exams might ask students to apply what they have learned to novel scenarios or to interpret or respond to contemporary political events based on knowledge gleaned in the course. Some sections of the course will also use group projects and papers to assess critical thinking skills.

General Education Domain Criteria

General Education Designation: Single-Domain

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

1. Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings:

American National Government explicitly examines the relationship between institutions, various actors, and the outcomes of political processes. The course develops the US political system from the point of view of its formal design and explicit goals, and its historical modification through practice in response to changing circumstances and political competition. Additionally, it focuses on how institutions influence people's perception of their interests and how they affiliate with others as political actors.

2. Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems:

American National Government introduces students to the vocabulary, data and analytic models political scientist use to research and formulate solutions to political problems. It does this in the course of describing the design and purpose of political institutions and in interrogating their effects on social policy and political behavior.

3. Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences:

The explicit focus on civil rights and liberties in many aspects of American National Government foregrounds the political and ethical importance of social and behavioral sciences. Additionally, the course's attention to the various factor that shape public opinion, which in turn influence the terms of political competition, enable students to see the importance of social and behavioral science to a well functioning democratic society.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures

- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

Intercultural Requirements:

This course cultivates students' knowledge of the role of social identity in political behavior. It conveys knowledge of US values, traditions and beliefs manifest through the development and current functioning of the US political system, particularly their impact on struggles for equal recognition by historically marginalized groups. In focusing on political coalitions, campaigns, and interest groups the course also introduces students to various factors influencing issue framing, political representation and policy outcomes that concern, for example, race, class, religion, gender, physical/mental disability, age, or sexual orientation.

Campuses That Have Offered (PLSC 1) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
Fall 2017	✓		✓		✓			✓	✓	✓		✓			✓	✓				✓	✓		✓	✓				✓
Summer 2017	✓																				✓		✓					
Spring 2017	✓	✓						✓	✓			✓	✓		✓						✓		✓					
Fall 2016	✓	✓	✓	✓	✓			✓	✓			✓			✓	✓				✓	✓		✓	✓				✓
Summer 2016	✓														✓						✓		✓					
Spring 2016	✓	✓						✓	✓			✓									✓		✓					
Fall 2015	✓	✓	✓		✓			✓	✓			✓	✓		✓					✓	✓		✓	✓				✓
Summer 2015	✓											✓			✓						✓		✓					
Spring 2015	✓	✓						✓	✓			✓								✓	✓	✓	✓					✓
Fall 2014	✓	✓	✓		✓			✓	✓			✓	✓		✓						✓		✓	✓				✓
Summer 2014	✓											✓			✓						✓		✓					
Spring 2014	✓	✓			✓			✓		✓		✓	✓			✓				✓	✓		✓					✓
Fall 2013	✓	✓	✓	✓				✓	✓			✓	✓							✓		✓	✓	✓	✓			

Review History

This section represents all consultation history that has occurred on this proposal

Legend



Approve



Rejected



Waiting Review



User Action Required



Pending Action(s)



Moved to Rejected Status



Approved

(#) - Review Order Sequence Number

Consultation



Recipient Name: ANTHONY FOYLE

Department: Science

Position: Consultation

Campus: PENN STATE ERIE, THE BEHREND COLLEGE

Title: ASSOC PROF GEOLOGY

(18) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)



Recipient Name: [CAROLYN GRIESS](#)

Department: Behavioral Science And Education

Position: Consultation

Campus: PENN STATE HARRISBURG,
THE CAPITAL COLLEGE

Title: LECTURER OF EDUCATION

(19) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)



Recipient Name: [CELISE SCHNEIDER-
RICKRODE](#)

Department: Humanities And Social Sciences

Position: Consultation

Campus: PENN STATE ERIE, THE
BEHREND COLLEGE

Title: ASST PROF POL SCI

(20) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)



Recipient Name: [DANA MITRA](#)

Department: Education Policy Studies

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: PROF OF ED (EDTHP)

(8) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 2/26/2017 at 5:46 PM

[Respond To Comments](#)



Recipient Name: [DIANA GRUENDLER](#)

Department: Liberal Arts Undergraduate Studies


Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: SR LECTURER IN ENGLISH

(9) **Request sent:**2/24/2017 at 4:23 PM
Last sent: 2/27/2017 at 7:33 AM
Concur: Yes
Comments:
Reviewed On: 2/27/2017 at 10:24 AM

[Respond To Comments](#)

 **Recipient Name:** [JOHN CHAPIN](#) **Department:** UC Arts and Humanities
Position: Consultation **Campus:** BEAVER CAMPUS
Title: PROF COMMUNICATIONS

(10) **Request sent:**2/24/2017 at 4:23 PM
Concur: Yes
Comments:
Reviewed On: 2/27/2017 at 10:35 AM

[Respond To Comments](#)

 **Recipient Name:** [JOHN GAMBLE](#) **Department:** (Not Available)
Position: Consultation **Campus:** (Not Available)
Title: PROF POL SCI


(21) **Request sent:**2/24/2017 at 4:23 PM
Last sent: 3/6/2017 at 7:30 AM
Concur: Yes
Comments: (Completed By Default - Exceeded Time Limit)
Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)

 **Recipient Name:** [JOHN HADDAD](#) **Department:** Humanities
Position: Consultation **Campus:** PENN STATE HARRISBURG,
THE CAPITAL COLLEGE
Title: PROF AM STD POP CLT

(4) **Request sent:**2/24/2017 at 4:23 PM
Concur: Yes
Comments:
Reviewed On: 2/25/2017 at 9:16 AM


[Respond To Comments](#)

 **Recipient Name:** [KAMINI GRAHAME](#) **Department:** Behavioral Science And
Education
Position: Consultation **Campus:** PENN STATE HARRISBURG,
THE CAPITAL COLLEGE
Title: COMMUN PSYCH/SOCIAL CHANG

(22) **Request sent:**2/24/2017 at 4:23 PM
Last sent: 3/6/2017 at 7:30 AM
Concur: Yes
Comments: (Completed By Default - Exceeded Time Limit)


Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)

 **Recipient Name:** [KILIC KANAT](#) **Department:** (Not Available)
Position: Consultation **Campus:** (Not Available)
Title: ASST PROF POL SCIENCE


(23) **Request sent:**2/24/2017 at 4:23 PM
Last sent: 3/6/2017 at 7:30 AM
Concur: Yes
Comments: (Completed By Default - Exceeded Time Limit)
Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)

 **Recipient Name:** [LEE BANASZAK](#) **Department:** Political Science
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: HEAD PLSC,PROF PLSC/WMNST


(12) **Request sent:**2/24/2017 at 4:23 PM
Concur: Yes
Comments:
Reviewed On: 3/3/2017 at 8:06 AM

[Respond To Comments](#)

 **Recipient Name:** [MANOHAR SINGH](#) **Department:** (Not Available)
Position: Consultation **Campus:** (Not Available)
Title: ASOC PROF FINANCE

(24) **Request sent:**2/24/2017 at 4:23 PM
Last sent: 3/6/2017 at 7:31 AM
Concur: Yes
Comments: (Completed By Default - Exceeded Time Limit)
Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)

 **Recipient Name:** [MARIANNE HILLEMEIER](#) **Department:** Health Policy And Administration
Position: Consultation **Campus:** UNIVERSITY PARK CAMPUS
Title: DEPT HD/PROF HPA & DEMOG

(5) **Request sent:**2/24/2017 at 4:23 PM
Concur: Yes
Comments:
Reviewed On: 2/25/2017 at 11:29 AM

[Respond To Comments](#)

 **Recipient Name:** [MARIE HOJNACKI](#) **Department:** Political Science

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: ASSOC PROF POLITICAL SCI

(17) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments:

Reviewed On: 3/6/2017 at 4:50 PM

[Respond To Comments](#)



Recipient Name: [MARY BETH ROSSON](#)

Department: Information Sciences And Technology

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: Associate Dean

(25) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

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Recipient Name: [MATTHEW EVANS](#)

Department: Arts And Humanities

Position: Consultation

Campus: ALTOONA CAMPUS

Title: ASSOC PROF POLITICAL SCI

(14) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments:

Reviewed On: 3/6/2017 at 9:57 AM

[Respond To Comments](#)



Recipient Name: [MICHAEL BERKMAN](#) **Department:** Political Science

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: PROFESSOR OF PL SC

(26) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

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Recipient Name: [OMID ANSARY](#) **Department:** Capital Administration

Position: Consultation

Campus: PENN STATE HARRISBURG,
THE CAPITAL COLLEGE

Title: Senior Associate Dean for Academic Affairs

(2) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 2/24/2017 at 5:10 PM

[Respond To Comments](#)



Recipient Name: [PETER HEANEY](#)

Department: Geosciences

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: ASSOCIATE HEAD, UNDERGRAD

(27) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:31 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)



Recipient Name: [RANDALL NEWNHAM](#) **Department:** (Not Available)

Position: Consultation

Campus: BERKS CAMPUS

Title: PROFESSOR POLITICAL SCI

(15) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:31 AM

Concur: Yes

Comments:

Reviewed On: 3/6/2017 at 10:13 AM

[Respond To Comments](#)



Recipient Name: [ROBERT SPEEL](#)

Department: Humanities And Social Sciences

Position: Consultation

Campus: PENN STATE ERIE, THE BEHREND COLLEGE

Title: ASSOC PROF POL SCI

(3) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 2/24/2017 at 5:30 PM

[Respond To Comments](#)



Recipient Name: [ROSE ZBIEK](#)

Department: Curriculum And Instruction

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: PROFESSOR OF ED (MATH ED)

(16) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:31 AM

Concur: Yes

Comments:

Reviewed On: 3/6/2017 at 12:14 PM

[Respond To Comments](#)



Recipient Name: [Scott Metzger](#)

Department: Curriculum And Instruction

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: Dr.

(11) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 2/27/2017 at 2:05 PM

[Respond To Comments](#)



Recipient Name: [STEVEN PETERSON](#) **Department:** Public Affairs

Position: Consultation

Campus: PENN STATE HARRISBURG,
THE CAPITAL COLLEGE

Title: PROF POLT/PUBL AFF

(13) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 3/3/2017 at 7:08 PM

[Respond To Comments](#)



Recipient Name: [SUZANNA LINN](#) **Department:** Political Science

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: PROFESSOR OF POL SCI

(1) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 2/24/2017 at 4:59 PM

[Respond To Comments](#)



Recipient Name: [VERA COLE](#) **Department:** Energy And Mineral
Engineering

Position: Consultation

Campus: WORLD CAMPUS

Title: PRGM LEAD DUTTON E-ED INS

(7) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 2/26/2017 at 11:32 AM

[Respond To Comments](#)



Recipient Name: [VERONICA
MONTECINOS](#)

Department: (Not Available)

Position: Consultation

Campus: (Not Available)

Title: PROF SOCIOLOGY

(28) **Request sent:**2/24/2017 at 4:23 PM

Last sent: 3/6/2017 at 7:31 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

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Recipient Name: [ZACHARY BAUMANN](#) **Department:** Political Science

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: LECTURER IN POLITICAL SCI

(6) **Request sent:**2/24/2017 at 4:23 PM

Concur: Yes

Comments:

Reviewed On: 2/25/2017 at 7:28 PM

[Respond To Comments](#)



Recipient Name: [MAUREEN FEINEMAN](#)

Department: Geosciences

Position: Consultation

Campus: UNIVERSITY PARK CAMPUS

Title: ASST PROF GEOSCIENCES

(29) **Request sent:**2/24/2017 at 5:38 PM

Last sent: 3/6/2017 at 7:30 AM

Concur: Yes

Comments: (Completed By Default - Exceeded Time Limit)

Reviewed On: 3/11/2017 at 7:15 AM

[Respond To Comments](#)

Head of Department



Recipient Name: [LEE BANASZAK](#)

Department: Political Science

Position: Head of Department

Campus: UNIVERSITY PARK CAMPUS

Title: HEAD PLSC,PROF PLSC/WMNST

(30) **Request sent:**5/9/2017 at 4:03 PM

Concur: Yes

Comments:

Reviewed On: 5/9/2017 at 4:46 PM

[Respond To Comments](#)

SCCA Representative



Recipient Name: [SUZANNA LINN](#)

Department: Political Science

Position: SCCA Representative

Campus: UNIVERSITY PARK CAMPUS

Title: PROFESSOR OF POL SCI

(31) Request sent:5/9/2017 at 4:46 PM

Concur: Yes

Comments:

Reviewed On: 5/10/2017 at 6:44 PM

[Respond To Comments](#)

Dean of the College



Recipient Name: [PAUL TAYLOR](#)

Department: Philosophy

Position: Dean of the College

Campus: UNIVERSITY PARK CAMPUS

Title: ASSOC PROF & ASSOC DEAN

(32) Request sent:5/10/2017 at 6:44 PM

Last sent: 7/17/2017 at 7:30 AM

Concur: Yes

Comments:

Reviewed On: 7/21/2017 at 11:30 AM

[Respond To Comments](#)

SCCA Subcommittee Review



Recipient Name: [ALLISON ALBINSKI](#)

Department: (Not Available)

Position: SCCA Subcommittee Review

Campus: UNIVERSITY PARK CAMPUS

Title:

Request sent:7/21/2017 at 11:30 AM

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]



Recipient Name: [KADI CORTER](#)

Department: (Not Available)

Position: SCCA Subcommittee Review

Campus: UNIVERSITY PARK CAMPUS

Title:

Request sent:7/21/2017 at 11:30 AM

Concur: [Not Yet Reviewed]

Comments: [Not Yet Reviewed]

Reviewed On: [Not Yet Reviewed]

SCCA Review

Recipient Name: [ALLISON ALBINSKI](#)

Department: (Not Available)

Position: SCCA Review

Campus: UNIVERSITY PARK CAMPUS

Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#) **Department:** (Not Available)
Position: SCCA Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Faculty Senate Review

Recipient Name: [ALLISON ALBINSKI](#) **Department:** (Not Available)
Position: Faculty Senate Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Recipient Name: [KADI CORTER](#) **Department:** (Not Available)
Position: Faculty Senate Review **Campus:** UNIVERSITY PARK CAMPUS
Title:

Concur: [Not Yet Reviewed]
Comments: [Not Yet Reviewed]
Reviewed On: [Not Yet Reviewed]

Curricular Information

Blue Sheet Item #:
Review Date:

SCRID Numbers

(PLSC 1):

UPLOADED DOCUMENTS:

Context Type: Syllabus
File Description: Master Syllabus
File Name: PLSC 001 Master Syllabus.pdf

UPLOADED DOCUMENTS FOLLOW:

Master Syllabus

Course Abbreviation and Number: PL SC 001 American Politics: *Principles, Processes and Powers*

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: None

Course Attributes/Designations: GenEd (GS), BA, US

General Education Learning Objectives:

KEY LITERACIES – *the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.*

CRITICAL AND ANALYTICAL THINKING – *the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.*

Course Description:

This course examines the United States democracy by looking at the dynamic interaction between the founding ideals of the United States government, the institutions established by the Constitution, and the ongoing contest for power within and through those institutions. Students will learn how Congress, the Presidency and the Supreme Court shape law and public policy; how the electoral process influences the decisions of voters and political parties; and how the media, interest groups, political action committees, and public opinion impact political outcomes. Through these topics the course takes up questions such as, Who has a voice in American politics and why are some political actors more influential than others? Do the electoral and policy making processes uphold democratic values? How responsive is the United States government to public wants? How does the media influence citizens' political preferences and behavior? The course both provides a foundation for further study of politics and equips students with the capacity to act politically on their own behalf and in concert with their communities. Students are empowered to interpret and pursue their interests, rights, and opportunities within the US political system in relation to the values of democratic equality and liberty the system was organized to secure, and to influence the process through which policies that shape their lives in critical ways are made.

Course Learning Objectives:

Upon completing this course, students will be able to

- 1) Explain the design, logic, and function of the American political system and its impact on American politics as they will experience it as citizens

- 2) Critically assess the representativeness, responsiveness and distributive fairness of the American democracy
- 3) Exercise their rights as democratic citizens
- 4) Build on a strong foundation of the concepts and methods used in upper level political science classes

Course Topics

1. The US Constitution, Design, Origin and History
2. Federalism
3. Congress
4. Presidency
5. Judiciary
6. Civil Rights and Liberties
7. Campaigns/Elections
8. Political Parties
9. Media
10. Interest Groups
11. Public Opinion
12. Bureaucracy
13. Domestic Policy

Assessment

Quizzes, tests, essays, in class exercises, and group projects as appropriate to course enrollment and at the discretion of the instructor.