

POLSCI 100 - American Politics
Hybrid Instruction
50% Face-to-Face/50% Online
Spring 2017
MWF 1:00-1:53

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Course Overview

This is a general education course that satisfies a requirement in the Social and Behavioral Sciences. While the course has many goals particular to this course (see below), it also has three goals in terms of the general education requirement at UW-Parkside: communication/literacy, reasoned judgment, and social and personal responsibility:

- **Communication/literacy:** Reading is emphasized. Students can expect around 8 hours of reading a week. Written communication is achieved through essay assignments and exams.
- **Reasoned judgement:** Students will be able to recognize a problem, analyze information, identify assumptions, and make conclusions based on a range of information.
- **Social and personal responsibility:** Students will understand and question values and beliefs about social, political, economic and historical contexts that construct diversity and inequality.

Introduction to American Politics is a survey course designed to acquaint you with the fundamental ideas, institutions, and actors that make up our governmental system. During the semester, we will examine the legal and structural basis of our government, evaluate the institutions that carry out its day to day functions, and analyze the role the individual citizen can play in influencing and affecting government. Also, since government and politics are things that go on around us all the time, we will follow the actions of the President, the Congress, the Courts, and the public. For this reason, current political events will be of special interest and importance to our studies.

A typical class day will consist of a combination of lecture, discussion, and analysis conducted against the background of larger political science questions regarding the role of government. At the end of this course, it is my hope that students will understand much more not only about American politics, but about the phenomenon of politics generally.

Course Objectives

This class is designed to provide a basic understanding of the main actors, institutions, and practices that exist in American Politics. The exams and quizzes are designed in order to measure each of the objectives of the course. By completing the course, students will be better able to:

1. Identify the important institutions in American politics, as well as how they operate.
2. Recognize and provide examples of the actors and institutions critical to political outcomes in the contemporary American political environment.
3. Identify influential periods of history and events that have impacted and shaped contemporary American politics.
4. Critically analyze and answer questions related to course readings that have shaped the American political system.

Course Requirements

Attendance/Participation (10%)

Attendance in class is necessary in order to fully comprehend the material and develop the critical thinking skills that accompany class discussion for the in-person portion of the class. I will pass around a sheet everyday that you must sign to register your attendance in class. If I don't see your face (or, for that matter, if you come to class but I notice you sleeping, text messaging in class, carrying on a conversation or otherwise not paying attention and/or being disruptive) I will mark you absent. If you are more than 10 minutes late to class, I will mark you absent; it is disrespectful to me and your classmates. Moreover, must you be absent for any reason, it is your responsibility to find out what was covered in class and to get notes from another student.

In order to receive any attendance/participation points, **you must complete a quiz dealing with the content of this syllabus**. The quiz can be attempted an unlimited number of times, cannot hurt your grade, and must be completed with a 100%. No content on D2L will unlock until the quiz is completed. The point of the quiz is to ensure that you understand the guidelines and requirements for the class so that there is no possibility for complaints later.

I will allow three unexcused absences for the in-person portion of the class (**one and a half weeks!**). **After three absences, your grade will decrease four percentage points for every class you miss (up to 10%)**. If you are not in class, you cannot participate. In addition, I will assign everyone a participation grade at the end of the semester. If you do not regularly speak in class you will lose points off of this grade. Further, if a class is held online, I expect you to participate in order to receive points (more on this later).

I expect that class reading will be done **prior to class**, and that students will come to class prepared with notes on the readings so that they can engage in discussion. If at any point

during the semester it is clear that students are not reading prior to class, I will mandate that each student hand in at the start of class one page of typed, single-spaced notes on the readings. If this situation arises, **the page of notes will count for the 2% of the daily attendance/participation grade (up to 10%)**.

Further, you will be required to post a review question for each of the two exams that we will have online in the Discussion section of D2L. Further, you must respond to at least one student's question for each review session. The discussion forum is located in the Discussion section of D2L titled "Review Session." I will not reward you any participation points unless you do both of these tasks. You must complete the tasks before the exam opens.

Online Instruction

A portion of the class is conducted online. After spring break, the class moves to online instruction. Since half of the class is conducted online, attendance/participation is a difficult aspect of the course to assess. There is a great deal of leeway built into the completion of required coursework. However, it is up to you to pay attention to due dates and requirements. Finally, **you must have stable internet access for this class**. I will not at any point in the semester hear complaints regarding late assignments due to not having internet access. The level of technological knowledge for participating in this class is minimal.

I expect that class reading will be done **prior to the lecture slides being posted** for the online portion of the class, and that students will ask questions in the discussion forums if they are not understanding something. The lecture slides are posted on Monday mornings at 8am. If at any point during the semester it is clear that students are not reading prior to attempting the quizzes, I will mandate that each student hand in on D2L one page of typed, single-spaced notes on the readings. The page of notes will accompany the quizzes in terms of determining the overall quiz grade.

A note about conduct: It is understandable that the class is not face-to-face for a portion, thus there is a certain level of anonymity. On rare occasions, this anonymity is accompanied by a lack of formality or professional conduct. Please take note to not be disrespectful to other students. Further, I expect that emails to me will be accompanied by a professional header, consist of a professional tone, and include formal writing (as though it were a business email). If the emails are not drafted in this manner, I will simply not respond to them. If they are written in a professional manner, you can expect a response in two business days or less.

If you need technical support, you can contact the UW-Parkside help desk with inquiries regarding D2L problems at servicedesk@uwp.edu. Additional help or inquiries regarding success in the class should be directed at the Student Support Services center.

Active Learning: Interaction and Feedback

The two online review sessions for the second portion of the class are intended to provide a forum for students to process course material and apply course concepts in an interactive format. This interaction will allow for “student - student” and “student - instructor” interactions, whereby students are expected to guide discussions and learning through specific questions. Each student will not only write an original question, but is expected to respond to at least one other student’s question. Further, as your Instructor, I will take an active role in clarifying confusion and providing additional information that serves to advance student understanding in a given content area.

Finally, there are weekly discussion boards set up for you to provide questions if your understanding is deficient in a specific area. The weekly discussion boards are not mandatory. Instead, they are intended to guide students to increasing levels of responsibility for their own learning.

Active Learning: Student Engagement

The lecture slides will use contemporary examples of political phenomena to illustrate course concepts. These concepts, often contentious, are designed to challenge student understandings of given issues and explore new ways of analyzing institutional performance, political arguments, and political history. Therefore, students are expected to keep up with contemporary news in order to familiarize themselves with the presented issues. Present in the lecture slides are discussion questions that provide the opportunity to examine and assess their own understandings of new material. Although students are not expected to submit written responses to these discussion questions, this self-directed learning enables students to more fully interact with other members of class during review sessions, and clarifies points of confusion on which to seek further clarification. Again, these exercises are intended to guide students to increasing levels of responsibility for their own learning.

Quizzes ([11 -1] x 2 = 20%)

There will be 11 quizzes in this class worth an overall 20%. The quizzes are intended to ensure that you are reading the material, and that your level of comprehension is as at a point where you do well on the exams. The quizzes are to be accessed on D2L the week before we start most topics. The quiz will open on Thursday at 8am the week before we start a topic, and will close by Sunday night at midnight.

You are allowed to take each quiz three times, and I will count the highest quiz grade out of the three. Further, at the end of the semester I will drop the lowest quiz grade. The quizzes are open-note, open-book format. The time limit for quiz completion is 53 mins. Finally, there are no make up quizzes. You have over two days to complete the quiz. Therefore, I will not allow anyone to make them up.

Argumentative Essays (2 x 5% = 10%)

There will be two short, argumentative papers assigned throughout this semester. The objectives in this paper are to present a thesis and thoroughly defend your argument through the presentation of evidence. The important aspect to note about this type of assignment is to be aware of how your argument could possibly be undermined. If it is possible to break your argument with a one or two sentence statement you have not succeeded in the task, and thus will not receive a satisfactory grade on the assignment.

The essays are graded based mostly on the strength of your argument. However, grammar, sentence structure, paragraph structure, and overall organization are taken into account when assigning your essay grade. An “Argumentative Essay Guideline” is posted on D2L. **You should follow the guideline to the letter!** A failure to follow the essay guideline will result in an automatic 0% on the essay, which is a loss of 5% of your grade. There are no excuses, and your grade will not be re-evaluated. If you make an appointment or come to office hours, I will be more than willing to read your essay and give you comments before you hand it in. **There are no excuses for not doing well on these essays.**

Exams (3 X 20% = 60%)

There will be three examinations during the course of the semester, listed in the course schedule. Each exam is worth 20% of your overall grade. Since a strong argument has arisen regarding the usefulness of multiple choice exams, and some people argue that they are “bad test takers,” I offer two options for the exams. Each student will have the choice between two different exams for the midterm and final, listed below:

Exam Choice 1: In-class, multiple choice exam - The exam will consist of multiple choice questions worth equal points each. The second two exams are online, multiple choice exams. The online exam time is limited to 53 minutes (which is the normal length of the in-person class), and you are not allowed to use your notes. **The exam will open on Friday the prior week at 10pm and close on Friday at 10pm the week of the exam.** For example, the first exam opens on Friday Oct. 7 at 10pm and closes on Friday Oct. 14 at 10pm. Therefore, you are welcome to take the exam at any point in that 7 day window. The multiple choice exams are set up to be graded immediately upon completion.

Exam Choice 2: Take-home, essay exam - The exam will consist of three essay questions, and you must choose **two** to answer. Each essay question should be answered in $2\frac{1}{2}$ -3 typed, double-spaced pages (You may not write less than $2\frac{1}{2}$ or more than 3 pages. If the essay is shorter or longer than the instructions, you will receive a 0%). The essay questions will be handed-out the class before the in-class exam. **The exam answers must be turned in on D2L before the start of the in-class exam.** Failure to turn in the exam on time will result in an automatic 0%.

Late Work

Late work is not accepted. All of the assignment due dates, criteria for completion, and full explanation are provided well ahead of time. In addition, all of the assignments can be turned in electronically on D2L without physically being in class. Therefore, there is no excuse for late work. Finally, there are two options for the exam, and one of the options does not require you to be in class. Therefore, makeup exams will not be allowed except for extreme circumstances.

Grading Scale

Grade	Percentage
A	= 92% - 100%
A-	= 90% - 91%
B+	= 88% - 89%
B	= 82% - 87%
B-	= 80% - 81%
C+	= 78% - 79%
C	= 72% - 77%
C-	= 70% - 71%
D+	= 68% - 69%
D	= 62% - 67%
D-	= 60% - 61%
F	= below 60%

NOTE: In cases in which a student is on the borderline between grades (e.g., 91.5), I will always round up to the higher grade, provided that you have attended class regularly and engaged in regular and active participation in class.

If you have any questions about grading policy in general, or any questions about any particular grade you received, please come see me in my office. I will be more than happy to discuss your grade with you and find ways in which your work can be improved and your grade raised.

Academic Dishonesty

I take plagiarism extremely seriously. Let it be noted for the record that cheating in any form will not be tolerated. Anyone caught cheating on an examination will be punished according to University guidelines. In addition, if a paper is handed in without any citations, improper citations, or plagiarized material the paper will receive a zero, and you will be referred to the university for disciplinary action. I will assume that you either copied the material or did not complete the assignment as was required. Please consult the section on student academic dishonesty in the Student Guidebook for a listing of the practices that

may be considered cheating.

It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a letter of verification to provide to their instructors. Disability Services is located in WYLL D175 and can be reached at 595-2372 or dss@uwp.edu

Required Reading

We the People: An Introduction to American Politics. Tenth Core Edition by Benjamin Ginsberg, Theodore Lowi, and Margaret Weir. W.W. Norton and Company, 2015.

Note: Do not buy the book before the first day of class. In class, I will go over your options in terms of course materials.

Class Schedule

NOTE: Reading for a particular day should be done before attending class on that particular day. I have been known to randomly call on students and ask them questions from the reading. Therefore, it is in your interest to be prepared in order to receive attendance points. In addition, the schedule is subject to change based on the flow of class discussion.

Part I - Political Science Research

Week 1: Jan. 30 - Feb. 3

Syllabus

Student introductions

Topic: *Introduction: Social Scientific Methods; What is American Politics?*

Part II - The Origins and Foundations of American Government

Week 2: Feb. 6 - Feb. 10

Topic: *American Political Culture*

Read: Ginsberg, Ch. 1

Topic: *The Founding*

Read: Ginsberg, Ch. 2; Declaration of Independence; Agrarian Justice (READ CLOSELY)

Week 3: Feb. 13 - Feb. 17

Topic: *The Constitution*

Read: U.S. Constitution; Federalist Papers 10 & 51 (READ CLOSELY)

Topic: *Federalism*

Read: Ginsberg, Ch. 3

Week 4: Feb. 20 - Feb. 24

Topic: *Civil Liberties*

Read: Ginsberg, Ch. 4, Bill of Rights

Week 5: Feb. 27 - Mar. 3

Topic: *Civil Rights*

Read: Ginsberg, Ch. 5

EXAM I - FRIDAY March 3

Part III - Forming and Expressing Beliefs

Week 6: Mar. 6 - Mar. 10

Topic: *Public Opinion*

Read: Ginsberg, Ch. 6

Week 7: Mar. 13 - Mar. 17

Topic: *Public Opinion*

Read: Ginsberg, Ch. 6

Topic: *Political Participation & Voting*

Read: Ginsberg, Ch. 8

Essay I Due - Mar. 15 (1:00pm on D2L)

Research Question: 1) Why is voter turnout among the young so low? What aspects of the life situations of many young people might contribute to this problem? 2) Looking at the other end of the spectrum, why do older people vote so often? 3) Offer one or two concrete steps our political system could take to motivate young people to take part in politics at higher rates.

March 19-25 - Spring Break

Instruction for this class switches to online instruction. If you have any questions for me about online instruction, make sure to see me prior to this date.

Week 8: Mar. 27 - Mar. 31

Topic: *Political Participation & Voting*

Read: Ginsberg, Ch. 8

Week 9: Apr. 3 - Apr. 7

Topic: *Political Parties*

Read: Ginsberg, Ch. 9

Week 10: Apr. 10 - Apr. 14

Topic: *Campaigns & Elections*

Read: Ginsberg, Ch. 10

Week 11: Apr. 17 - Apr. 21

EXAM II

Week 12: Apr. 24 - Apr. 28

Topic: *The Legislative Branch - Congress*

Read: Ginsberg, Ch. 12

Essay II Due - Apr. 26 (1:00pm on D2L)

Research Question: Constituent opinion, interest groups and political parties all influence the voting decisions of members of Congress in various ways. However, it is ultimately up to each member to decide how to cast his/her vote on any piece of legislation. Explore each of the influences mentioned above and discuss how each could be a potential positive and negative influence on members decisions. Finally, consider these influences in light of the delegate and trustee models

of representation introduced by the Framers' fears of democracy and faction. Is there a best path for members to follow in deciding how to vote?

Week 13: May 1 - May 3

Topic: *The Executive Branch - The Presidency*

Read: Ginsberg, Ch. 13

Week 14: May 8

Topic: *The Judiciary - The Federal Courts*

Read: Ginsberg, Ch. 15

EXAM III - May 9 - May 12