American National Government  
Political Science (POLS) 101-60  
Fall 2015  
3 Credits

General Education Competency Area: Social and Behavioral Ways of Knowing

Instructor: Tim Lynch  
Office: Spalding Hall, Room 309  
Office hours: Monday 1:00pm-2:00pm; Tuesday 11:00am-12:00pm; Thursday 12:00pm-1:00pm; meetings can also be arranged by appointment  
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Introduction:  
I am always excited to be involved with an American National Government course! I hope you are too! If not, I hope you are by the end of the semester. This course offers a unique opportunity for you (and me) to consider the political world in which you (and I) live and the political institutions that influence your (and my) life. Here we will do much more than identify the three branches of government; we will explore how the shared and conflicting values of the American people define the enduring controversy over the proper role of government. Through this lens, we will analyze the continuing development of national institutions as well as the evolution of the relationship between different levels of government to understand the value tradeoffs that are made in establishing institutions and the consequences of these arrangements for policy outcomes. (There are no prerequisites for this course.)

General Education Learning Outcomes:  
Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of political science.
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Course Specific Objectives:  
By the end of this course you will be able to:  
- Describe how shared and conflicting values impact the creation of political institutions.  
- Explain why contests over constitutional rules are so intense.
- Describe the evolution of federal-state relations in the U.S. and explain how groups use the federal system strategically.
- Explain how political institutions affect political behavior.
- Describe the evolution of the powers of national institutions (Congress, the president, the bureaucracy, and the federal courts) and explain the consequences of this evolution for values.

**Text and readings:**
Required:
*We the People: An Introduction to American Politics. Tenth Core Edition* by Benjamin Ginsberg, Theodore J. Lowi, Margaret Weir, and Caroline J. Tolbert.

There are a number of versions of this text, make sure to get the 10th core edition. The text is available for purchase at the college bookstore and through a number of online retailers. It is also available in e-book format from the publisher at: http://books.wwnorton.com/books/webad-detail-editions.aspx?id=4294986076.

All readings from the text are denoted “Ginsberg” in the course schedule. In addition to the text, a number of articles are required reading. These articles are listed in the course schedule and will be available through the Blackboard course page. Students should also keep up with current events related to topics covered in the course by watching/reading local, state, and national news. (There are no optional readings in this course.)

**Blackboard:**
The Blackboard site will have all of the important material for the course including: the syllabus, slides, notes, audio lectures, additional readings, discussion posts, practice quizzes, flashcards, quizzes, and exams. Grades will also be available through the Blackboard course page.

**Grades:**
Your grade for this course is determined by eleven discussion posts (40%), eleven quizzes (30%) and three exams (30%).

**Discussion board:**
Since we do not meet face-to-face, the online discussion board serves as your opportunity to engage ideas and deepen your understanding of the material. For this course, the discussion board serves the dual purpose of fostering class discussion and allowing students to demonstrate critical thinking and writing skills. Discussion posts are graded as written assignments. Thus, students should follow all directions carefully and adhere to high standards for expressing ideas including, but not limited to, proper spelling, grammar, and citation. All ideas must be properly cited using APA format and all resources cited in the body of the post must be included in a reference list at the end of the post. (Note: References do not count toward the word count of posts.) Information about APA citations can be found here: https://owl.english.purdue.edu/owl/resource/560/02/ and information on APA references can be found here: https://owl.english.purdue.edu/owl/resource/560/05/.
The grading rubric for the posts is available in the course introduction tab on Blackboard.
Discussion posts are due every week that does not feature an exam (except weeks 5 and 15). Discussion questions with instructions will be available starting **Monday at 9:00am** for every week that requires a post. You are required to make an original post (start a thread) **by Thursday at 11:59pm** for every discussion question. You are also required to respond to at least **two different threads** (created by two different students) **by Sunday at 11:59pm**. (Note: You will only be able to view classmates’ posts **AFTER** making an original post.)

Each week’s discussion (the original post and the response) are worth **4%** of your overall grade and are scored out of 100 points (see the discussion rubric for more detailed information). Eleven weeks require full discussion board activity. The score for your lowest week will be dropped. You will receive three bonus points (on your overall grade) for **fully** participating in all eleven discussions and will receive one bonus point (on your overall grade) for **fully** participating in ten discussions.

**Quizzes:**
Eleven quizzes will be conducted through the Blackboard course page. Quizzes take place during all non-exam weeks (except weeks 1 and 15). Quizzes will be available on **Wednesday starting at 5:00pm**. Quizzes must be completed by **Sunday at 11:59pm**.

Quizzes will be on both the material covered in class notes and the assigned readings for the week. Each quiz will have 10 multiple-choice (hopefully not multiple guess!) questions. Students will have 20 minutes to complete each quiz. **Quizzes are open book and open note, but must completed individually.** Students who read the text and take careful notes while reading and reviewing the class notes are best positioned to take advantage of the open-book, open-note format. You are also encouraged to complete practice quizzes at the end of each chapter in the text (answers can be found on pages A77-A78 in the appendix of the Ginsberg text) and access the flashcards and practice quizzes on Blackboard.

The score for your lowest quiz grade will be dropped. You will receive one bonus point (on your overall grade) for completing all eleven quizzes.

**Exams:**
Three exams will be conducted through the Blackboard course page. Exam one will be week six, exam two will be week eleven, and the final will be week 16. For exams one and two, a brief review will be available starting **Monday at 9:00am**. Exams one and two will be available starting **Wednesday at 5:00pm**. Exams one and two must be completed by **Sunday at 11:59pm**. The review sheet for exam three will be available **Monday, December 7th at 9:00am**. Exam three will be available **Friday, December 11th at 5:00pm**. Exam three must be completed by **Tuesday, December 15th at 11:59pm**.

Exams are **NOT** cumulative. Each exam will cover the material from one section of the course (see course schedule for details). Exams will have between 50-60 multiple-choice (hopefully not multiple guess!) questions. Students will have 75 minutes to complete each exam. **Exams are open book and open note, but must completed individually, not as part of a group.** The advice for preparing for the exams is the same as the advice for the quizzes; use the same resources, but cover multiple chapters from the text and multiple weeks of class notes.
Each exam is worth 10% of the grade. No exam will be dropped.

**Late/Missing work:**
Students who miss discussion posts **will not** be allowed to make them up without proper documentation. Please note students must demonstrate that they were not able to complete an initial post from the time the assignment is opened until it is due. Since discussions are interactive, any student who misses a discussion will be assigned a longer written assignment to be completed as soon as s/he is able to return to class (not the end of the semester).

Students who miss quizzes **will not** be allowed to make them up without proper documentation. Please note students must demonstrate that they were not able to complete the quiz from the time it opened until it is due. Make-up quizzes need to be completed as soon as a student is able to return to class (not the end of the semester).

Students who miss exams **will not** be allowed to make them up without proper documentation. Please note students must demonstrate that they were not able to complete the exam from the time it opened until it is due. Make-up exams need to be completed as soon as a student is able to return to class (not the end of the semester).

**Feedback:**
Discussion posts will be graded within one week of the due date for responses. (Note this is different than the date of submission and different than the due date for original posts.)

Quizzes and exams will be graded immediately upon submission. Quiz questions with student answers and the correct answer will be available on **Tuesdays** following quizzes. Quiz questions should be used to prepare for exams.

Feedback on practice quizzes, including the correct answer and an explanation of the question/answer will be available immediately upon submission.

**Academic Misconduct:**
Any student who cheats on a quiz or exam, plagiarizes, or commits any other act of academic dishonesty will receive an **F** for the course and will be referred to the appropriate **College authorities.** If you have questions on the proper use of resources or sources, ask before proceeding to ensure that you do not run afoul of guidelines.

**Overall Grade:**
The course will be graded on the following 100-point scale:

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<th>Grade</th>
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<tr>
<td>A</td>
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Correspondence and Courtesy

Correspondence:
You should only contact me at: trlynch@lcsc.edu or call my office: (208) 792-2615. **Email is the preferred method of contact.** (College policy requires that email communication take place through your LCMail account.) You can expect a response to emails within 24 hours for emails sent during the work week and 48 hours for emails sent between Friday at 4:00pm and Monday at 9:00am. Similarly, phone calls will be returned within 24 hours during the week and all calls made after 4:00pm Friday will be returned the following Monday.

I prefer to be called Tim. I have a Ph.D., but see no need for titles. While I don’t mind you calling me by my first name, I do insist that all emails be addressed “Dear Tim,…” and follow all spelling/grammar conventions. If I can’t tell why you are contacting me, I may ask you to write again. Carefully consider all emails/calls before you make them. The more specific you are with your questions, the quicker they can be addressed.

Decorum:
Every student and the instructor deserve to be treated with respect at all times. Conflict is inherent in politics and I expect students to disagree on some (perhaps many) topics. However, disagreements need not lead to incivility. This is particularly important in responding to discussion posts. Personal attacks will not be tolerated in discussion responses (or anywhere else) and will result in lower grades (see the discussion rubric).

Accommodation and Support:
Accommodation:
If you need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible so the proper arrangements can be made with Disability Services. Official documentation is necessary to provide accommodations. If you have any questions about the requirements or procedures for accessibility accommodations please visit: http://www lcsc.edu/disability-services/ or contact Disability Services at (208) 792-2211.

Academic & Student Support Services:
Information on academic and student support services can be found here:
http://www lcsc.edu/trio/ or by contacting TRiO Student Support Services at (208) 792-2300.

Course Schedule:
All readings should be completed by the **START** of the week for which they are listed. **Note: All times are Pacific.**

**Week 1:**
No readings
Notes: Available 8/24 at 9:00 am
**Discussion Post 1** - (Available 8/24 at 9:00 am, due Sunday 8/30 at 11:59pm)
Week 2:
Readings: Ginsberg, Chapter 1 - American Political Culture & Declaration of Independence (Appendix of Ginsberg, A1-A3)
Notes: Available 8/31 at 9:00 am
Discussion Post 2 - (Available 8/31 at 9:00 am, original post due Thursday 9/3 at 11:59pm, responses due Sunday 9/6 at 11:59pm)
Quiz 1 - (Available 9/2 at 5:00pm, due Sunday 9/6 at 11:59pm)

Week 3:
Readings: Ginsberg, Chapter 2 – Founding and the Constitution; U.S. Constitution (Appendix of Ginsberg, A8-A13, only the Articles are required, read the Amendments if you like); Federalist 10 and 51 (Appendix of Ginsberg, A20-A24)
Notes: Available 9/7 at 9:00am
Discussion Post 3 - (Available 9/7 at 9:00 am, original post due Thursday 9/10 at 11:59pm, responses due Sunday 9/13 at 11:59pm)
Quiz 2 - (Available Wednesday 9/9 at 5:00pm, due Sunday 9/13 at 11:59pm)

Week 4:
Readings: Ginsberg, Chapter 3 – Federalism; U.S. Constitution: Articles IV and VI (Ginsberg, A12-A13)
Notes: Available 9/14 at 9:00 am
Discussion Post 4 - (Available 9/14 at 9:00 am, original post due Thursday 9/17 at 11:59pm, responses due Sunday 9/20 at 11:59pm)
Quiz 3 - (Available Wednesday 9/16 at 5:00pm, due Sunday 9/20 at 11:59pm)

Week 5:
Readings: Ginsberg, Chapter 4 – Civil Liberties; U.S. Constitution: Amendments I-X, and XIV (Ginsberg, A14-A16)
Notes: Available 9/21 at 9:00 am
Quiz 4 - (Available Wednesday 9/23 at 5:00pm, due Sunday 9/27 at 11:59pm)

Week 6:
Review for Exam 1: Available 9/28 at 9:00 am
Exam 1 – (Available Wednesday 9/30 at 5:00pm, due Sunday 10/4 at 11:59pm)
Material Covered: Weeks 1-5 (Chapters 1, 2, 3, & 4 from text; Declaration of Independence; U.S. Constitution (the Articles and Amendments I-X, and XIV); Federalist 10 & 51)

Week 7:
Readings: Ginsberg, Chapter 6 Public Opinion
Notes: Available 10/5 at 9:00 am
Discussion Post 5 - (Available 10/5 at 9:00 am, original post due Thursday 10/8 at 11:59pm, responses due Sunday 10/11 at 11:59pm)
Quiz 5 - (Available Wednesday 10/7 at 5:00pm, due Sunday 10/11 at 11:59pm)
Week 8:
Readings: Ginsberg, Chapter 8 – Political Participation and Voting; U.S. Constitution: Amendments XV, XVII, XIX, XXIII, XIV, and XVI (Ginsberg, A16-A19); Cooper “The Age of the Disengaged”; Lawless and Fox “Just Say Run”
Notes: Available 10/12 at 9:00 am
Discussion Post 6 - (Available 10/12 at 9:00 am, original post due Thursday 10/15 at 11:59pm, responses due Sunday 10/18 at 11:59pm)
Quiz 6 - (Available Wednesday 10/14 at 5:00pm, due Sunday 10/18 at 11:59pm)

Week 9:
Readings: Ginsberg, Chapter 9 – Political Parties; Masket and Noel, “Don’t Look to a Third Party”
Notes: Available 10/19 at 9:00 am
Discussion Post 7 - (Available 10/19 at 9:00 am, original post due Thursday 10/22 at 11:59pm, responses due Sunday 10/25 at 11:59pm)
Quiz 7 - (Available Wednesday 10/21 at 5:00pm, due Sunday 10/25 at 11:59pm)

Week 10:
Readings: Ginsberg, Chapter 10 - Campaigns and Elections; Adler “Political Ads: Overpriced, Inefficient, Essential”; LaRaja and Schaffner “Want to Reduce Polarization?”
Notes: Available 10/26 at 9:00 am
Discussion Post 8 - (Available 10/26 at 9:00 am, original post due Thursday 10/29 at 11:59pm, responses due Sunday 11/1 at 11:59pm)
Quiz 8 - (Available Wednesday 10/28 at 5:00pm, due Sunday 11/1 at 11:59pm)

Week 11:
Review for Exam 2: Available 11/2 at 9:00 am
Exam 2 – (Available Wednesday 11/4 at 5:00pm, due Sunday 11/8 at 11:59pm)
Material Covered: Weeks 7-10 (Chapters 6, 8, 9, & 10; Adler; Cooper; LaRaja and Schaffner; Lawless and Fox; Masket and Noel; U.S. Constitution (Amendments XV, XVII, XIX, XXIII, XIV, and XVI)

Week 12:
Readings: Ginsberg, Chapter 12 – Congress; Liptak “Small States Find Outsize Clout Growing in Senate”
Notes: Available 11/9 at 9:00 am
Discussion Post 9 - (Available 11/9 at 9:00 am, original post due Thursday 11/12 at 11:59pm, responses due Sunday 11/15 at 11:59pm)
Quiz 9 - (Available Wednesday 11/11 at 5:00pm, due Sunday 11/15 at 11:59pm)
Week 13:
Notes: Available 11/16 at 9:00 am
Discussion Post 10 - (Available 11/16 at 9:00 am, original post due Thursday 11/19 at 11:59pm, responses due Sunday 11/22 at 11:59pm)
Quiz 10 - (Available Wednesday 11/18 at 5:00pm, due Sunday 11/22 at 11:59pm)

Week 14:
Readings: Ginsberg, Chapter 14 – Bureaucracy in a Democracy & Chapter 15 – The Federal Courts
Notes: Available 11/30 at 9:00 am
Discussion Post 11 - (Available 11/30 at 9:00 am, original post due Thursday 12/3 at 11:59pm, responses due Sunday 12/6 at 11:59pm)
Quiz 11 - (Available Wednesday 12/2 at 5:00pm, due Sunday 12/6 at 11:59pm)

Week 15:
Review for final exam: Available 12/7 at 9:00am

Week 16:
Exam 3 – (Available Friday 12/11 at 5:00pm, due Tuesday 12/15 at 11:59pm)
Material Covered: Weeks 12-15 (Chapters 12, 13, 14, & 15; Liptak; Nyhan; U.S. Constitution (Amendments XXII and XXV)
LEWIS-CLARK STATE COLLEGE - Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015