



Western Kentucky University

**\*\* PRELIMINARY DRAFT SYLLABUS - Fall 2024**

**Political Science 110-700 –American National Government (CRN 33352)**

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#### **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 often go to my junk folder and are sometimes 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."
4. For my part, when I receive your emails, 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 written work (intext parenthetical citations)
- d) actively read and reflect upon all assigned material and reference a **combination** of our sources not just the e-book or PPT or a reading but ALL relevant sources
- e) take notes as you read and put the responses in your own words AND provide attribution with parenthetical citations
- 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 several times 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 (frequency of activity will differ based on how long the class term is; e.g., winter course is more intense)
- 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 your 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 in an online course, 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.**

As the student, you 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. If notes are provided, read them closely. Go to the text to “fill-in” any info referred to in the PPT.

- **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](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](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* approved sources and or SPECIALIZED SOCIAL SCIENCE DICTIONARIES AND OR ENCYCLOPEDIA (with appropriate citations) available in most university libraries and some public libraries.

#### **Use of AI (Artificial Intelligence generators) Policy**

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#). All work for the course is potentially subject to AI detection tools and subsequent in-person questioning and review. If AI use is determined, the same possible consequences listed above for academic dishonesty apply – "F" in the course and ...

#### **Honesty Affirmation Statement and Word Count**

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

*This assignment (exam) represents my own work. I have not incorporated into this assignment (exam) any ideas or materials generated from Artificial Intelligence nor have I included any **\*\*unacknowledged/uncited\*\*** material from the work of another person(s), including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation taken from the Internet, books, periodicals, or other authored 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. You MUST use in-text citations, which include a parenthetical with author name, date of publication and page number or if no page number, paragraph number whether using direct quotes or when paraphrasing.

For all of your written assignments use parenthetical citations and provide a works cited list or annotated bibliography.

#### **How to Cite your Sources:**

Refer to the author when attributing any information you use regardless if you are directly quoting or paraphrasing. So for example:

International relations is mainly focused on collective goods questions (Goldstein 2016, 35).

Once you have provided the author/date citation you may continue citing with last name and page number only (Goldstein 77).

Only the author's last name, date of publication and page number from which the quotation or paraphrase is taken needs to be included, with the complete reference appearing in your works cited page or annotated bibliography at the end of your essay.

Page or paragraph numbers must be included for attribution purposes and should point to specific data and ideas in the referenced source. The number(s) should point to a specifically contextual page or short 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. The parenthetical should be followed by an end mark.

If no page numbers (e-book), include chapter name/heading, sub-chapter headings, and any section and or subsection numbers, e.g., (Goldstein 2012, International Conflict, Types of Conflict, 3.3 Ethnic Conflict).

If citing a power point slide, (lecture title, slide title and slide number). For example, (Realism, Balance of Power, Slide 7).

If citing a source without an author include the main title of the article and date and paragraph number.

At times instead of a works cited page you may be required to provide an annotated bibliography.

If you use the author's name in the text, include the page number in parentheses only. For example, "Goldstein argues that International relations is mainly focused on collective goods questions (35).

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

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

**STUDENT PAPER 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 the full-face veil ban of France 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 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**

Kabir, Ananya Jahanara. 2010. "The Burqa Ban." *Economic and Political Weekly* 45, no. 37: 16-18. [www.jstor.org/stable/25742063](http://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](http://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](http://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](http://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. 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. I am using this source because the author interviews women

affected by the ban both those who wear hijab and those who do not. Thus, the policy implications of the ban are provided from a variety of perspectives.

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

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

The quizzes cover chapter/lecture/readings/PPTs. There are usually about 10-15 questions. 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 or ...). One of your lowest quiz grades will be dropped for the final grade computation.

**B. REFLECTION ENTRIES (20% of final grade)**

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. One of your lowest reflection scores will be dropped.

- For each forum you will be asked to answer one or more thematic questions, which cover the materials for that lecture, chapter, and section of the course. Make sure to provide fully developed, reflective and analytical responses to those questions that ask for your opinion and views. First always demonstrate you know what our authors think and what scholars in the field have concluded. Then only if requested, provide your opinion in a meaningful way in which you explain why you have that opinion.
- MOST IMPORTANT: Always respond to questions with evidence from a combination of our sources 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. See Bb for these sources. And cite them accordingly and include full citation in a works cited list.
- FOLLOW THE SCHEDULE.
- Be advised to abide by academic freedom standards, see below:

**Academic Freedom and Respect for Others (if group discussions):** Please share your views that are relevant to our class subject matter and that are supported by evidence and allow others to express themselves as well. Whenever you refer to someone in class, use their first name. If you do not know the student’s name, just ask. Each student is encouraged to participate in class discussions. In any class that includes the analysis and discussion of political ideas, there are bound to be many differing points of view. American politics is fraught with issues that have deep moral, political and social dimensions. Students may not only disagree with each other, but may also have different views from the instructor on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where students and instructor alike will be encouraged to think and learn. Therefore, be assured that your grades will not be adversely affected by any beliefs or ideas expressed in class or your assignments. Rather, **we will all respect the views of others when expressed in classroom discussions.**

**C. MIDTERM EXAM (worth 20% 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.

**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.

#### D. Parenti Paper (20% of final grade)

You will analyze one or more of Parenti's gripes about American institutions and politics providing pro and con arguments and providing your opinion. Below is how your paper should be organized and also a grading rubric.

#### TITLE

- \_\_\_ 1) SUBHEADING – **Introduction: substantive subtitle**  
First introduce the SPECIFIC policy or institution or issue/topic and its background, history, condition, and/or characteristics [be BRIEF here]  
Note: “the economy” is NOT specific; “estate tax” is specific.  
\_\_\_ You must end your introductory section with a **THESIS statement** regarding your topic; essentially what is the point of the paper AND the political significance of your findings for our society. In other words, why should we care about the topic of your paper? End with a sentence or two telling the reader how the paper will proceed. These should all be in the same first paragraph
- \_\_\_ 2) PARENTI'S VIEW – **Parenti: substantive subtitle (e.g., Parenti: The Republicans and Democrats are like 'Tweedle-dee' and 'Tweedle-dum')**  
EXPLAIN Parenti's view on the topic in this section/paragraphs; pay more attention to those aspects of Parenti which your EVIDENCE (articles) will address; what are his SPECIFIC arguments and SPECIFIC evidence
- \_\_\_ 3) EDWARD'S VIEW **Edwards: substantive subtitle**  
position on this topic. How would you characterize his position? Same as Parenti? Why? Different? How so? Use Edwards mainly as a reference source if he does not take a clear position. [you could outline Edwards before Parenti, if you'd like]
- \_\_\_ 4) UPDATE – **Current Evidence Suggests: (e.g., Current Evidence Suggests: More Differences than Similarities between the Two Parties) ...**  
finally EVALUATE and ANALYZE Parenti's position using a MINIMUM of FOUR CURRENT articles from the approved NEWSPAPER/NEWSMAGAZINE sources [ONE of the FOUR MUST BE FROM the NY Times] This section is the MEAT of your paper and it should be substantially longer than any other section. It should provide a BRIEF summary of the articles [in your OWN WORDS; no cut and paste].
- \_\_\_ 5) SOCIAL SCIENCE SAYS – **Political Scientist View: ...** (or sociologist)  
USE at MINIMUM ONE SOCIAL SCIENCE JOURNAL article here as well. This article should provide an analysis of the topic done in a more systematic manner. Summarize and compare and contrast the analysis with Parenti's arguments and evidence.  
\*\* MAKE SURE YOU ADDRESS the following THREE questions and or concerns in this section for each article the newspapers AND social science journal--  
A) How do the articles support, reject or modify Parenti? Is Parenti's position accurate compared to the “reality” you uncovered? Why? Why not?  
B) What are some alternative perspectives? Are these perspectives more valid and why?  
C) Make sure you IDENTIFY, DEFINE and APPLY 3 RELEVANT AND SPECIFIC CONCEPTS in American politics your analysis addresses; these concepts can be from EDWARDS/REVEL text, or Parenti or the Social Science journal article or from the newspaper/newsmagazines. Concepts should be in bold-type or underlined.

EXAMPLE OF CONCEPT defined and applied with appropriate APSA citation—

The **winner-take-all system** in which according to Edwards et al “who ever wins the most votes wins the election” allows no second or third place winners and thus guarantees a two-party system that prevents the emergence of third parties (Edwards et al 8.6 Third Parties: Their impact on American politics).

\_\_\_ 6) At the end in the form of a conclusion state your position- what view/perspective/author did you find more convincing and why?

\_\_\_ 7) Add the following **Honesty Statement & Word Count** before the Works Cited List

*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 without appropriate attribution using APSA Style format in-text parenthetical citations including page numbers or section/subsection names and numbers and or PPT slide titles and slide numbers.***

Word Count \_\_\_\_\_ words      SIGNATURE (type your name) and DATE

\_\_\_ 8) **Provide a Works Cited List**

\_\_\_ 9) I have read and understand the requirements of the paper and have provided this page as the first page of of my paper that will be submitted on Bb.

STUDENT SIGNATURE:

DATE:

### **E. Online final exam. (20% of course grade)**

#### **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 REFLECTION JOURNAL**

ANATOMY OF A GOOD FORUM RESPONSE

Thread:

14) What were the economic factors that lead to the ratification of the U.S. Constitution? Explain at least TWO factors.

Author: Anonymous

14) What were the key economic factors that lead to the ratification of the US Constitution? Explain at least two factors.

Because there was no formal unity between the states, each state issued their own currency. The problem arose that some state currency was worth more than anothers. This did not stop the states from forcing its use (Edwards 2007 41). This led to inflation in some states, where paper was hardly worth the money it was printed upon. I compare this to a story I heard about the Confederate states after the Civil War. If a person wanted to purchase bread, the shopkeeper would take the currency and cut a slice of bread approximately the same size of the bill. The economic disparity would lead to state feuds and possible war (heard in my Civil War class).

Another factor for ratification was that some states had imposed tariffs against products from other states (Edwards 41). If someone in Virginia wanted to sell their goods in Delaware, they would have a tax levied against them that would nullify any profit there may have been. As each state served as its own entity and had to claim revenue to offset the inflation running rampant, tariffs hurt trade between the states. While Parenti is more concerned with the slave "economy," he also mentions predatory economic policies by colonies against each other (76). In addition, as noted in our class notes, states also imposed non-tariff barriers such as quotas which limited the amount of goods that could cross into their territory (Power Point: Const Foundations: Why a New Const. slide 6). Overall, there was no such thing as a unified economy under the Articles of Confederation.

GRADE: 10/10 points

- 1) Answer is thorough and clear
- 2) It uses only our sources since the question does not require any outside research
- 3) It cites its sources through parenthetical page references
- 4) It is in the student's own words rather than verbatim from the text
- 5) It demonstrates the student thought about the question
- 6) Answer uses a combination of relevant sources NOT just the text (Edwards/REVEL, Parenti and Lectures/PPTs)

wkuuser

Student puts Edwards text into his own words and provides a page reference to Edwards in parentheses at the end of the sentence.

wkuuser

Student demonstrates s/he is thinking about the question

wkuuser

Answer addresses the tasks of the question and is complete. It provides explanations for both two economic factors that lead to the ratification of the Constitution.

wkuuser

Student references all relevant source material including, main text and class lectures.

**\*\* 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](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](mailto: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
<p><b>Week 1 (Week of 19 Aug):</b>  <b>Introduction to the study of politics and American government</b>            Lecture Notes - Introduction to American Politics: Some Basic Concepts, PPT and any assigned lecture notes            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>            MUST READ - Dye and Ziegler article, <b><i>The Irony of Democracy (S)</i></b>            What is politics? Democratic Theory? How does Parenti differ from traditional political scientists? What are the goals of government? Are order, liberty and equality equally important?</p>	<p>Reflection Due            Wednesday before            11:59 PM</p>	<p>Quiz Due Saturday            Before 11:59 PM</p>
<p><b>Week 2 (Week of 26 Aug):</b>  <b>The Constitution and especially Articles I, II, and III</b>            Lecture Notes - The Constitution, PPT and any lecture notes            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?</p>	<p>Reflection Due            Wednesday before            11:59 PM</p>	<p>Quiz Due Saturday            Before 11:59 PM</p>
<p><b>Week 3 (Week of 2 Sep):</b>  <b>Federalism and Civil Liberties</b>            Lecture Notes – Federalism and Federalism Diagram Activity Sheet;            Edwards, <i>Federalism</i>; no Parenti reading;            Read and know <u>McCulloch v. Maryland</u> (1819) (S)            Contrast federal, confederal &amp; unitary governments.            Know Bill of Rights. Start reading Edwards, <i>Civil Liberties and Public Policy &amp; Civil Rights and Public Policy</i>.</p>	<p>Federalism            Reflection Due            Wednesday before            11:59 PM</p>	<p>Federalism            Quiz Due Saturday            Before 11:59 PM</p>
<p><b>Week 4 (Week of 9 Sep):</b>  <b>Civil Liberties and Civil Rights continued.</b>            Lecture Notes for both – Civil Liberties and Civil Rights;            Continue Edwards, <i>Civil Liberties and Public Policy &amp; Civil Rights and</i></p>	<p>Combined Civil            Lib/Rights            Reflection Due            Wednesday before</p>	<p>Combined Civil            Lib/Rights            Quiz Due Saturday</p>

<p><i>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> (S) (right to counsel), <i>Brown v. Board of Education</i></p>	11:59 PM	Before 11:59 PM
<p><b>Week 5 (Week of 16 Sep):</b> <b>Public Opinion and Political Action (Midterm Exam sign up TBD)</b> Lecture Notes - PPT on Public Opinion and Political Socialization and some film clips on Public Opinion Edwards, <i>Public Opinion and Political Action</i>; Parenti, <i>Institutions and Ideologies</i>. Agents of political socialization, Liberal v. Conservative, Ideologies, Polling</p>	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM
<p><b>Week 6 (Week of 23 Sep): Mass Media and Political Agenda</b> Lecture Notes – the Media 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 “<i>Myth of the Liberal Media</i>” film clip available through Course Documents under Media; <b>MIDTERM EXAM</b></p>	<b>BOTH</b> Reflection Due Wednesday before 11:59 PM <b>AND</b> Quiz Due Wednesday Before 11:59 PM	<b>MIDTERM EXAM</b> Through Mass Media – over 3 days depending on availability of facilities at Testing Office OR online
<p><b>Week 7 (Week of 30 Sep – Oct 6):</b> <b>Political Parties</b> Lecture Notes Parties, PPT and the most up to date – Democratic and Republican Party Platforms (find on Internet) Edwards, Chapter 7; Parenti, Chapter 13 Why two parties? SMDP v. PR systems. What are the functions of parties?</p>	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM
<p><b>Week 8 (Week of 7 Oct):</b> <b>Interest Groups</b> PPT on Interest Groups Edwards, <i>Interest Groups</i>; Parenti, <i>Politics: Who Gets What?</i> And Parenti first section of <i>Who Governs? Elites, Labor and Globalization</i> Theories of IG politics; Who benefits? Recall Dye and Ziegler article on Irony of Democracy and elitism</p>	Reflection Due Wednesday before 11:59 PM	Quiz Due Saturday Before 11:59 PM  <b>PARENTI PAPER OUTLINE DUE Saturday before 11:59 PM</b>
<p><b>Week 9 (Week of 14 Oct):</b> <b>Congress</b> Lecture Notes Congress and PPT Edwards, <i>Congress</i>; Parenti, <i>Congress: The Pocketing of Power</i> The office, the process; representation; Party loyalty, Committees A day in the life of a Senator and Member of the House film clips (S)</p>		<b>Congress Reflection Due Saturday before 11:59 PM</b>
<p><b>Week 10 (Week of 21 Oct):</b> <b>Congress (cont.)</b> Edwards, <i>Congress</i>; Parenti, <i>Congress: The Pocketing of Power</i> The office, the process; representation; Party loyalty, Committees</p>		Congress Quiz Due Saturday Before 11:59 PM
<p><b>Week 11 (Week of 28 Oct):</b> <b>The Presidency</b> Lecture Notes the Presidency, PPT and Two Presidencies PPT and other materials</p>		Presidency Reflection Due Saturday before

Edwards, <i>The Presidency</i> ; Parenti, <i>The President: The Guardian of the System</i> . Cronin essay on Richard Neustadt's <i>Presidential Power</i> (S)		11:59 PM
<b>Week 12 (Week of 4 Nov): DON'T FORGET TO VOTE!</b> <b>The Presidency (Cont.)</b> Edwards, <i>The Presidency</i> ; Parenti, <i>The President: The Guardian of the System</i>		Presidency Quiz Due Saturday Before 11:59 PM  <b>PARENTI PAPER DUE Saturday Before 11:59 PM</b>
<b>Week 13 (Week of 11 Nov):</b> <b>The Judiciary</b> 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
<b>Week 14 (Week of 18 Nov):</b> <b>The Judiciary (Cont.)</b> Edwards, <i>The Federal Courts</i> ; Parenti, <i>The Supremely Political Court</i>		Quiz Due Saturday Before 11:59 PM
<b>Week 15 (Week of 25 Nov – No Scheduled Work – Thanksgiving):</b> <b>OPTIONAL Supreme Court Cases to be assigned to be read and analyzed</b>	THANKSGIVING Optional Extra Credit Assignment – Case Analysis Report (500 words) (up to 5 points added to final grade) Due Wednesday before 11:59 PM	THANKSGIVING
<b>Week 16 - Finals Week</b> <b>Final Exam –Multiple Choice / Short Answer – Online Exam</b>	DUE BEFORE NOON WEDNESDAY Dec 4	