

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
FACULTY SENATE

Senate Document Number 6216S  
Date of Senate Approval 2/11/16

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Statement of Faculty Senate Action:

**APC Document 52:** **Change the titles of POLS 220, 261, 320, 351**

**Effective Date: Fall 2016**

**1. Replace:** On page 251, the title of **POLS 220, Principles of American Political Behavior**, with

**220 Introduction to American Politics**

**2. Replace:** On page 251, the title of **POLS 261, Introduction to Comparative Politics**, with:

**261 People, Governments, and Conflict (4)**

**3. Replace:** On page 252, the title of **POLS 320, Evolution of American Politics**, with

**320 Challenges to American Democracy**

**4. Replace:** On page 253, the title of **POLS 351, The Administrative State**, with:

**351 Public Policy and Administration**

The course examines the executive branch of the federal government in the implementation of laws as well as the executive's role in creating and shaping public policy. The principles of public administration are explored in the context of the politics of bureaucracy. Special attention is given to the role the professional civil service plays in the policy making process, specifically, and in representative democracy, generally. Prerequisite: POLS 220. Odd years Spring.

**5. Replace:** On page 251, the title of **POLS 311, Comparative Conflict Processes: Revolutions, Regime Change and Civil Conflict**, with:

**311 Politics of Violence**

**Impact:** None. These classes are taught on a regular basis by existing faculty members. We are changing the names to be more descriptive. The substance and pedagogy of the course will not appreciably change.

**Rationale:** We find that students are reluctant to take some classes just because they don't know what they mean precisely, a reluctance that is compounded by the fact that they are being taught by new, unfamiliar faculty members. For example, they don't know what is meant by Comparative Politics or the Evolution of American Politics. We are using more descriptive titles to highlight the substantive content of the class and appeal more directly to student interests.