

**School of Arts and Letters**

**COURSE SYLLABUS** POL 11103 American National Government

Fall 2022

# Class meets on: Monday through Friday 7:45 am – 8:30 am

Class meets at: South Gallia High School Room 143

Instructor: Dafney Davis, MEd, MS

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**GENERAL EDUCATION OUTCOMES**

Upon completion of the General Education Program, students will be able to accomplish the following:

• Communication: Demonstrate effective communications skills in reading, writing, speaking, and listening. (Skills, literate)

• Cultural Diversity: Demonstrate a scientific knowledge of human behavior and acknowledge cultural diversity of different peoples of the world. (Liberal arts and science- based knowledge, respect for people, integrity)

• Human Values: Use an understanding of the historical and philosophical development of current cultures to demonstrate respect for human values and perspectives. (Liberal arts, literate, respect for people)

• Ethical Behavior: Demonstrate understanding of ethical reasoning by constructing arguments on issues of importance of society (Self-directed, ethically responsible, concerned with integrity, respect for people).

 • Technological Literacy: Demonstrate appropriate technological literacy and skills for personal and professional use. (Knowledge and skills, literate)

• Health & Well-Being: Demonstrate an understanding of behaviors that best promote personal health and psychological well-being. (Ongoing learning experience, self-directed, committed to excellence)

• Aesthetic Awareness: Identify and appreciate artistic expressions from historical, philosophical, and cultural perspectives. (Liberal arts, aesthetically aware)

• Critical Thinking: Use appropriate critical thinking skills to solve problems. (Literate, ongoing learning experience)

• Scientific Reasoning: Demonstrate an understanding of the fundamental concepts of mathematics and science, analytical ability, problem-solving capacity, and the use of the scientific method. (Science-based awareness, ongoing learning experience, literate)

**COURSE DESCRIPTION**

An introduction to Constitutional foundations, the major national political institutions, policy processes, public opinion and political behavior, interest groups, and electoral politics.

**CREDIT HOURS**: **3**

**TEXTBOOK AND OTHER REQUIRED MATERIALS**:

Abernathy, S. & Waples, K. (2019). *American government: Stories of a nation.*

 Boston: Bedford, Freeman & Worth. Print

The textbook will be supplemented with outside readings, including the 15 required Supreme Court cases and nine foundational documents which will all be assigned during the course.

In addition to the required cases and documents, recent articles regarding political science concepts and current political issues will be provided to students to supplement the primary text. Links to the supplemental readings will be posted on the Google Classroom or provided to students in hard copy.

Google Classroom Code: **dgzbdjt**

**Materials Needed**: 1 Composition notebook, 1 three ring binder with loose leaf paper, scissors, colored pencils, blue or black ink pens (**NO RED INK**) or pencils, and Post-It Notes (lots).

### **Major Class Activities**

**Current events presentations:** Students, individually, will prepare a current events presentation they will share with the class at the start of their assigned week. The presentation must include at least one story that links one or more of the essential questions for the Unit the class is currently studying. The current events presentation also must include at least one relevant visual source (photo, political cartoon, or infographic) for each story with a caption that **CLEARLY** explains its connection to the unit that story covers.

**Analytical assignments:** Students will be required to complete four analytical assignments about important topics in United States government and politics. These assignments will be due on varying dates during the year. In each assignment, the students must briefly summarize the assigned source/s in a creative, informative manner, connect the source/s to the current unit of study (how they do this will vary depending on the resources provided for each assignment and the unit of study in which it is due), and make a connection between the source/s and a current political issue. Two of the analytical assignments will require students to also examine how the assigned source/s and a required case/foundational document corroborate or contradict one another.

**Terms Quizzes:** At the start of each chapter, each student will be assigned the chapter terms and develop a study set presentation, such as a Google Slides presentation, a Quizlet presentation, or a Kahoot quiz that can be used by the entire class as a study aid. Any other methods must be pre-approved by me. At some point during each Unit, students will take a Vocabulary exam, students will take an exam over these terms. On each exam, they must score a 90% or better in order to earn credit. They can take the exam up to three times in order to earn credit. Basically, this is an all or nothing score.

**Debates:** Students, in teams of three, will compete in a debate about a current public policy or issue in American government and politics. Each team will get a three-minute opening statement, a five-minute cross examination period, and a five-minute closing statement. Students must also have a visual which helps support their main arguments. This visual can be a chart, graph, table, political cartoon, or infographic. Students will analyze the visuals presented by other teams as part of the debate. Finally, each team is responsible for providing an annotated works cited page of the resources used to develop their arguments and questions.

**Landmark United States Supreme Court Cases:** In pairs or as individuals, students will create an interactive presentation for one of the 15 required Supreme Court cases. Their interactive presentation **MUST** include a summary of the constitutional issue involved in the case, a summary of the holding of the case, any significant dissents in the case, and connections to at least two similar cases (acting as precedent or overturning the original decision). In addition to the previous requirements, each student’s presentation should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case. Students will be responsible for providing an annotated works cited page of the resources used to develop the presentation.

**GRADING:**

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| Category | Description |  Purpose | Percent of total grade |
| Homework & Classwork | This includes weekly chapter notes, notecards and in class skill building activities. | This is heavily weighted as it is the primary way in which students gather historical content knowledge and develop disciplinary practices and reasoning skills. | 5% |
| Review | These activities can include: in class simulations, collaborative projects, online simulations and a variety of other content review assignments. Typically, these are completed at the end of each time period unit. | This category is designed for students to understand the importance of continuous content review to engrain information to their long-term memory. The breadth of 10,000 years of human history requires retention of key information from the beginning to the end of the curriculum. | 10% |
| Writing | This includes weekly writing assignments used as formative and summative assessments. These assignments will assess students abilities to analyze historical evidence and develop and support a historical argument. Writing assignments will increase in length and difficulty over time. | This category is heavily weighted to reflect the importance of mastering historical argumentation and writing skills. Students ability to develop and support their historical argument is worth 60% of their overall test score. Hence writing skills are  | 25% |
| Quizzes | A chapter quiz comprising multiple choice questions will be given when chapter notes are due. Although this category is worth 0% on its own, it has a valuable incentive for students. If they earn 80% on the reading quiz, they will automatically earn 100% on the corresponding chapter quiz - excluding Stimulus based questions. | The purpose of these quizzes is to determine if students have gathered the most important information from each chapter. These quizzes prepare students for the upcoming chapter test and indicate the content from each chapter that is most difficult, which will be emphasized prior to the chapter test. | 20% |
| Exams/Tests | Exams are typically at the completion of each unit and will test students on their content knowledge, source analysis and critical thinking skills. There will be one test for each chapter and chapter tests will also include a portion of review questions from previous chapters. | This category is designed to assess students’ ability to ascertain and retain the most important content knowledge over time. Low scores in this category would suggest a need to try new study strategies.  | 25% |

**EXTRA CREDIT:** NONE

**GRADING SCALE: A = 95-100%** | A- = 90-94% | B+ = 87-89% | **B = 84-86%** | B- = 80-83% | C+ = 77-79% | **C = 74-76%** | C- = 70-73% | D+ = 67-69% | **D = 64-66%** | D- = 60-63% | F = <59%

**COURSE OUTLINE**

1. **Constitutionalism (CON)**
	1. The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance majority rule and minority rights.

		1. Documents used to study Constitutionalism
			1. The Declaration of Independence
			2. *Federalist No. 10*
				1. The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection
			3. *Brutus No. 1*
				1. To the Citizens of the State of New-York
			4. *Federalist No. 51*
				1. The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments
			5. *Federalist No. 70*
				1. The Executive Department Further Considered
			6. *Federalist No. 78*
				1. The Judiciary Department
			7. The Articles of Confederation
			8. The Constitution of the United States (Articles I-VII, 10th and 14th Amendments)
		2. Court Cases used to study Constitutionalism
			1. *McCulloch v. Maryland* (1819)
				1. Established supremacy of the U.S. Constitution and federal laws over state laws
			2. *Lopez v. United States* (1995)
				1. Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime
			3. *Baker v. Carr* (1961)
				1. Opened the door to equal protection challenges to redistricting and the development of the “one person, one vote” doctrine by ruling that challenges to redistricting did not raise “political questions” that would keep federal courts from reviewing such challenges
			4. *Shaw v. Reno* (1993)
				1. Legislative redistricting must be conscious of race and ensure compliance with the Voting Rights Act of 1965
			5. *Marbury v. Madison* (1803)
				1. Established the principle of judicial review empowering the Supreme Court to nullify an act of the legislative or executive branch that violates the Constitution
2. **Liberty and Order (LOR)**
	1. Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

		1. Documents used to study Liberty and Order
			1. The Declaration of Independence
			2. *Federalist No. 10*
				1. The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection
			3. *Brutus No. 1*
				1. To the Citizens of the State of New-York
			4. Letter from Birmingham Jail
		2. Court Cases used to study Liberty and Order
			1. *Engel v. Vitale* (1962)
				1. School sponsorship of religious activities violates the establishment clause
			2. *Wisconsin v. Yoder* (1972)
				1. Compelling Amish students to attend school past the eighth grade violates the free exercise clause
			3. *Tinker v. Des Moines Independent Community School District* (1969)
				1. Public school students could wear black armbands in school to protest the Vietnam War
			4. *New York Times Company v. United States* (1971)
				1. Bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security
			5. *Schenck v. United States* (1919)
				1. Speech creating a “clear and present danger” is not protected by the First Amendment
			6. *Gideon v. Wainwright* (1963)
				1. Guaranteed the right to an attorney for the poor or indigent
			7. *Roe v. Wade* (1973)
				1. Extended the right of privacy to a woman’s decision to have an abortion
			8. *Gitlow v. New York* (1925)
				1. States may prohibit speech having a tendency to cause danger to public safety
			9. *McDonald v. Chicago* (2010)
				1. The Second Amendment right to keep and bear arms for self-defense is applicable to the states
			10. *Plessy v. Ferguson* (1896)
				1. Upheld “separate but equal” racial segregation by the states
			11. *Brown v. Board of Education, I* (1954)
				1. Race-based school segregation violates the equal protection clause
			12. *Brown v. Board of Education, II* (1955)
				1. School districts and federal courts must implement the Court’s decision in Brown v. Board of Education, I (1954) “with all deliberate speed”
3. **Civic Participation in a Representative Democracy (PRD)**
	1. Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.
		1. Documents used to study Civic Participation and Representative Democracy
			1. Letter from Birmingham Jail
		2. Court Cases used to study Civic Participation and Representative Democracy
			1. *Brown v. Board of Education, I* (1954)
				1. Race-based school segregation violates the equal protection clause
			2. *Citizens United v. Federal Elections Commission (2010)*
				1. Political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment
4. **Competing Policy-Making Interests (PMI)**
	1. Multiple actors and institutions interact to produce and implement possible policies.
		1. Documents used to study Competing Policy-Making Interests
			1. The Constitution of the United States (Articles I-VII, 10th and 14th Amendments)
			2. *Federalist No. 51*
				1. The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments
		2. Court Cases used to study Competing Policy-Making Interests
			1. *Buckley v. Valeo* (1976)
				1. Campaign spending is a form of protected speech under the First Amendment, but upheld restrictions on political campaign contributions by individuals
			2. *Citizens United v. Federal Elections Commission (2010)*
				1. Political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment
5. **Methods of Political Analysis (MPA)**
	1. Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

**FINAL EXAM:** Thursday, December 1, 2022

**INSTITUTIONAL POLICIES**

***ADA POLICY:*** *If a student wishes to be identified as having a physical, mental, or learning disability, that may or may not require reasonable accommodation(s), he/she must register with the Office of Accessibility.  These registered students should identify themselves to their instructors and provide a written statement from the Accessibility Office that indicates the appropriate accommodations.  The process of a student self-proclaiming the need for accommodation should occur as early in the semester as possible.  The Office of Accessibility phone is 245-7339 and is located in Rhodes Hall, Room 116, University of Rio Grande.*

***FERPA:*** The University of Rio Grande and Rio Grande Community College are committed to fully respecting and protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA).  These rights generally include the right to inspect, review and seek amendment to the student's education records and the right to provide written consent before personally identifiable information from education records is disclosed.  Under FERPA, students have the right to file a complaint with the US Department of Education concerning alleged failures to comply with FERPA.  Please see the Student Records Confidentiality/Rights Under FERPA section of the Student Handbook for details and more information.

**MENTAL HEALTH STATEMENT**: As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing.  Contact the office of Accessibility (740-245-7439) to learn more about the confidential mental health services available to you.

Ohio Hopeline (Center for Suicide Awareness): **Text “hopeline” to 741741 for immediate crisis counselling.**

***INCOMPLETE POLICY:*** *Incompletes will only be granted for extenuating circumstances, such as illness, accident, etc. which will prevent the student from completing the course; an incomplete grade cannot be given to avoid a failing grade in the course. To apply for an incomplete, contact the Office of the Registrar. There is a $70 fee for incompletes (may be waived in certain circumstances).*

***ACADEMIC DISHONESTY:*** *Standard university**policies, as described in the Student Handbook, apply.*

***WITHDRAWAL:*** *Standard university**policies, as described in the Student Handbook, apply. Deadlines are listed on the campus website.*

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