Welcome to PLSC 201: American Government. This course introduces students to the fundamentals of U.S. government and politics. Throughout the term, politics will be seen as inextricably linked to economics. Thus, the culture of American politics, the founding, the political process, the institutions of American government, and the evolution of public policies will be viewed within the shifting economic context that affects and is influenced by their development. The role of race, class, and gender in American politics is a concomitant focus of the course.

This is a social science course in the General Education Program that fulfills the state’s and University’s constitution requirement. It has a broad liberal arts orientation and a writing component. In addition, it contributes to the mastery of the following university-level competencies (ULCs):

3. **Winthrop University graduates understand the interconnected nature of the world and the time in which they live.**
   Winthrop graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

4. **Winthrop University graduates communicate effectively.**
   Winthrop graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.
Finally, this course participates in the Global Learning Initiative. One of the global learning components of the class will be a comparison of the Bill of Rights and the Universal Declaration of Human Rights.

**STUDENT LEARNING OUTCOMES**

At the close of the semester, students will be able to think critically about American political culture, politics and political behavior, institutions, and the role of government in the economy. More specifically, students will be able to identify and analyze:

1. The core concepts and main themes of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers.
2. The branches of the U.S. government and their powers and functions.
3. Federalism and the separation of powers.
4. At least three means by which citizens may be involved in American government and politics.
5. The founders’ vision of American politics and government, and how it has changed over time.

Lastly, at the end of the term students will have acquired sufficient knowledge to carry out future work in the subfields of American government and public administration.

**COURSE REQUIREMENTS AND GUIDELINES**

It is my sincere hope that each student will do well in the course. For this to happen, students must live up to the responsibilities and requirements outlined in this syllabus. Therefore, each student must:

1. **Complete the readings** prior to the class in which the material will be discussed.
2. **Attend lectures.** Attendance is not required. The lectures, however, are designed to build upon the assigned readings—they do not simply regurgitate the textbook. Moreover, regular attendance and thorough lecture notes will be two of your most valuable resources for the examinations. Thus, *it will be to your advantage to attend all class meetings.*
3. **Participate** in making the class a productive learning experience for all.
4. **Ask questions.**
5. **Show sensitivity and respect** for your colleagues and the instructor. This includes *turning off all cell phones.* (Note: *I will* answer your phone if it rings. Also, if you are caught sending a text message, then you will be summarily dismissed. Ask about me.) For more details, please see the [College of Arts and Science Policy for Appropriate Use of Hand-held and Wireless Technology](#).
6. **Hand in assignments on the date they are due.** Please note that a late assignment will be penalized *one full letter grade* for each day that it is overdue.
7. **Take examinations on the date that they are scheduled.** A student who fails to take an exam on the scheduled date—and who also fails to offer proper documentation to explain her or his situation—will take a make-up exam entirely comprised of essay questions. In addition, any unauthorized use of personal electronic devices—including but not limited to cell
phones—during examinations will be taken as *prima facie* evidence of academic misconduct. I will immediately confiscate the examination of any student caught using such devices. The student will not complete the test and the incident will be reported to University authorities.

8. **Inform the instructor of any concerns.**

9. **Make suggestions** on how the course could be improved.

10. **Abide by the Winthrop University Code of Conduct.**

**REQUIRED READINGS**

Benjamin Ginsberg, Theodore J. Lowi, Margaret Weir, and Caroline J. Tolbert, *We the People: An Introduction to American Politics, Shorter 9th Edition* (Hereafter referred to as GLWT)

You can purchase the textbook at the Bookworm or other fine bookstores or online vendors. Additional readings will be available via Blackboard, the Internet, or placed on reserve at Dacus Library.

**STUDENT LEARNING ACTIVITIES, EVALUATION, AND GRADING SYSTEM**

Students will participate in the following learning activities and will be evaluated and graded based on the criteria described below:

1. **Class Participation (10%)**: Participation includes raising *relevant* questions, answering *relevant* questions, and, from time to time, taking part in in-class assignments or exercises.

2. **Quizzes (10%)**: Quizzes will be both announced and unannounced. *Be prepared.*

3. **Examinations (60%)**: There will be 3 examinations, each worth 20 percent of your final grade. Students must take exams *when they are scheduled* on the syllabus. Tests will begin at the appointed time and will be a combination of essay and multiple-choice questions.

4. **Writing Assignment (20%)**: Each student will write a "point/counter-point" essay that explores two opposing sides of a current issue in American government and politics. The assignment must be 7 pages in length (no more, no less), typed, double-spaced, stapled, and have standard margins and consecutively numbered pages. Students also must include a reference page that shall list no fewer than 10 sources. (Note: A cover sheet and/or reference page will not count toward the allotted number of pages.) Please do not use a font smaller than Times New Roman 12. The paper must be formatted using the APSA Style Manual.

Roughly 5 to 6 pages of the assignment should be devoted to each side the issue (e.g., the case for raising the minimum wage; the case against raising the minimum wage). With the final section of the paper, the student must articulate her or his own perspective concerning the issue. Your argument must be persuasive, substantiated by relevant research, and well written. You might start the project by exploring sites such as *Opposing Viewpoints in Context*, Jstor, and Google Scholar.

Note that the following sources are *inappropriate* for the assignment: Wikipedia, About.com, Infoplease.com, Spark Notes or other dubious online sources not vetted by an editor or peer reviewed (blogs, personal websites, and the like are examples); encyclopedias; textbooks.
Finally, students must upload their papers to TurnItIn.com. I will penalize assignments that fail to adhere to these basic guidelines.

Grading:

A 93-100 = A  
   Designates work of superior quality  
   Class participation is voluntary, frequent, relevant, and reflects that you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well-organized and thought-provoking, and free of grammatical or mechanical errors.

B 87-89 = B+ 
   Designates work of high quality 
   Class participation is voluntary, frequent, and reflects that you are keeping up with the assigned materials. Performance on exams is very strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.

C 77-79 = C+ 
   Designates work that minimally meets the course requirements 
   Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.

D 67-69 = D+ 
   Reflects minimal clarity and comprehension 
   Class participation is minimal, never voluntary, and reveals that you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.

F 0-59 = F 
   Unsatisfactory performance along most (or all) measures.

The “N” Grade Issue
This semester, the deadline to withdraw from a course with an automatic grade of “N” is Wednesday, March 11. It is also the last day to elect the S/U option. Students may not withdraw from the course after this date without documented extenuating circumstances.

Assignment and Examination Schedule

<table>
<thead>
<tr>
<th>Examination No. 1</th>
<th>Week 6</th>
<th>Thursday</th>
<th>February 19</th>
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</thead>
<tbody>
<tr>
<td>Writing Assignment</td>
<td>Week 9</td>
<td>Thursday</td>
<td>March 12</td>
</tr>
<tr>
<td>Examination No. 2</td>
<td>Week 13</td>
<td>Tuesday</td>
<td>April 7</td>
</tr>
<tr>
<td>Examination No. 3 (Final)</td>
<td></td>
<td>Friday</td>
<td>May 1, 3:00pm</td>
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</table>
SYLLABUS CHANGE POLICY AND COURSE CALENDAR

Note: The syllabus and/or course calendar will be adjusted to accommodate events that provide significant learning opportunities for students, weather conditions, etc. Additionally, a more detailed syllabus and/or course calendar may be issued at the instructor’s discretion.

PART I: FOUNDATIONS

Week 1  Tue. January 13  Introduction
Thu. January 15  American Political Culture
   GLWT Ch. 1; Hartz, Smith

Week 2  Tue. January 20  The Founding – The Declaration of Independence and the Articles of Confederation
   GLWT Ch. 2, p. 36-44; D.O.I.; A.O.C.
Thu. January 22  The Founding – The Constitution and the People
   GLWT Ch. 2, p. 45-73; Constitution; Federalist 10, 51; the Universal Declaration of Human Rights

Week 3  Tue. January 27  Federalism in American Government
   GLWT Ch. 3; Demographics of a Disaster; Fletcher
   Video: “The Storm” (Frontline)
Thu. January 29  Civil Liberties
   GLWT Ch. 4, p. 112-133

Week 4  Tue. February 3  Civil Liberties
   GLWT Ch. 4, p. 133-153
Thu. February 5  Civil Liberties
   Civil Liberties (Gallup); Blaze
   Video: “Spying on the Home Front” (Frontline)

Week 5  Tue. February 10  Civil Rights
   GLWT Ch. 5, p. 154-165
   Video: “A Class Divided” (Frontline)
Thu. February 12  Civil Rights
   King; GLWT Ch. 5, p. 165-176; Cooper; Childress

Week 6  Tue. February 17  Civil Rights and Review for Exam No. 1
   The Declaration of Sentiments; Hegewisch et al.
   GLWT Ch. 5, p. 176-201; Newport (Gallup)
Thu. February 19  EXAM No. 1

PART II: POLITICS AND POLITICAL BEHAVIOR

Week 7  Tue. February 24  Political Socialization
   GLWT Ch. 6, p. 202-228
Thu. February 26  Public Opinion
   GLWT Ch. 6, p. 228-249; Overby; Oremus

Week 8  Tue. March 3  The Media
   GLWT Ch. 7; Pew
   Video: "News War – Part III" (Frontline)

Thu. March 5  Political Participation
   GLWT Ch. 8, p. 292-306

Week 9  Tue. March 10  Political Participation – Voting Behavior
   GLWT Ch. 8, p. 306-337; File

Thu. March 12  Political Parties
   GLWT Ch. 9
   WRITING ASSIGNMENT DUE IN CLASS

Week 10  March 17-19  SPRING BREAK – NO CLASS

Week 11  Tue. March 24  Campaigns and Elections
   GLWT Ch. 10, p. 378-394

Thu. March 26  Campaigns and Elections
   GLWT Ch. 10, p. 394-431
   Video: "Boogie Man" (Frontline)

Week 12  Tue. March 31  Groups and Interests
   GLWT Ch. 11, p. 432-445

Thu. April 2  Groups and Interests and Review for Exam No. 2
   GLWT Ch. 11, p. 445-467

Week 13  Tue. April 7  EXAM No. 2

PART III: INSTITUTIONS

Thu. April 9  The Legislative Branch
   GLWT Ch. 12, p. 468-484; Bump
   Video: "Is the U.S. Senate Broken?" (60 Minutes)

Week 14  Tue. April 14  The Legislative Branch
   GLWT Ch. 12, p. 484-513

Thu. April 16  The Executive Branch
   GLWT Ch. 13, p. 514-532

Week 15  Tue. April 21  The Executive Branch
   GLWT Ch. 13, p. 532-553
   Video: "Cheney’s Law" (Frontline)

Thu. April 23  The Judicial Branch
   Hamilton; GLWT Ch. 15
Academic Success Center (ASC)
Winthrop’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), and group/individual study spaces. The ASC is located on the first floor of Dinkins, Suite 106. Tutoring for this specific course is offered through the office. If you wish to request a tutor, you must attend ONE Tutee Seminar, offered every Friday until March 14. Please contact the ASC at 803-323-3929 or success@winthrop.edu if you have any questions. For more information on ASC services, please visit www.winthrop.edu/success.

Dacus Library
Not everything can be found online. Dacus Library is the primary on-campus provider of scholarly information in all forms from print to electronic. To fulfill its mission, the library provides information quickly, efficiently, and in sufficient depth to promote excellence in all academic programs offered by the university. Additionally, the library maintains depository status for federal and state publications. For information on library hours call (803) 323-2362.

The Writing Center
Students who wish to improve their writing skills should seek assistance from the Writing Center, located at 242 Bancroft. Tutors works with students on an individual basis in all phases of the writing process and on academic and writing projects in any discipline. Call (803) 323-2138 for information regarding hours of operation and services.

The Office of Disability Services
Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, then contact the Office of Disability Services at (803) 323-3290. Once you have your official notice of accommodations from ODS, please inform me as early as possible in the semester.

The Office of Nationally Competitive Awards (ONCA)
ONCA identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222A. Please fill out an online information form at the bottom of the ONCA webpage and email onca@winthrop.edu for more information.

The Office of Victims Assistance
The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803) 323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803) 329-2800.
ACADEMIC HONESTY AND INTEGRITY

The Student Conduct Code notes, “A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for an acknowledgement of the research and ideas of others. Misrepresentation of someone else’s work as one’s own is a most serious offense in any academic setting.” Winthrop University is no exception. In short, academic integrity is very important and misconduct, in any form, will not be condoned. If you have any questions regarding academic honesty and student conduct, please review Section V of the Student Conduct Code.

Political Science Department Statement on Plagiarism and Academic Misconduct

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com. Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the Political Science department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one’s own;
- Reproducing, in whole or in part, principal ideas from a fellow student’s work;
- Granting a fellow student permission to copy one’s paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course – whether in Political Science or another discipline – to meet a course requirement in a second course, without the express permission of all instructors involved. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor.

When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the Student Handbook. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

Human Subjects Research and IRB Approval: Consistent with University Level Competency #2, Personal and Social Responsibility, all students engaging in research on human subjects will undergo CITI training, and apply for approval by the Winthrop University Institutional Review Board, even if their projects are exempt under 45CFR46. The applications must be complete and include all necessary signatures.

Any student seeking IRB approval may not begin to collect data for her/his research until s/he has received IRB approval or been informed that the research is exempt. Collecting data prior to receiving IRB approval is grounds for an academic misconduct charge.
All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student’s academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student’s diploma.

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.