

# POLS 1101: Introduction to American Government

## Section 1

### Fall 2014

Department of Political Science  
Idaho State University

## 1 Instructor Information

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Office Hours: Mondays: 2:00pm to 3:00pm,  
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and by appointment  
Class Location: Rendezvous 107  
Course Time: 9:00 to 9:50 MWF

## Teaching Assistant

Jessica McBean  
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Office Hours: Monday: 11:00-12:00,  
Friday: 11:00-12:00,  
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## 2 Course Description and Purpose

Why do I have to pay taxes? Is Obamacare constitutional? Who should I call if I don't get my tax return? Can a state legalize marijuana? Can you carry a gun on campus? Why do I have to get my dog a license, but not my cat? All of these questions are important to our daily lives; to answer *any* of these questions requires understanding how American government works. This course serves as an introduction to how the American political system works, and how people behave in that system.

This course assumes little knowledge about politics, it is after all an introductory course. It functions almost like a buffet, we'll explore lots of topics, including the structure of American government (the rules of the game) and the way people and groups behave in that system (how the players play the game). If find you're interested in a topic we cover (and I hope you will!), we probably have a course dealing specifically with that topic. Just talk to me and I'll let you know what that course is so you can register for it next semester.

Each week we'll cover a different aspect of American government in the abstract along with concrete examples. So for instance, we might talk about federalism, and then use drug legalization as an example of federalism in practice. In many cases, we will spend a whole day discussing concrete examples. The goal here is that you see the concepts in action and have a concrete example, which you have likely heard about and care about, to help you grasp the material. In order for this to work, you have the readings and participate in class- remember, I am interested in you participating in class; there is no penalty for answering incorrectly in classroom discussion.

I realize many of you may not be political science majors. To that end, this course emphasizes writing. Writing is a critical skill that is important regardless of your major or eventual career.

Accordingly, you will write two brief summary papers about the readings over the course of the semester as well as a short research paper.

### 3 Course Format

This course meets three times a week. Typically, on Monday and Wednesday we will have the traditional style lecture which covers the “nuts and bolts” of that week’s topic, along with periodic examples. Usually on Friday, we’ll look at a specific example of that topic from contemporary American politics as a case study. For example, we might talk about how the Supreme Court works on Monday and Wednesday. On Friday we might discuss the Court’s decision in the recent Affordable Care Act (Obamacare) case. The purpose of this format is to give you *both* the “how” and a practical example that helps explain the “why do we care?” aspect of American politics.

### 4 Requirements

#### Text

There is one required book which the majority of our readings will come from. Other readings are posted on Moodle and are noted on the course schedule.

The book is available at the campus bookstore, for both purchase and rental. However, you can purchase or rent the book for a substantially lower rate online. To this end, I provide the ISBNs for the books in the syllabus and will place all of the first week’s readings on Moodle to allow for shipping time. After the first week I expect you to have the book and bring it with you to class. Unfortunately, I will not be able to place the book on reserve at the library.

1. Janda, Kenneth, Jeffrey M. Berry, Jerry Goldman, and Deborah Schildraut. 2014. *The Challenge of Democracy*. Cengage: New York.  
**ISBN-10: 1133602339.**  
**ISBN-13: 9781133602330**

#### Assessment

This course is worth 100 points which are broken up over several different items. It is your responsibility to keep track of your grade over the course of the semester

- Participation and Attendance: 10 points
- Short Research Paper: 15 points
- Discussion Reaction Paper: 5 points
- Quizzes: 10 points
- Exams: 60 points

1. **Participation and Attendance (10 points)**– Attending class is important since we will go over difficult concepts in class and you'll have the opportunity to ask questions about parts of the readings and lectures which are not clear. However, coming to class is only half the battle. You also have to participate in class. Of course, asking informed questions or joining the classroom discussion is a part of participation, but so too is actively listening (ie: Are you taking notes and paying attention or are you sleeping and texting?).
2. **Quizzes (10 points)**– Over the course of the semester, we will have seven quizzes, which will occur approximately every two weeks. Quizzes will consist of multiple choice, true or false, fill in the blank, and/or short answer items. They can cover anything previously discussed in class or anything from that day's readings. If you do the readings and pay attention in lecture, you should have no problem with the quizzes. I will take your top five quizzes over the course of the semester to compile your total quiz score (with each worth 2% of your final grade). Quizzes cannot be made up, therefore it is imperative you attend class regularly and read for class.
3. **Short Research Paper (15 points)**— One of the most important goals of this class is to get you accustomed to writing. To this end, you will complete two assignments, a research paper proposal/outline and a short (4-6 page) research paper which explores one of the discussion readings in more depth. Early in the semester, we will have a brief research tutorial from the library staff. For more information, please see the Short Research Paper handout.
4. **Discussion Reaction Paper (5 points)**— Over the course of the semester we will have eight case studies where we dedicate an entire day to talking about a contemporary example of the concepts we cover in class. For one of these days, you will write a brief reaction paper which summarizes that day's reading and ties it to the concepts from the lectures earlier that week. You must sign up for the case study you want to write on at the start of the semester and you cannot change your choice. For more details, see the Discussion Reaction Paper handout.
5. **Exams (60 points)**—There are three exams, each is worth 20 points, or two letter grades. Exams are all multiple choice, and none are cumulative. Before each exam I will provide a study guide. Attending exams is imperative, if you miss an exam and do not have a valid documented excuse (ie: a doctor's note) the make up exam will be a separate research paper.

### Assessment Scale

A: 93-100	A-: 90-92	B+: 87-89	B: 83-86	B-: 80-82	C+: 77-79
C: 73-76	C-: 70-72	D+: 67-69	D: 63-66	D-: 60-62	F: <60

## 5 Course Policies

### Contacting the Instructor

I am happy to help you either via e-mail, office telephone, or in-person during office hours. Of course, if my office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book, notes, and read the material in advance. If you contact me via e-mail, I will respond within 48 hours, though in most cases it will be less than six hours. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient's name), a closing (as simple as your name), and a descriptive message subject. If you do not follow that convention or if you use Internet shorthand (ie: "u" instead of "you,") I will not reply to the message. Telephone calls will be returned as soon as possible, though e-mail is usually quicker.

### Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper.

Papers are due in hard copy at the beginning of the class on the date indicated in the schedule. I will not accept e-mail copies or papers placed under my door. Please do not be afraid to print multiple rough drafts and revise them before turning them in. I am happy to look at drafts and help you with crafting your final paper. I do not accept excuses about dogs, computers, or traffic. Be responsible.

### Extra Credit

The only extra credit I offer is a one point increase on each paper grade (remember, the course is only worth 100 points) for visiting the writing center. Appointments are usually necessary for the writing center. When visiting the writing center, be sure to ask them to send me a report about your visit.

### Academic Honor Code

Academic integrity is the expected norm for all academic activity at ISU, and all members of the ISU community are expected to act in accordance with this principle. Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Consistent with this expectation is an ISU code of conduct that all students should act with personal integrity, respect other students dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of deception, falsification, or misrepresentation. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of the work completed by others.

Plagiarism is an act of academic dishonesty and shall be dealt with according to ISU policy. Plagiarism is any misrepresentation of another's work as your own. For example, copying portions of articles, papers, web pages, etc, or using portions of another person's work (either word for word or

paraphrasing) without proper citations. If you have questions about plagiarism, please come talk to me, or refer to Plagiarism Statement written by the ISU Department of English and Philosophy: (<http://www.isu.edu/english/DeptDocs/PlagiarismStatement.pdf>).

I adhere to the University policy regarding academic misconduct and expect academic integrity. Academic misconduct will result in an “F” for the assignment, a possible “F” for the course, and the filing of charges with the University against the student involved. Academic misconduct includes, but is not limited to, taking credit for work done by others, cheating, and helping others to cheat. I encourage students to study together and exchange ideas and information, but you must do your own work when taking exams and completing writing assignments. If you are unclear on this topic, please let me know. I am happy to discuss it further.

### **Students with Disabilities**

ISU is committed to providing equal opportunity in education for all students. If you have a diagnosed disability or if you believe you have a disability (physical, learning, hearing, vision, psychiatric etc.) that might require reasonable accommodation in this course, please contact the Disability Services Center, Rendezvous Building, Room 125 (282-3599) or on the web at <http://www.isu.edu/ada4isu>. It is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations. Of course any communication with me about disabilities remains strictly confidential.

### **Classroom Courtesy**

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, the syllabus includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

### **Acceptable Comments**

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

### Unacceptable Comments

- are personal in nature. This includes attacks on a person’s appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor’s authority to maintain the integrity of the classroom environment.

### Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

## 6 *Tentative* Course Schedule

A few notes about reading the course schedule:

- “*Janda*” refers to the required Janda et al. book
- “(M)” means that reading can be found on Moodle.

### Course Introduction

Monday, August 25– Introduction to the Course

- *No readings*

### The Dilemmas of Democracy

Wednesday, August 27– Freedom, Order, and Equality

- Janda Chapter 1

Friday, August 29– Freedom, Order, and Equality (cont.)

- Janda Chapter 1 (cont.)

Monday September 1– **LABOR DAY: NO CLASS**

Wednesday September 3– Which Democracy?

- Janda Chapter 2

Friday September 5– Which Democracy? (cont.)

- Janda Chapter 2 (cont.)

Monday September 8– The Constitution: The Rulebook

- Janda Chapter 3

### **The Basics of American Democracy**

Wednesday September 10– The Constitution: The Rulebook (cont.)

- Janda Chapter 3 (cont.)

Friday September 12– Research Tutorial

- No readings

Monday September 15– States in Nation– Federalism

- Janda Chapter 4

Wednesday September 17– States in Nation– Federalism (cont.)

- Janda Chapter 4 (cont.)
- O'Toole: Chapter 29 (367-383) (16)

Friday September 19– Case Study on Federalism

- Gostin, Lawrence O. 2005. "Medical Marijuana, American Federalism, and the Supreme Court." *Journal of the American Medical Association*. 294: 842-844. **(M)**

Monday September 22– **EXAM ONE**

- *No readings.*

### **The Context: Political Institutions**

Wednesday September 24– Making Law: Congress

- Janda Chapter 11

Friday September 26– Making Law: Congress (cont.)

- Janda Chapter 11 (cont.)

Monday September 29– Enforcing Law: The President

- Janda Chapter 12

Wednesday October 1– Enforcing Law: The President (cont.)

- Janda Chapter 12 (cont.)

Friday October 3– The President, Congress, and the Affordable Care Act

- Oberlander, Jonathan. 2010. “Long Time Coming: Why Health Reform Finally Passed.” *Health Affairs*. 29:1112-1116. (M)

Monday, October 6– Interpreting the Law: The Courts

- Janda Chapter 14

Wednesday, October 8– Interpreting the Law: The Courts (cont.)

- Janda Chapter 14 (cont.)

Friday, October 10– The Limits of Implementing Obamacare

- Summary of two major cases

Monday, October 13– The Fourth Branch? The Bureaucracy

- Janda Chapter 13

Wednesday October 15– The Fourth Branch? The Bureaucracy (cont.)

- Janda Chapter 13 (cont.)

Friday October 17– When the Bureaucracy Is Like You

- Bradbury, Mark and J. Edward Kellough. 2011. “Representative Bureaucracy: Assessing the Evidence on Active Representation.” *The American Review of Public Administration*. 41: 157-167.



**The Players in the Game: Political Behavior**

Monday, October 20– What Do You Think?! Public Opinion

- Janda Chapter 5

Wednesday, October 22– What Do You Think?! Public Opinion (cont.)

- Janda Chapter 5 (cont.)

Friday, October 24– Setting the Stage for Talk Radio

- Berry, Jeffrey and Sarah Sobieraja. 2011. “Understanding the Rise of Talk Radio.” *PS, Political Science and Politics*. 44: 762-767. (M)

Monday October 27– Participation and Voting

- Janda Chapter 7

Wednesday October 29– Participation and Voting (cont.)

- Janda Chapter 7 (cont.)

Friday October 31– Alternative Methods of Participation

- Selected readings from the animal rights movement (M)

Monday November 3– Political Parties

- Janda Chapter 8

Wednesday November 5– Political Parties (cont.)

- Janda Chapter 8

Friday November 7– Third Parties and the Internet

- Margolis, Michael, David Resnick, and Jonathan Levy. 2003. “Major Parties Dominate, Minor Parties Struggle.” (M)

Monday November 10– **EXAM TWO**

- *No readings.*

Wednesday November 12– Nominations, Elections, and Campaigns

- Janda Chapter 9

Friday November 14– Nominations, Elections, and Campaigns (cont.)

- Janda Chapter 9 (cont.)

**Other Players in the Political Process**

Monday November 17– Interest Groups

- Janda Chapter 10

Wednesday November 19– Interest Groups (cont.)

- Janda Chapter 10 (cont.)

Friday November 21– Interest Groups in the Digital Age: Occupy Wall Street and Prop 8

- Vragna, Emily K., Leticia Bode, Chris Wells, Kevin Driscoll, and Kjerstin Thorson. 2013. “The Rules of Engagement: Comparing Two Social Protest Movements on Youtube.” *Cyberpsychology, Behavior, and Social Networking*. X: 1-8.

Monday November 24– **FALL RECESS— NO CLASS**

Wednesday November 26– **FALL RECESS— NO CLASS**

Friday November 28– **FALL RECESS— NO CLASS**

Monday December 1– Civil Rights and Civil Liberties

- Janda Chapter 16

Wednesday December 3– Civil Rights and Liberties (cont.)

- Janda Chapter 16 (cont.)

Friday December 5– Civil Liberties and Domestic Surveillance

- Council on Foreign Relations. 2013. “U.S. Domestic Surveillance.” (M)

Monday December 8– Domestic Policy

- Janda: Chapter 18

Wednesday December 10– Domestic Policy (cont.)

- Janda: Chapter 18 (cont.)

Friday December 12– “Catch-up” Day

**FINAL EXAM: WEDNESDAY DECEMBER 17, 7:30AM TO 9:30AM, IN OUR USUAL CLASSROOM**