



University of Louisville
AMERICAN GOVERNMENT
Pols 201-04-4192-Syllabus
Prepared for: SUMMER
Dr. Dewey Clayton - Professor

Purpose and Scope

This course will serve as an introduction to the fascinating world of American government. Throughout the semester we will examine many of the various aspects and actors who have molded our system of government into its present form. Moreover, the course will examine the basic structure and functions of the institutions of American government. This course is designed to provide the student with a conceptual overview of the powers and institutional structures of American government so that students may draw connections between government and the wider aspects of American society.

Format

The course is primarily a lecture. However, class participation is expected. America's beauty (and U of L's beauty) in the new millennium lies in its diversity and many different viewpoints will be strongly encouraged. The assigned readings will supplement the lectures and class discussion will allow students to discuss current events within the context of the course content.

General Education Learning Goals and Assessment

The primary goals of this course are to equip students with knowledge to evaluate important public policy issues, to expose students to the 'theoretical' premises underlying these policy debates, and to give students the tools to understand how elaborate ideas, institutional structures, and individual and collective behavior affect political decisions and strategies.

Goal One: Communicating an understanding of how social science knowledge is established and how and why it changes over time. In this course, each student will be exposed to the underlying questions that gave rise to the discipline and the normative based approaches that answered these questions. The empirical and behavioral methodologies that succeeded in supplementing the metaphysical approaches will then be emphasized, looking at institutional performance and individual and group behavior. The combination of normative and empirical approaches will be used in assessing policy formation and impact in the American political context. Examinations are constructed which will assess both the ability to understand the various approaches and the empirical bases for engaging in the assessment of American political phenomena.

Goal Two: Evaluating evidence and applying it to solving problems through social science methods. Introductory texts in American politics emphasize a combination of quantitative and qualitative approaches to understanding American politics. The normative perspectives vary dramatically in these texts, but the common basis for developing explanations lies in the ability of the student to link empirical evidence with theoretical perspectives to arrive at an intellectually defensible position. Students will engage in exercises throughout the semester which present simple, aggregate level data, that will require students to interpret the data using one of the frameworks articulated above in goal one.

Goal Three: Communicating an understanding of a body of social science knowledge and its disciplinary perspective. Students who complete this course will understand how different theoretical perspectives lead to differing conclusions concerning the normative assessment of American politics and policy outcome. Students will understand how political scientists frame questions and derive answers concerning political activity in the American context. In this course, students will be given a written assignment to be delivered orally, which will have the student assess from multiple perspectives situations or phenomena within the American political context using some of the dominant explanatory perspectives learned in the course.

The various assessment tools in this course will allow the student to demonstrate familiarity with the basic elements of analysis in Political Science.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Course Requirements

Texts: Janda, Kenneth and others. *The Challenge of Democracy: Government in America*. 14th edition. Boston: Wadsworth, 2018 (softbound). This is the **primary text** for major examinations. You are required to purchase the primary text (either a hard copy or an e-edition) but you are expected to bring one of these to class on a daily basis. My expectation is you will have read the chapter before coming to class on Tuesday – that way, if there is information you do not understand, you can ask questions about it in class. Failure to bring your book to class regularly may result in the loss of attendance points.

Other Sources

I am strongly encouraging all of you to read the *Louisville Courier-Journal*, *Washington Post*, *New York Times*, *USA Today*, etc., newspapers (or go online and read the [washingtonpost.com](http://www.washingtonpost.com), [nytimes.com](http://www.nytimes.com), [foxnews.com](http://www.foxnews.com), [huffingtonpost.com](http://www.huffingtonpost.com), etc.) to keep abreast of current events involving the national government. Another good source is the print and online newsweeklies (*Time*, *Newsweek*, and *U. S. News and World Report*). You may want to watch “The Daily Show with

Trevor Noah” for a more humorous look at politics. The *Janda* text may be purchased from U of L's bookstore (or online). Check the bookstores and online for used copies. You should purchase your book as soon as possible. **READ** because it broadens your horizon, your experiences, it renews the heart and soul, and it gives you knowledge and sustenance to function and thrive in today's world.

E-mail/Blackboard Policy

Students are expected to check their U of L e-mail accounts **daily** in case of missed assignments or a change in guidelines for assignments. If you miss class and there is an assignment given that day then I am expecting you to have that assignment the following day. You can find Blackboard at this web address: <http://blackboard.louisville.edu/>.

Also, to check your U of L e-mail account you can go to this web address: <https://www.netmail.louisville.edu/>.

All students have a user-ID and password. You should already have this setup, but if you have not you can go to U-link to setup your account. It is not sufficient to tell me that you missed class as an excuse for not having an assignment that was sent to you via e-mail.

Extra Credit

Extra credit never replaces regular credit. Do not expect to fail to do regular assignments and make them up by doing extra credit. Do not come to me at the end of the term and ask about extra credit opportunities. If you do the regular work in this class, you will do fine. Extra credit works this way: you will have opportunities all term to do extra credit assignments. For instance, I may suggest that you watch a movie that deals with race, class, size, etc. and type up a one page summary of the movie. All extra credit work must be at least one complete page, typed, double spaced, with a font size of 10 or 12. If by the end of the term, you are two points from the next highest letter grade and I see that you have taken the initiative and completed two extra credit assignments, in addition to your regular work, I will more than likely boost you up to the next letter grade. However, if you have not done extra credit assignments, your attendance has been mediocre, and you are two points from the next highest letter grade, you will not be boosted up. If you do one extra credit assignment, and are one point from the next highest grade, I will boost you up. So, each extra credit assignment is worth one point each. You cannot receive more than two points for all extra credit assignments completed. Do not confuse extra credit with homework. Extra credit cannot harm you; failure to do homework will count against you.

Lectures

Because the course is primarily a lecture students will be responsible for the assigned readings in the text as well as all articles placed on reserve in the library. Moreover, you will be responsible for material covered in the lecture that may or may not coincide with the text, in addition to any handouts given to you by me and any material covered in a video or by a guest speaker. The student who wants to do extremely well in this class will attend the lectures, take notes, and do all of the assigned reading.

Several notes about the lecture:

1) Lecture bias. Although I like to think that I always present material in an unbiased manner,

regrettably this is not so. However, I will make every attempt to present the material in a straightforward manner which will encourage you to think about various issues.

2) Tape recording. I do not mind if you tape my lectures. However, please notify me in advance that this is your intention.

3) Texting policy in class. Texting is prohibited during the class period. I would like everyone to give her/his undivided attention to the class discussion. If I see repeated texting, I will ask you to relinquish your phone until the end of the class period.

The Federalist Papers

We will spend time during the first unit of the semester talking extensively about the Federalist Papers, I am requiring you to go onto the following website and read Federalist #78, Federalist #10, and Federalist #51. Your second homework assignment requires you to choose one of these and write a summary. The Federalist Papers are the foundation and political theory that provides the framework for the new constitutional republican form of government created by the framers of the Constitution. I suggest that you print out all Federalist #10, #51, and #78 on Day 1 and bring them to class on a daily basis. The website is as follows: <http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/>.

Tests and Quizzes

There will be three (in class) tests. These include two midterm tests (100 points each), and a final test (100 points). The format for all three tests will be fifty (50) multiple choice questions worth two points each. Each test will cover approximately one-third of the material covered in class, assigned readings, handouts, videos, and guest speaker information. There will be five pop quizzes given during the course of the semester worth 25 points each. You may drop one pop quiz grade (either your lowest pop quiz grade or if you are absent and received a 0). Therefore, the four pop quizzes will equal the total of one test grade. **Some students think that they can skip the pop quizzes and only take the exams and do well in this class. That is NOT the case.** Students who expect to do well in this class need to do ALL the assignments including all the tests and all the pop quizzes.

Grading

It is possible to earn a total of **450** points in the class. Monitor your progress throughout the semester. Letter grades for the semester will be issued as follows:

Midterm Test 1	100 pts	405-450 pts (90-100%)	A
Midterm Test 2	100 pts	360-404 pts (80- 89%)	B
Final Test	100 pts	315-359 pts (70- 79%)	C
Pop Quiz 1	25 pts	270-314 pts (60- 69%)	D
Pop Quiz 2	25 pts	0-269 pts (0- 59%)	F
Pop Quiz 3	25 pts		
Pop Quiz 4	25 pts		
Pop Quiz 5	25 pts		
Homework Assignments	30 pts		

Attendance	20 pts

Total Points	450 pts

I will attempt to be as fair as one can when grading a multiple choice test. I will adjust each test as necessary to approximate a normal "bell shaped" curve. For example, if the highest grade in the class is a 96/100 then I will adjust that score up four points so at least one student makes 100. Everyone else will receive four points as well. However, I will not curve any test more than four points.

Test Schedule

Please note the times for all three major tests. **Test #1 will be on Class 4. Test #2 will be on Class 6 and the Final Test will be on class 10.** These dates are set so plan accordingly.

Homework

All will be required to turn in written homework assignments. **These assignments must all be typed, double-spaced, and stapled (I will not accept crimped pages).** These assignments will count as part of your class attendance/participation grade (15 points each for a total of 30 points). Late papers will **not** be accepted. Lastly, I reserve the right to change the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons.

Homework Schedule

Homework 1 is due on **Class 2**, at the beginning of class. You are required to type up a one to two page double spaced summary of President Donald Trump’s “State of the Union” address scheduled for Tuesday, January 29, 2019. Be sure to address in your summary the following: What is the purpose of the State of the Union address? What does the president normally try to outline when he issues the address? One person is not in attendance – who is that person, what position does he or she hold, and why will she or he not be in attendance? Tell me anything else that you found interesting as well. **Homework 2** is due **on class 5**. You are required to type up a one- to two-page summary of the Federalist #10, Federalist #51, or Federalist #78. **These assignments must all be typed, typing should be on one side of the paper, double-spaced, and stapled (I will not accept crimped pages).** These assignments will count as part of your class attendance/participation grade. Each homework assignment is worth 15 points for a total of 30 points. Late papers will **not** be accepted. (**No exceptions**). You have your assignments from Day 1, therefore, there is no excuse for not turning them in on the due date.

Pop Quiz Schedule

You may drop one quiz grade (due to absence or a low score). **There will be no make-up tests for the pop quizzes.** You should plan to take all five pop quizzes. When aggregated, your highest four quizzes add up to one exam grade total (100) points, so come to class daily so you do well on your pop quizzes and you make sure you receive the total points (20) for simply being in your seat every day.

Make-up Test Policy

Make-up tests will not be given without an official excuse. Please do not ask to take tests early because I will be unable to grant your request. If you are unable to take a test because of a legitimate reason (death in your family, etc.) you must notify me prior to the test. There will be no exceptions to this rule. All make-up tests must be taken within a week of the regularly scheduled tests and will consist of essay questions which will be more difficult than the regular tests. Moreover, for make-up tests students will not have the benefit of whatever curve their classmates received on the objective test.

Incompletes

A grade of "I" will only be awarded under the rarest of circumstances, such as documented illness for which the university has issued an official excuse. If a student fails to complete all coursework by the end of the semester, he/she will be graded on work completed to date, minus the work that was not completed.

Attendance Policy

Class attendance is required. Because points toward your final grade will include class attendance and participation, you are expected to attend class regularly. Failure to attend class regularly will result in a loss of points.

Office Hours and Conferences

I will hold office hours two days a week for 60 minutes from 12:30 – 1:30 T/TH. However, I realize that some students may find this time incompatible with their schedules. Because of this, any student having problems in the class and unable to see me during regular office hours can arrange a meeting with me at a mutually agreeable time. Also, I may be reached at home but only during a reasonable hour (before 11:00 p.m.).

Academic Honesty

During the course of all exams you are expected to keep your eyes on your own paper. Any student caught with cheat sheets or answers hidden in their clothing or texting on their cell phone will be asked to leave and will receive a grade of zero (0) on that test. All cell phones must be removed from your desk during the tests. Possible further disciplinary action will be taken.

REACH Academic Support Services

The Reach program in Strickler Hall provides tutoring for students who feel the need to do so. If you feel you need their services, be sure to contact them early in the semester.

Test Guidelines

Please do not ask to take a test early. The regularly scheduled exam dates are listed in this syllabus so plan accordingly. You should expect to see the results of your tests within one week. Be reminded that all tests must be returned in the same condition that they were given out. Any missing pages will result in an F.

On the day of the test, come early, bring your student identification card and two #2 pencils. Tests will be challenging to spread out the range of grades so take them seriously. The wording for all tests will be college level. Multiple choice questions will be "applied," "factual," and "implied-

multiple." **I reserve the right to change the syllabus.**

Holidays

According to the University academic calendar, this class will not meet on Tuesday, March 12, and Thursday, March 14 (Spring Break).

Study Guides

There is an Online Study Center provided by the authors that accompanies the text. It is awesome and provides a wide array of resources for the student. These include chapter outlines, Internet exercises, audio chapter summaries which can be plugged into your MP3 player, flash cards (which will be very helpful), and practice tests. You may access the website by typing cengagebrain.com and following the prompt to set up the student companion site which will require you to enter your ISBN number found on the back cover of your book on the lower right hand side. Bookmark this to your internet favorites.

Suggestions for Study

While no study method can guarantee you an "A" in this course, the following suggestions might prove helpful:

1. **Attend lectures on a regular basis.** There appears to be a rather strong correlation between not attending lectures regularly and getting a low grade in the course. Note that on each examination at least twenty questions will be drawn directly from the lecture, and at least one question drawn directly from each lecture. Should you miss a lecture, then borrow somebody's notes. Remember, however, that borrowed notes are **never** as useful as your own.
2. **Take thorough notes in lecture.** Do not fall into the trap of thinking that you can simply listen to a lecture and then recall what was said three or four weeks later on a test. The human mind has an amazing capacity, but it also has a way of playing tricks on us. I have found that the most successful students are those that jot down all of the main ideas with at least some illustrative material. I will often repeat important points in lecture.
3. **Review your lecture notes on a weekly basis.** Many students find it salutary to rewrite their lecture notes periodically in an outline form. By whatever method you employ, a quick review can help you recall readily what was said in the lectures.
4. **Keep abreast of the readings.** The readings are not particularly long or difficult--provided you do them regularly. I have found that better students do relatively little "cramming." Keep in mind that on each test at least twenty questions will be drawn from the *Janda* text.
5. **Concentrate on learning concepts.** Some psychologists maintain that most college students forget about 90 percent of what they learned in college within three years of graduation. If this is the case, then I see very little utility in memorizing dates, graphs, lists of governmental officials, and countless statistics. My general philosophy is "concentrate on the concepts, and the details will fall into place." This is not to say that there will not be any detailed questions on the exams. **In fact, I have a penchant for requiring students to learn the major provisions of the Constitution and**

numerous landmark Supreme Court cases. Moreover, you should count on about two or three "picky" (not unfair) questions per exam to help me discriminate between students who do and who do not do the readings.

6. **Always read the material at least twice.** There are no free lunches. If you want something more than a "C" grade in this course, then you must concentrate on the readings. I suggest that you read the assignment fairly rapidly, paying special attention to the chapter subheadings and the organization of the material. The second time through read the material more assiduously, underlining important terms, concepts, and arguments. **Once and for all, cast aside any hang-ups you might have about writing in books.** Mutilate them if it helps you learn. Besides, the book stores won't give you as much for your used texts--regardless of whether they're clean or not. Finally, go back and reread your underlinings and notes. The entire process is laborious, but it should produce desired results.

7. Read each question carefully. **Eliminate the wrong answers immediately.** Stay with your first choice if possible. Below are three representative questions.

A. Here is an "applied question." It applied a current event to material covered in lecture.

In Kentucky's 3rd Congressional District, challenger Buggs Bunny (Democrat) has just filed a defamation suit against incumbent Elmer Fudd (Republican) for allegedly uttering a false statement about her. Based upon what you have learned in class, one would probably surmise that Buggs chances of recovery are:

- a. good, based upon *Gideon v. Wainwright*.
- b. slim, based upon *New York Times v. Sullivan*.
- c. excellent, based upon *Millard v. Filburn*.
- d. poor, based upon *Weber v. Kaiser Aluminum*.

B. Here is a "factual" question taken from an earlier textbook.

According to Jones, each of the following statements concerning public financing of presidential campaigns is correct, EXCEPT:

- a. Nominees of major parties receive full public financing for general elections.
- b. Candidates of minor parties receive partial public financing if they receive between 5 and 25 percent of the vote in the previous presidential election.
- c. Candidates of parties ineligible to receive public financing on the basis of votes received in previous elections can be reimbursed after the current election if they receive at least 5 percent of the vote in the current election.
- d. Candidates of parties that receive less than 5 percent of the vote in the previous presidential election are eligible to receive public financing.
- e. a and b.

C. Here is an "implied" multiple-multiple choice question drawn from the lecture.

Consider this hypothetical situation: The National Cotton Council goes to the members of the Cotton Subcommittee of the House Agricultural Committee and claims that if something isn't done quickly to help stabilize cotton prices, cotton farmers will face financial disaster due to a bumper crop resulting from declining prices. As a result, the Cotton Subcommittee recommends that a minimum price be set for cotton and Congress, in turn, passes this legislation. It is then turned over to the Agricultural Stabilization and Conservation Service (ASCS) of the Department of Agriculture for implementation. The ASCS then begins relying on the National Cotton Council for technical information regarding the production of cotton in order to implement the price policy better. This is an example of which of the following?

- I. Subgovernment
 - II. Rubber triangle
 - III. Iron triangle
 - IV. Lobbying
 - V. Revolving door
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- a. I and II
 - b. II, III, and IV
 - c. I, II, and V
 - d. II and IV

Course Outline: Assignments and Tests

UNIT I (Class 1,2,3)

- A. Introduction: Various Forms of Government; and American Democracy.
Janda, Chapter 1
- B. Majoritarian or Pluralist Democracy
Janda, chapter 2
- C. The Constitution
Janda, Chapter 3
- D. Federalism and Intergovernmental Relations
Janda, Chapter 4
- E.. Political Culture, Socialization, and Public Opinion
Janda, Chapter 5

Test #1 – Class 4- Thursday, February 7

UNIT II (Class 4,5,)

- A. Electoral Behavior (Voting)
Janda, Chapter 7
- B. Nominations, Campaigns, and Elections
Janda, Chapter 9
- C. Civil Liberties - First and Second Amendment Rights
Janda, Chapter 15 (pp. 396-418)
- D. Civil Liberties - 14th Amendment and Rights of the Accused
Janda, Chapter 15 (pp. 418- 428)
- E.. Civil Rights - Making the Constitution a Better Document
Janda, Chapter 16

Test #2 --- Class 6

UNIT III (Class 7, 8, 9)

- A. The Congress
Janda, Chapter 11
- B. The President
Janda, Chapter 12
- C. The Bureaucracy
Janda, Chapter 13
- D. The Judiciary
Janda, Chapter 14

Test #3 Class 10 --- Final Test --- Thursday, April 18 (Last day of class)!