



Western Kentucky University

**** PRELIMINARY DRAFT SYLLABUS - Fall 2021**

Political Science 110-703 --American National Government (CRN 36709)

Dr. Kiasatpour (*pronounced <Key-Ä-sat-poor>*)

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COVID-19 Statement

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

COLONNADE REQUIREMENT—

PS 110 – American National Government fulfills Colonnade Requirement: Explorations (Social and Behavioral Sciences)

As a Social and Behavioral Sciences course, PS 110 explores the human experience using theories and tools of political science. Students will analyze problems and conceptualize the ways in which theories and tools inform our understanding of the individual and society.

Student Learning Outcomes

Students successfully completing PS 110: American National Government will be able to:

- Students will be able to describe the historical context and development of the American political system and Constitution.
 - Students will be able to identify the key institutions of the American political system.
 - Students will be able to explain the processes and functions of the American political system.
 - Students will be able to describe American political behavior by using knowledge of how people organize and use political information.
 - Students will be able to identify the strengths and weaknesses of the American political system.
 - Students will be able to critically evaluate the ability of the American political system to serve its citizens.
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Course Objectives & Description:

The course introduces you to the foundations, institutions and processes of American government and politics. It not only provides the necessary background for more advanced courses in political science (in case you are a

major), but also seeks to help you to become better and more aware participants in politics and society. After successful completion of this class, you should be able to better comprehend local, national, and even, global political events and news, distinguish between fact and opinion and identify more clearly with a political worldview. Since “politics” is “who gets what, when and how,” this can be one of the most significant courses you will ever take. We will survey the structure and working of the American polity. The topics include: the political theory and philosophical foundations of US politics, analysis of the Constitution, the division of power among the national, state and local governments (federalism) and an overview of the major formal-legal institutions of the national government—Congress, the presidency and the judiciary.

In addition, the processes that result in specific policy decisions and laws will also be addressed. Here we will focus on major issues confronting our government and society. As a result, you are required to follow the national news on a regular basis. The regular reading and analysis of political events and news are crucial. The main source for this can be the *New York Times* and or other approved sources that are listed on Blackboard.

How to Communicate with your Professor:

Communication in this course is primarily done through e-mail, Blackboard Communication interface and or by zoom or in class.

In any email correspondence include:

1. your subject heading, type “PS 110” AND a “topic” (non-substantive subject headings will be ignored) Example of a substantive heading, “PS110 – paper guideline”. Subjectless emails go to my junk folder and are deleted without being read.
2. a salutation, such as, “Dr. Kiasatpour,”
3. an email message which uses ALL the same conventions as any other piece of academic writing. i.e., Capitalization and punctuation, a meaningful message, and a formal closing and “signature.” I will ignore emails which do not follow these guidelines.
4. For my part, when I receive your emails and or phone calls, I will try to respond within 48 hours or sooner.



How to SUCCEED in this course:

- a) read, understand and follow the syllabus and weekly schedule
- b) follow all assignment, quiz and exam directions
- c) Provide APSA citations in ALL your responses on the reflections (parenthetical citations)
- d) actively read and reflect upon all assigned material
- e) TAKE NOTES
- f) complete all assignments on time; make sure you contribute REGULARLY on Bb, forums, etc. YOU NEED TO BE LOGGED IN (either completing a quiz or journal entry or other assignment) at minimum TWICE per week. In other words, do not do everything in one sitting but rather complete part of the week’s work on one day and the rest on another or spread your work across the week as noted in the schedule
- g) study hard for each quiz and exam
- h) make sure you have a reliable connection and computer when doing course work; BACK UP all files; send yourself an email copy of work; Note: technical issues occur all the time and so plan ahead
- i) discuss your paper topic with me early on and often (if paper is assigned)
- j) Ask questions if you need clarification on anything and any time; make an appointment to meet with me if you have any issues or need further clarification – we can Zoom
- k) When I provide feedback to you, implement my suggestions in the next assignment!

- *Many of my students have been non-majors and from all backgrounds and at all levels of their college career. Many of them have done well. You can too! Do not be overwhelmed, just follow the above guidelines and things will work out overall.*

TECHNICAL ISSUES ARE NOT A VALID EXCUSE FOR FALLING BEHIND AND FAILURE TO COMPLETE ASSIGNED WORK ON TIME, INCLUDING QUIZZES AND EXAMS. Make a back up of all your work as you work.

Following all directions is crucial in an online course. Unlike a traditional classroom, I assume that whatever I send to you and or type as text for your consumption is READ and UNDERSTOOD. So there is not the same type of repetition involved in a typical classroom setting. I send important information regularly to your assigned Western Kentucky University E-mail address.

MAKE SURE YOU READ MY EMAILS REGULARLY AND IN A TIMELY MANNER!

Become familiar with how Blackboard works BEFORE class begins.

YOU as the student MUST BE PROACTIVE. Also you must be able to MANAGE YOUR TIME WELL.

Required Textbooks and Sources:

- PowerPoints – Instructor presentations of the material. These are mainly an outline of the material I believe is important for you to know and will be tested.

- **Edwards, George C. and Martin P. Wattenberg (eds.)**

REVEL for Government in America: People, Politics and Policy, 2018 Elections and Updates Edition – Access Card 2018/e; ISBN: 9780135176627; Note: ISBN may vary; Hereafter referred to as “**Edwards**”

You may purchase one year/edition older copies of the Government in America text; however, pagination and chapters may be different. NOTE: not having the book in time for the start of the course is NOT AN OPTION.

- **Parenti, Michael. Democracy for the Few**. 9th Ed. Wadsworth. 2011. ISBN 0-495-91126-7; Hereafter referred to as “Parenti.” This book will be used throughout the course to contrast with Edwards and reflect on alternative positions on some of the events and issues you will write your papers on. Hereafter, referred to as “**Parenti**”.

* **Supplemental sources (S)** will be required and are on BlackBoard or will be sent to you via email. Some are listed below and marked, (S).

* **Online coverage of the national news** at the *New York Times* (Hereafter NYT) either at

<https://www.nytimes.com/section/us> OR <https://www.nytimes.com/section/politics>

Following the national news by listening to “All Things Considered” and or “Morning Edition” or “Week in Review” on National Public Radio (NPR - <http://www.npr.org> , or the “News Hour” on PBS, at

<https://www.pbs.org/newshour/video> , to name a few legitimate news sources, will also help prepare you for the application questions on the exams. Another good all-around source is <http://www.realclearpolitics.com/>.

Teaching Philosophy:

I would like to instill a sense of urgency in you regarding the political processes that affect your lives. For my part, I will try to facilitate your exploration of an interesting, challenging and critical subject. I try to promote a critical and analytical approach to understanding national politics and encourage students to become more and more politically active.

Statement on Academic Honesty and Integrity:

You are expected to maintain a high standard of academic integrity. I will ask you to sign an academic honesty statement for each assigned work you turn in and will hold you accountable. As such, plagiarism and academic dishonesty will not be tolerated.

Violation of these standards will result in an “F” in the course and no possibility of withdrawal from the course. NO EXCEPTIONS. That means if you cheat, plagiarize, engage in any sort of academic dishonesty including failure to cite sources appropriately on ANY portion of the course and are caught—you will automatically receive an “F” in the course and no further assignments will be honored. In addition, at the discretion of the instructor, cases may be pursued even further according to departmental and university guidelines. Here are excerpts from p. 27 of the Western Kentucky University Undergraduate Catalog (2001-2003) concerning academic honesty:

Academic Offenses – The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Plagiarism – To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

* So, when do you cite a source? If you have ANY doubts, click on the links below

http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

for Purdue University’s Online Writing Lab page on plagiarism. Or go to “Turn-it-in.com” for their tips-- http://www.turnitin.com/research_site/e_home.html

Or if you are in doubt, email me or call me and or go to the Writing Center for guidance.

** I maintain a zero-tolerance position on academic dishonesty.

DO NOT COLLABORATE WITH EACH OTHER ON ASSIGNMENTS OR USE SOURCES WITHOUT APPROPRIATE ATTRIBUTION. **

On quizzes, do not use your books or notes if the instructions state “CLOSED NOTES/BOOKS.” Since the exams are timed, going over the time limit is not allowed and results in a “!” on your Blackboard grade book, which prompts me to assign a zero for that assignment. I reserve the right to use “Turn-it-in” a powerful program the University and department have rights to and other software to identify collusion and plagiarism. Violators will be disciplined to the full extent of University guidelines, which includes an “F” for the course and expulsion from the University. I DO NOT ACCEPT ANY MATERIAL FROM ONLINE DICTIONARIES AND OR ENCYCLOPEDIAS such as WIKIPEDIA; Only use *our* sources and or SPECIALIZED SOCIAL SCIENCE DICTIONARIES AND OR ENCYCLOPEDIA (with appropriate citations) available in most university libraries and some public libraries. WKU’s are in the area past Java City to the left on the first floor.

**** NOTE: All of your Assignments and Exams that are turned in via email or the Assignment Link of Blackboard need to include the following statement at the bottom:

This assignment (exam) represents my own work. I have not incorporated into this assignment

*(exam) any **unacknowledged** material from the work of another person, including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation taken from the Internet, books, periodicals, or other sources.*

Word Count _____ words SIGNATURE (type your name) and DATE

The purpose of this is to make the author cognizant that any material from another should be given proper attribution.

Citation Requirement (No Exceptions):

For ALL written work in this course use APSA Style format which is a modified form of Chicago Style. Note: YOU MUST USE IN-TEXT CITATIONS WITH PAGE NUMBERS [whether using direct quotes or when PARAPHRASING].

Reference Citations in Text (Parenthetical References)

When writing your paper, whenever you express words, facts, or ideas that are not your own, you need to refer the reader to the original source of that information. Those sources are listed in the References. The author's last name and the year of publication should always appear in the text, and pages or paragraphs should be listed when citing or quoting a specific section of the work.

See Chapter 17 of the *Chicago Manual of Style* for more reference citation examples.

Author's Name in Text (page number):

According to Jones (1998), "Students often had difficulty using APSA style" (199)

Author's Name in Reference (page number):

She stated, "Students often had difficulty using APSA style." (Jones 1998, 199)

For ALL of your Written Assignments in this Course USE PARENTHETICAL CITATIONS as follows and include a WORKS CITED or REFERENCE list. At times I ask for an annotated BIBLIOGRAPHY. See the Directions of Assignments.

- Page or chapter numbers must be included for quotes and should be included to point to specific data sets, ideas, or to avoid ambiguity. The numbers should point to a specifically contextual page or range of pages. The page numbers can be cited as either inclusive or nonconsecutive page numbers. No comma should be placed between the last name and the year of publication, but a comma should be placed after the year before page or chapter numbers.

(Jentleson 2015, 12–14) (Fraser 1989, 304, 308)

If no page numbers (e-book), include chapter name/heading, sub-chapter headings, e.g., (Goldstein 2012, International Conflict, Types of Conflict, Ethnic Conflict)

For more examples on parenthetical in-text citations SEE Bb or go to:

<https://connect.apsanet.org/stylemanual/parenthetical-citations/>

STUDENT PAPER EXCERPT – Citation Example (Note: papers should be double-spaced):

Regulating hijab has been met with a variety of responses including, judicial review, criticism, and applause. In 2018, the UN Human Rights Committee condemned France's full-face veil ban as a "violation of human rights" ("UN panel condemns French Ban" Par. 6-10). The ban of religious symbols in school has also been criticized internationally. These bans are sometimes welcomed. Ananya Kabir is a British-Indian Muslim woman who at large opposes veiling. She considers it an oppressive outlet of faith, yet she also criticized the French ban as a political solution to an ideological problem (Kabir 2010, 17). This is a sentiment that carries over in the interviews Noor mentions with French-Muslim women (Noor 2007, 37). These arguments or beliefs speak to the effects that these bans are having on Muslims in Europe. There is a growing realization within this community that faith is a personal and private venture. Ideologically speaking, this enters the territory of "re-Islamization" as mentioned by Mandaville (371-372). These political decisions are inspiring a greater amount of privatization of faith and a greater divide between spheres of identity for Muslims. These legislations are creating the idea that there are Muslims in Europe but there are not truly European Muslims (Khader 2016, 169). If integration is the goal of such decisions, it seems that they are having the opposite effect because, on a small scale, they are inspiring radicalization (Khader 169-170).

Works Cited (Example)

Kabir, Ananya Jahanara. 2010. "The Burqa Ban." *Economic and Political Weekly* 45, no. 37: 16-18.

www.jstor.org/stable/25742063.

Khader, Bichara. 2016. "Muslims in Europe or European Muslims? The Construction of a Problem." *Rivista Di Studi Politici Internazionali*, NUOVA SERIE, 83, no. 2 (330): 169-87. www.jstor.org/stable/44427757.

Mandaville, Peter. 2014. *Islam and Politics*. New York, NY: Routledge.

Noor, Sanam. 2007. "Hijab Controversy in Europe." *Pakistan Horizon* 60, no. 4: 27-45. www.jstor.org/stable/41500091.

"UN panel condemns French ban on full-face veils as violation of human rights." 2018. France 24, October 23. <https://www.france24.com/en/20181023-france-un-ban-full-veil-human-rights>

Annotated Bibliography Example:

Noor, Sanam. 2007. "Hijab Controversy in Europe." *Pakistan Horizon* 60, no. 4: 27-45. www.jstor.org/stable/41500091.

Noor uses interviews and qualitative research to determine the effects that the hijab bans have had on European Muslims. She argues that there is no single Muslim response towards hijab bans, but overall, there is slight opposition to hijab bans (Noor 29). Women are divided on the issue, which makes it difficult for the Muslim community to respond to the laws. Many women oppose veiling but also oppose a ban on veiling. This article is useful for my paper because it looks at the hijab bans from both European and Muslim perspectives and claims to give voice to Muslim women. I am using it to demonstrate the effects of such bans on European Muslims.

YOUR FINAL COURSE GRADE will be based on your performance in the following areas:

A. READING and CHAPTER QUIZZES (20% of final grade)

Each reading has about 10-15 questions. The quizzes cover chapter/lecture/readings. You will have two attempts and the grade of your second attempt is recorded. If you go over the time limit, Blackboard notifies me with an "!" mark. I will ignore ONE over the time limit quiz. After the first, late quizzes will receive no credit unless cleared by instructor. If I sense anyone is engaged in ANY impropriety, I reserve the right to change the quiz policy for everyone (i.e., make quizzes one attempt only or shorten the duration of the quizzes). One of your lowest quiz grades will be dropped.

B. REFLECTION ENTRIES (30% of final grade)

SAMPLE

You will be responsible for responding to and commenting on various questions and topics throughout the course. I will monitor this regularly and let you know if you are on track at the beginning. Early on the feedback will be individualized. You should learn how to access "instructor feedback via Bb Gradebook". Instructions are provided on Bb. Sometimes the feedback is general and you may receive an email that may not apply to you. I apologize in advance but there is not enough time to personalize every email message.

- One of your lowest reflection scores will be dropped.
- For each forum you will be asked to answer 3-5 questions, which cover the materials for that lecture, chapter, and section of the course. Make sure to provide analytical responses to those questions that ask for your opinion and views. More often than not the question does NOT ask for opinion. Demonstrate you know what are authors think and what scholars in the field have concluded.
- MOST IMPORTANT: Always respond to question with evidence from OUR sources and ALL of our sources only [unless you are prompted to use an outside source]. You must provide page number, PPT slide title and slide number, cite Edwards et al., Parenti and lecture in your responses to substantive questions. In other words, demonstrate FIRST that you have done the readings and understand the material, and ONLY if asked provide your opinion or data from other sources if required.
- For most questions you are required to provide an example from the past year from the approved sources list.
- FOLLOW THE SCHEDULE.

C. TWO EXAMS (worth 50% of final grade).

a. **ON-SITE PROCTORED MIDTERM MULTIPLE CHOICE EXAM (worth 20% of final grade)** based on past quizzes and reflections. You may take this exam online at the WKU DELO Testing Office or other approved site (see below)

TESTING CENTER notice: *WKU DELO Testing Centers does not charge a fee; however, the WKU Remote Proctoring Network includes proctor locations who charge for the proctoring services as well as those who do not charge. Students are responsible for payment of any proctoring fees if they choose to use a proctor who charges a fee for this service. Students are also responsible for any additional fees that might be associated with the use of a particular proctoring site, such as parking fees.*

The purpose of exams is not only evaluation but also synthesis of knowledge. The midterm is administered at DELO Testing Center during the week assigned for a period of 3-4 days. You must follow all guidelines and instructions given by the Testing Staff. If you cannot take the exam at the WKU location, you must arrange IN ADVANCE with the Testing Center. To schedule your appointment go to <http://www.wku.edu/testing/> and then to Topnet or call 270-745-5122.

YOU WILL RECEIVE INSTRUCTIONS FOR EACH EXAM (Review Sheet) and EACH ASSIGNMENT. Following the directions closely will help you earn the most possible points. WORK ALONE AND INDEPENDENT OF OTHERS. Keep current with the readings. Students who know ALL the questions on the blackboard reflections and quizzes do best on the midterm. Multiple choice exams are difficult for many; however, that is how most standardized exams are done. SO BE PREPARED to do well.

b. TAKE HOME ESSAY or ONLINE FINAL EXAM (worth 30% of final grade)

For the TAKE HOME FINAL the questions will be a combination of ESSAY and SHORT ANSWER. The take home is open book and notes and you must follow all directions for successful completion of this requirement of the course. Typically there are a choice of 2-3 Essay Questions and 5 or more Definitions.

YOU WILL RECEIVE INSTRUCTIONS FOR EACH EXAM. Following the directions closely will help you earn the most possible points. WORK ALONE AND INDEPENDENT OF OTHERS.

- **Criteria for Grading -- You are rewarded for ORIGINALITY of ideas and the ability to SYNTHESIZE the materials and present a clear and logical thesis in all of your answers. Sharing that knowledge with others means it is no longer special and becomes ordinary. PLUS IT IS CHEATING!**
- **For the ESSAY QUESTIONS, each and every response needs to have an introduction, body and conclusion(s). I expect at least a total of 500-750 word essay for each question (not including the questions). DO NOT REPEAT CONCEPTS AND THEORIES FOR EACH ANSWER. EXPECTATIONS ARE MUCH HIGHER FOR TAKE-HOME EXAMS THAN IN-CLASS CLOSED-BOOK TESTS. Please keep this in mind. The definitions should be a good solid paragraph each.**

IMPORTANT: Most questions come from the reflections and quizzes and under the weekly headings below. You will do well, if you study the **glossary** and understand the concepts for each week's readings.

GENERAL RULES AND GUIDELINES FOR REFLECTION JOURNAL ENTRIES AND A SAMPLE

MAKE SURE

- 1) you have read and understand all the questions and the answers to all the questions posted on the reflection journal study guides YOU WILL GET THEM on the exam
- 2) make sure to read all the questions and have an answer for them, even if you do not "formally" respond to them
- 3) Make sure you are using all of the relevant sources in your answer.
- 4) In your reflections, REFERENCE THE TEXT page numbers of our class sources (Lec Notes, Edwards, Parenti, NY Times, or other approved sources listed on Bb). DO NOT GIVE YOUR OPINION; UNLESS REQUESTED ; show you have read the powerpoints of all the class notes and texts and CITE THEM; Always cite your sources; for example, (Parenti 26) or (Lecture Congress Slide 3)
- 5) always seek to use definitions, concepts and theories from OUR COURSE Material;
- 6) If you are using information from the text or powerpoints, put these in YOUR OWN WORDS (but still cite your source); Do not merely copy and paste; you should PARAPHRASE the texts

**** Both QUANTITY and QUALITY are taken into consideration when evaluating your reflection journals**

7) I expect students to be on task throughout the week that means logging on and submitting your entries on multiple days (if applicable and a module/chapter is spread across more than one day; this may not apply if it is a super intensive class)

8) Each Topic/Chapter/Lecture [these may differ] typically requires 4-6 questions and or exercises. Many of these exercises REQUIRE you to visit a website or read a paragraph or two to respond. Answers to these questions are weighted more heavily, so make sure that you answer in full and relate the “evidence” you are often asked to provide to the substantive conclusions and data provided by our course materials.

WHAT NOT TO DO--

DO NOT

- use Wikipedia, Merriam Webster's, or other online dictionaries or encyclopedia; CUT AND PASTE SUBMISSIONS are considered PLAGIARISM without a cite [that constitutes a ZERO and possible disciplinary action]; with a cite they still receive no credit since information has been merely moved from one location to another
- do NOT use outside sources other than the course sources/texts and listed approved sources on Bb
- be polemical, argumentative for the sake of argumentation
- submit "fact" or "opinion" without evidence from our sources or sources you cite; in fact, merely rejecting any of our authors or others' opinions without demonstrating you understand their position and providing evidence is unacceptable

SAMPLE REFLECTIVE JOURNAL ENTRY

Author:

What are public goods? Define and give an example. Go on the Internet and find an economists' definition of public goods. Compare that with Edwards' or Parenti's definition of this concept.

Entry

According to our text glossary, public goods are defined as “goods such as clean air and clean water that everyone must share” (Edwards, 621). Public goods are provided by the government with the intent that all people have equal access to them (Edwards, 8). A couple examples of public goods include national defense and access to highways (Edwards, 8). People have the ability to gain access to these goods without approval or permission. If one person has access to a public good, then everyone else does as well. Public goods are just one of the many tasks that are universal to the roles of government (Edwards, 8). According to Investopedia.com, an economists' definition of a public good is defined as “A product that one individual can consume without reducing its availability to another individual and from which no one is excluded. Economists refer to public goods as ‘non-rivalrous’ and ‘non-excludable’. National defense, sewer systems, public parks and basic television and radio broadcasts could all be considered public goods.” The economists' definition of public goods is very similar to that of Edwards' definition. Both definitions mention the inability to deny access to any person and the ability provide equal availability to all. Although both definitions are similar, the economists' definition is more specific, listing goods such as public parks, sewer systems, and television/radio broadcasts as examples as well. According to our lecture notes (see slide 2, intro Lecture), one of the key issues involving public goods is the “free-rider” problem. How does government ensure the provision of public goods (that are paid for by the public through taxes) to everyone when many who do not pay their fair share of taxes “free-ride” and take advantage of the public good? This is a question that haunts governments around the world not just in the U.S.

Link to Investopedia.com public good definition:

<http://www.investopedia.com/terms/p/public-good.asp>

**** IF YOU FAIL TO COMPLETE AN ASSIGNMENT OR MISS AN EXAM OR ANY COMPONENT OF THE COURSE, you will receive a ZERO for that portion of the course.**

GRADING SCALE--

Final letter grades are awarded based on the following percentage point totals:

A = 89.5- 100% B = 79.5-89.49% C = 69.5-79.49% D = 59.5-69.49% F = 0-59.49%

NOTE -- You must use, when applicable, ALL THE SOURCES: Power Points and course notes, Edwards/REVEL and Parenti in your work in this course. Otherwise, you will only receive half credit. Demonstrate you have read all the material.

****** Important Grading and Testing Policies: LATE WORK WILL NOT BE ACCEPTED OR GRADED.**

Other Course Policies:

- It is the student's sole responsibility to drop the class if s/he decides to no longer continue attending.
- I DO NOT DO CHANGE OF GRADES or LATE WITHDRAWALS UNLESS ABSOLUTELY NECESSARY (meaning documented emergencies).

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation & Student Accessibility Resource Center Statement:

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center."

SCHEDULE (Subject to change! CLASS ANNOUNCEMENTS on BLACKBOARD OR EMAIL for updates)

WEEK OF/READINGS/THEMATIC QUESTIONS	ASSIGNMENTS DUE WEDNESDAY	ASSIGNMENTS DUE SATURDAY
Week 1 (Week of 23 Aug): Introduction to the study of politics and American government Edwards, <i>Preface and Introducing Government In America</i> ; Parenti, <i>Partisan Politics</i> ; Skim Parenti, <i>Wealth and Want in the United States</i> What is politics? Democratic Theory? How does the US compare with other countries? How does Parenti differ from traditional political scientists? What are the goals of government? Are order, liberty and equality equally important?	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM

Week 2 (Week of 30 Aug): The Constitution and especially Articles I, II, and III Edwards, <i>The Constitution</i> ; Parenti, <i>A Constitution for the Few</i> ; Read and know <u>Marbury v. Madison</u> (1803) (S) Also read the Federalist Essays in the Appendix of Edwards. What are the key arguments of <i>Federalist 10</i> and <i>51</i> ? What are the philosophical foundations of US government? Who were the Framers? Articles of Confederation v. US Constitution. What are Parenti's views on the U.S. Constitution?	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM
Week 3 (Week of 6 Sep): Federalism and Civil Liberties Edwards, <i>Federalism</i> ; no Parenti reading; Read and know <u>McCulloch v. Maryland</u> (1819) (S) Contrast federal, confederal & unitary governments. Know Bill of Rights. Start reading Edwards, <i>Civil Liberties and Public Policy & Civil Rights and Public Policy</i> .	Federalism Reflection Due Wednesday before 11:59 PM	Federalism Quiz Due Saturday Before 11:59 PM
Week 4 (Week of 13 Sep): Civil Liberties and Civil Rights continued. Continue Edwards, <i>Civil Liberties and Public Policy & Civil Rights and Public Policy</i> ; Parenti, <i>Unequal Before the Law</i> Know key cases relating to Civil Liberties and Civil Rights. E.g., <u>Gideon v. Wainwright</u> (right to counsel), <i>Brown v. Board of Education</i>	Combined Civil Lib/Rights Reflection Due Wednesday before 11:59 PM	Combined Civil Lib/Rights Quiz Due Saturday Before 11:59 PM
Week 5 (Week of 20 Sep): Public Opinion and Political Action (Midterm Exam sign up TBD) Edwards, <i>Public Opinion and Political Action</i> ; Parenti, <i>Institutions and Ideologies</i> . Agents of political socialization, Liberal v. Conservative, Ideologies, Polling	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM
Week 6 (Week of 27 Sep): Mass Media and Political Agenda Edwards, <i>The Mass Media and Political Agenda</i> ; Parenti, <i>Mass Media: For the Many by the Few</i> . Ownership and the News; Theories of the Media and politics. How do the media affect politics? Three models of media influence on politics in class notes are important. Watch and critically evaluate the "Myth of the Liberal Media" film clip available through Course Documents under Media; MIDTERM EXAM	BOTH Reflection Due Wednesday before 11:59 PM AND Quiz Due Wednesday Before 11:59 PM	MIDTERM EXAM Through Mass Media – over 3 days depending on availability of facilities at Testing Office OR online
Week 7 (Week of 4 Oct): Political Parties Edwards, Chapter 7; Parenti, Chapter 13 Why two parties? SMDP v. PR systems. What are the functions of parties?	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM
Week 8 (Week of 11 Oct): Interest Groups Campaigns and Voting Behavior Edwards, Chapters 7 continued and 8; Parenti, Chapter 13, continued Edwards, Chapter 9; Parenti, Chapter 11 Theories of IG politics; Who benefits?	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM

Week 9 (Week of 18 Oct): Congress Edwards, Chapter 10; Parenti, Chapter 14 The office, the process; representation; Party loyalty, Committees		Congress Reflection Due Saturday before 11:59 PM
Week 10 (Week of 25 Oct): Congress (cont.) Edwards, Chapter 10; Parenti, Chapter 14 The office, the process; representation; Party loyalty, Committees		Congress Quiz Due Saturday Before 11:59 PM
Week 11 (Week of 1 Nov): The Presidency Edwards, <i>The Presidency</i> ; Parenti, <i>The President: The Guardian of the System</i> . Essay by Richard Neustadt (S)		Presidency Reflection Due Saturday before 11:59 PM
Week 12 (Week of 8 Nov): The Presidency (Cont.) Edwards, <i>The Presidency</i> ; Parenti, <i>The President: The Guardian of the System</i> . Essay by Richard Neustadt (S)		Presidency Quiz Due Saturday Before 11:59 PM
Week 13 (Week of 15 Nov): The Judiciary Edwards, <i>The Federal Courts</i> ; Parenti, <i>The Supremely Political Court</i> Past and present decisions of the Court; is the Supreme Court political?	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM
Week 14 (Week of 22 Nov – No Scheduled Work – Thanksgiving Week):	THANKSGIVING	THANKSGIVING
Week 15 (Week of 29 Nov): Supreme Court Cases to be assigned to be read and analyzed	Optional Extra Credit Assignment – Case Analysis Report (500 words) (up to 5 points added to final grade) Due Wednesday before 11:59 PM	
Week 16 (Week of 6 Dec) Finals Week Final Exam – Essays or Multiple Choice – Online Exam	DUE BEFORE NOON WEDNESDAY Dec 8	