



Western Kentucky University
Political Science 110-970 On Demand –American National Government (CRN)

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COVID-19 Statement

All students are strongly encouraged to [get the COVID-19 vaccine](#). In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID 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 federal, state, and local public health entities. 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 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 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 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. 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.

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. 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). One of your lowest quiz grades will be dropped for the final grade computation.

B. REFLECTION ENTRIES (30% 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. 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 thematic 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. 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.

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. ONLINE FINAL EXAM (worth 30% of final grade)

There may be either an online multiple choice final exam or a take-home essay final exam. For the FINAL the questions may be a combination of ESSAY and SHORT ANSWER. The take home essay exam 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.**
- **Intext parenthetical APSA Style citations are required for attribution purposes throughout your essays.**

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 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 an others. 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)

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

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Student demonstrates s/he is thinking about the question

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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.

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."

Regular and Substantive Interaction:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage (<https://www.wku.edu/citl/rsi.php>)

In this course, regular and substantive interaction will take place in the following ways:

- Welcome message with description of course content and student expectations.
- Communication and interaction via email and zoom along with expected response of 24-48 hours noted in syllabus.
- Consultation Hours and modalities listed in syllabus and posted within the course.
- A total of 10 or more reflection assignments with short answer written components within each learning module requiring grades / feedback.
- A written component requiring grades / feedback.
- All graded assignments will be graded within a 2-week period, on a rolling basis with feedback.

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

	ASSIGNMENTS READINGS/THEMATIC QUESTIONS DUE	ASSIGNMENTS DUE
Module 1 Introduction to the study of politics and American government Lecture Notes - Introduction to American Politics: Some Basic Concepts, PPT and any 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> Dye and Ziegler article, <i>The Irony of Democracy</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	Quiz Due
Module 2 The Constitution and especially Articles I, II, and III Lecture Notes - The Constitution, PPT and any lecture notes		

<p>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>	Reflection Due	Quiz Due
<p>Module 3 Federalism 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 & unitary governments. Understand the shared and divided powers among different levels of government.</p>	Reflection Due	Quiz Due
<p>Module 4 Civil Liberties and Civil Rights Lecture Notes for both – Civil Liberties and Civil Rights; 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></p>	Combined Civil Lib/Rights Reflection Due	Combined Civil Lib/Rights Quiz Due
<p>Module 5 Public Opinion and Political Action (Midterm Exam sign up) 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	Quiz Due
<p>Module 6 Mass Media and Political Agenda Lecture Notes – the Media Edwards, <i>The Mass Media and Political Agenda</i>; Parenti, <i>Mass Media: For the Many by the Few</i>. Watch and critically evaluate the “Myth of the Liberal Media” film clip available through Course Documents under Media 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.</p>	Reflection Due	Quiz Due
MIDTERM EXAM		MIDTERM EXAM Through Mass Media –at Testing Office OR approved site
<p>Module 7 Political Parties and Campaigns and Voting Behavior (skim) Political Parties Lecture Notes Parties, PPT and the most up to date – Democratic and Republican Party Platforms (find on web if link does not work) Edwards, <i>Political Parties and Campaigns and Voting Behavior</i> (skim) Parenti, <i>Voters, Parties and Stolen Elections</i></p>	Reflection Due	Quiz Due

Why two parties? SMDP v. PR systems. What are the functions of parties?		
Module 8 Interest Groups 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?	Reflection Due	Quiz Due
Module 9 Congress 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	Reflection Due	Quiz Due
Module 10 The Presidency Lecture Notes the Presidency, PPT and Two Presidencies PPT and other materials 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)	Reflection Due	Quiz Due
Module 11 The Federal Courts Lecture PPT the Federal Courts and The Court and Public Policy 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? Supreme Court Cases to be assigned to be read and analyzed	Reflection Due	Quiz Due Optional Extra Credit Assignment – Case Analysis Report (500 words) (up to 5 points added to final grade)
Final Exam — Online Exam		