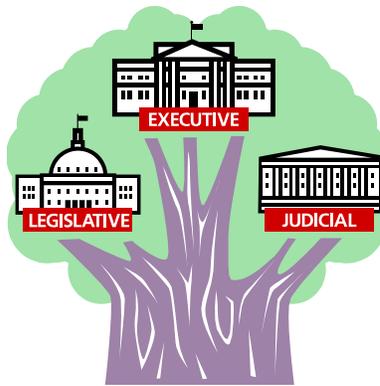




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**Prejudices are rarely overcome by argument; not being found in reason they cannot be destroyed by logic – Tryon Edwards**



## ***AMERICAN POLITICAL SYSTEM I SYLLABUS – PLSC 220***

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**Term: Spring (2016-2) (January 9 – April 29)**

**Professor: Dr. Tina Ebenger**

**Office: 510**

**Office Phone: 473-4392**

**E-mail: [tebenger@ccsj.edu](mailto:tebenger@ccsj.edu) (office)**

**Office Hours:**

**Monday – 12:30 – 1:30, 3:30 – 5:00**

**Wednesday – 12:30 – 1:30; 3:30 – 6:00**

**Thursday – 3:30 – 5:00**

**Or by appointment**

**Course Time: Monday and Wednesday, 1:45 – 3:15**

## Course Description:

Students are introduced to the basic concepts for the study of political life in terms of the structure and functions of the American political system. Students will examine the Constitution and its development, the changing nature of federalism, a study of the popular control of government, and the structure and functions of the national government.

## Learning Objectives:

1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
  - a. To understand American political institutions and their roles within the American political system.
  - b. To understand how political parties, interest groups, the media, and public opinion affect executive, legislative, and judicial decisions.
2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
  - a. To evaluate American institutions, processes, and policies based upon informed understanding and critical analyses.
3. Demonstrate basic literacy, in social, behavioral, or historical research methods and analyses.
4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
  - a. To understand the lack of diversity in American government and its impact on policy.
6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.
  - a. To understand how history has shaped policy decisions.

**Textbooks: *Clued in to Politics: A Critical Thinking Reader in American Government*, Christine Barbour & Matthew J. Streb, Editors, 4<sup>th</sup> Edition, 2014.**

Textbooks can be ordered through the college's web site, Follett, or through Amazon (rent or buy, new or used), Chegg.com, or Cheaptextbooks.com. Or, several students can go in together and share a book.

## Additional Readings Distributed in Class

### Assessment:

Issue Papers (6; 5 pts. each)	30
Exams: 2 (30 pts. each)	60
Class Participation	<u>10</u>
	100

### **Class Assignments:**

There are **six (6)** writing assignments due for this class. At the end of each reading selection in **Clued**, there are a series of questions. Of the assigned readings, I have picked **six (6)** for the students to read and answer the questions. The papers should be 1-2 pages in length, typed, double-spaced and are due the date they are assigned in class. Rubrics will be included for each assignment (although each rubric is the same).

### **Exams:**

There are two exams in this class: **Wednesday , March 8, 2017** and the final exam on **Monday , April 24, 2017** The exams will be a combination of short answer (definitions) and essay questions.

**NOTE - IF, FOR SOME REASON, YOU CANNOT BE PRESENT TO TAKE AN EXAM, YOU MUST CONTACT ME PRIOR TO THE EXAM. MAKE-UP ESSAY EXAMS CAN BE TAKEN NO LATER THAN ONE WEEK FOLLOWING THE EXAM DATE.**

### **Class Policy for Attendance:**

While you are not graded on your attendance, it is essential that you attend each class. If more than six (6) classes are missed, the student will be asked to withdraw and reregister when he/she can commit more time and effort to their studies. When students come to class, it is expected that they will be prepared. That means books, papers, pens/pencils, and all personal needs taken care of prior to the start of class. This is not your living room where you take bathroom breaks during the commercials.

### **Class Policy for Phones:**

It is expected that ALL phones will be kept in your purse/backpack throughout the class. The only exception is when you are expecting an important call but even then it must be cleared by the professor.

### **Grading Scale:**

<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>
A	100-92	B+	89-88	C+	79-78	D+	69-68
A-	91-90	B	87-82	C	77-72	D	67-62
F	59 and below	B-	81-80	C-	71-70	D-	61-60

### **Student Success Center:**

The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a "peer facilitator" who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219 473-4352.

#### **Statement of Plagiarism:**

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

#### **Citation Guidelines:**

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

#### **Withdrawal from Classes Policy:**

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written

request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

### **Disability Services:**

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary *aid* (e.g., *additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

### **CCSJ Alert:**

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

### **School Closing Information:**

#### **CCSJ Alerts:**

An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

#### **Internet:**

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>  
Facility: Calumet College of St. Joseph  
Phone: 219.473.4770

#### **Radio:**

WAKE – 1500 AM  
WGN - 720 AM  
WIJE – 105.5 FM  
WLS – 890 AM  
WZVN – 107.1 FM  
WBBM NEWS RADIO 78

#### **TV Channels:**

2, 5, 7, 9, 32

## SCHEDULE OF READINGS:

Month/Week	Class Date	Topics and Reading Assignments
<b>January</b>		
<b>1<sup>st</sup></b>	Monday, January 9	<b>Introduction, overview of class</b>
	Wednesday, January 11	<b>American political culture and immigration</b> Clued: pp. 1-3, 15-16, 43-44; 2.1, 3.1
<b>2<sup>nd</sup></b>	Monday, January 16	<b>NO CLASS – MLK DAY</b>
	Wednesday, January 18	<b>American political culture, con't</b> Video: <i>I Have a Dream - MLK</i> Clued: 3.5
<b>3<sup>rd</sup></b>	Monday, January 23	<b>The Constitution</b> Video – <i>US Constitution</i>
	Wednesday, January 25	<b>The Constitution, cont'd</b> <i>"The Constitution, Articles I – VII"</i>
<b>4<sup>th</sup></b>	Monday, January 30	<b>The Constitution, cont'd</b> <i>"The Constitution, Articles I – VII"</i>
<b>February</b>		
	Wednesday, February 1	<b>Federalism</b> Clued: pp. 67-68 Video – <i>The US Federal System</i>
<b>5<sup>th</sup></b>	Monday, February 6	<b>Federalism, cont'd</b> Clued: 4.4
	Wednesday, February 8	<b>Public Opinion</b> Clued: pp. 217-218; 11.2, 11.3 and 11.5 <b><u>Paper due 11.3 (1)</u></b>

6 <sup>th</sup>	Monday, February 13	<b>Political Socialization</b> "Ideologies and Public Opinion"
	Wednesday, February 15	<b>Political participation</b> Clued: pp. 305-306; 14.2 "Does Low Youth Turnout Really Matter?"
<b>Month/Week</b>	<b>Class Date</b>	<b>Topics and Reading Assignments</b>
7 <sup>th</sup>	Monday, February 20	<b>Political participation, cont'd</b> <b>Paper due (2) 5 Paragraph Theme</b>
	Wednesday, February 22	<b>Political Parties</b> <b>Clued: pp. 251-252</b> "Do Negative Ads Damage Democracy?"
8 <sup>th</sup>	Monday, February 27	<b>SPRING BREAK</b>
<b>March</b>		
	Wednesday, March 1	<b>SPRING BREAK</b>
9 <sup>th</sup>	Monday, March 6	<b>Review For Mid-Term Exam</b>
	Wednesday, March 8	<b>MID-TERM EXAM</b>
10 <sup>th</sup>	Monday, March 13	<b>Interest Groups</b> Clued: pp. 275-276
	Wednesday, March 15	<b>Interest Groups, cont'd</b> Clued: 13.4 <i>Federalist Paper #10</i>
11 <sup>th</sup>	Monday, March 20	<b>The Media</b> Clued: pp. 321-322, 15.6 "This Analysis Shows How Fake Election News Stories Outperformed Real News on Facebook"
	Wednesday, March 22	<b>The Media</b> <b>Computer Lab Assignment</b> <b>Paper Due 15.6 (3)</b>
	Monday, March 27	<b>The Congress</b> Clued: pp. 119-120; 7.1 and 7.2
	Wednesday, March 29	<b>The Presidency</b> <b>Film: Lincoln</b>
<b>April</b>		
12 <sup>th</sup>	Monday, April 3	<b>The Presidency</b> <b>Film: Lincoln, cont'd</b>
	Wednesday, April 5	<b>The Judiciary</b> Clued: p. 179-180 and 10.5
13 <sup>th</sup>	Monday, April 10	<b>The Judiciary, cont'd</b> <b>Paper Due 10.5 (4)</b>
	Wednesday, April 12	<b>Civil Liberties</b> Clued: p. 81-82 "Supreme Court Upholds..."

		<b>Paper Due (5)</b>
<b>14<sup>th</sup></b>	Monday, April 17	<b>Civil Liberties, cont'd</b> Clued: 5.1 and 5.2
	Wednesday, April 19	<b>Civil Rights</b> Clued: 95-96 and 6.1 <b>Paper Due 6.1 (6)</b>
<b>15<sup>th</sup></b>	Monday, April 24	<b>FINAL EXAM</b>