

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

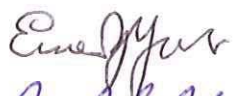



Proposal Name¹ (course prefix & number, pgm major & degree, etc.): PS 101 American Government
(chg. to add DL)

Proposal Contact Person Name: Richard Waterman Phone: 7-1118 Email: rwate2@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Political Science, ????? (curriculum cmte chair? or DUS? according to dpt policy)	11/3/10	name / ph / email Ernest J. Yauquella - ejy@uquella.com uky.edu	
Political Science, Chair	11/9/10	name / ph / email / /	
A&S Ed. Policy Cmte.	11/29/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	11/29/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/1/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.03.02 12:21:46 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a - 1f & 2a - 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts & Science Today's Date: 11/05/10
- b. Department/Division: Political Science
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change [OSC1] definition)
- e. Contact Person Name: Richard Waterman Email: richard.waterman@uky.edu Phone: 859-257-1118
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: Summer 2011

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: PS101 Proposed Prefix & Number: PS101DL
- b. Full Title: American Government Proposed Title: American Government
- c. Current Transcript Title (if full title is more than 40 characters): see memo
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed - ADD³ Cross-listing (Prefix & Number): _____
 Proposed - REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|-----------------------------------|--|--|-------------------------------------|---------------------------------------|
| Current: | <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ⁵ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other - Please explain: _____ | | |
| Proposed: | <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other - Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: _____ Proposed number of credit hours: _____

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course - it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. **Currently, is this course repeatable for additional credit?** YES NO
Proposed to be repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: _____
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. **Current Course Description for Bulletin:** _____
Proposed Course Description for Bulletin: _____
- j. **Current Prerequisites, if any:** _____
Proposed Prerequisites, if any: _____
- k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* *Please Add*⁶ *Please Drop*
 *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.
- l. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both
Proposed Supplementary Teaching Component: *Community-Based Experience* *Service Learning* *Both*
3. **Currently, is this course taught off campus?** YES NO
Proposed to be taught off campus? YES NO
4. **Are significant changes in content/teaching objectives of the course being proposed?** YES NO
 If YES, explain and offer brief rationale:

5. **Course Relationship to Program(s).**
- a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES NO
 If YES, identify the depts. and/or pgms: _____
- b. **Will modifying this course result in a new requirement⁷ for ANY program?** YES NO
 If YES⁷, list the program(s) here: _____
6. **Information to be Placed on Syllabus.**
- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PS101	Date: 11/05/10
Instructor Name: Richard Waterman	Instructor Email: richard.waterman@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This course conforms to University Senate Syllabus Guidelines and Distance Learning Considerations. Interaction with students will be multi-faceted. Students will be able to contact me via email with a guaranteed 24 hour response time M-F and a 48 hour response time Sat-Sun. I will also be available to chat via instant messenger or Skype during office hours (approximately 5hrs/week) and by appointment. I will also be available to meet face-to-face with students who can make it to campus. I will require personal communication as part of this course. All of my contact information will be available on blackboard, on the syllabus, and on my webpage. Regarding technical help, the syllabus clearly outlines the contact information for all personnel for support (e.g., TASC).</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>My course goals, materials, assessments, etc. will be identical to those for my traditional PS101 course. Lectures will be presented as online videos and powerpoints available via Blackboard. Feedback on written work will be available via blackboard (using a rubric) and I will communicate personally via skype or IM to simulate office time. Participation is more difficult, though this can be simulated by having blackboard mark the lectures as "reviewed" to assure that the students at least opened the assignment/lecture. While this doesn't guarantee that the student put forth the required effort, traditional classrooms also have many students who are not engaged and do not come prepared.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Quizzes and exams will be given via Blackboard, which allows for random ordering of questions and answers. This helps assure that the students taking quizzes/exams first will not easily pass answers on to other students.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

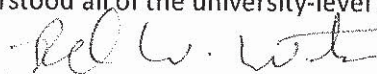
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	<p>Quizzes/exams will be open book/notes to assure that everyone has the same opportunities to do well. Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for plagiarism where available (e.g., turnitin.com). Blackboard is password protected, so that provides some level of security.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students enrolled in this course will be UK students, which means that they'll have access to the university libraries and facilities (e.g., the writing center). My availability as an instructor will be the same as if I were teaching this in a traditional setting. The course introduction videos and the syllabus will make students aware of all of the support they have via student services. Many of these support units, such as the library, provide excellent services online.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>My course is designed to force students to use appropriate learning resources. For instance, I will have a series of videos prepared especially for this class, which will be available on Blackboard. This will be supplemented with detailed power point lectures. I will also strongly urge students to take advantage of other resources (e.g., the writing center). The students will also be made aware of the library link for DL: http://www.uky.edu/Libraries/lib.php?lib_id=16</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The only thing that students absolutely need for this course is a high-speed internet connection, which will allow them to read/view all course material and will allow them access to the library. This will also allow them access to Blackboard. I have chosen two texts, one which specifically deals with diversity and American Government, the other with the nature of historical changes in American government. I will inform the students about the required text prior to the beginning of the term. The students can then purchase the text at the bookstore or online.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The students will have all technical information given in the syllabus. I have provided a number of contact sources, both at UK and at the presses that will publish the books used in the class, so that students can get help with any technical problems. This information is available in the syllabus and on Blackboard.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

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9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p style="margin-left: 20px;">Instructor's <i>virtual</i> office hours, if any.</p> <p style="margin-left: 20px;">The technological requirements for the course.</p> <p style="margin-left: 20px;">Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p style="margin-left: 20px;">Procedure for resolving technical complaints.</p> <p style="margin-left: 20px;">Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p style="margin-left: 20px;">Maximum timeframe for responding to student communications.</p> <p style="margin-left: 20px;">Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> ○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <p style="margin-left: 20px;">Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Richard W. Waterman  Instructor Signature:</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

University Senate Syllabi Guidelines

PS 101
online ers

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- ? UK email address. *gmail.com*
- Times of regularly scheduled office hours and if prior appointment is required. *TBA*

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location. *posted to Blackboard?*
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences. *applies to online classes?*
- Submission of assignments.
- Academic integrity, cheating & plagiarism. *corrected check accuracy of statement - e-mail course?*
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

American Government PS 101.001

Instructor: Dr. Richard W. Waterman

Email: Richard.Waterman@uky.edu

Telephone: 859-257-1118

Google Chat: Richard.W.Waterman@gmail.com

Office: POT 1637

Office Hours: Since this is an online class generally the fastest way to contact me is through e-mail. I check my e-mail regularly during the day (M-F). E-mails received before 5pm on a weekday will be responded to the same day or the next day. E-mails received after 5pm on Friday will be responded by the Monday of the following week. For face-to-face, telephone or webcam appointments: e-mail me to set up a meeting time.

The blog website <http://tinyurl.com/rw-american-government> will be used for discussions about the American Government with me & other students in the class.

Class Time and Location:

ONLINE: go to: MyUK and log into Blackboard using your LINK BLUE username and password.

Course Attendance Policy:

This is an online class. You are expected to do your assignments by the specified time period that will be provided on Blackboard. Late assignments, including tests, will not be accepted and will receive a zero. Excused absences or credit for late assignments will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- a) serious illness;
- b) illness or death of family member;
- c) University-related trips;
- d) major religious holidays;
- e) other circumstances you find to be "reasonable cause for nonattendance".

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

For further information see <http://www.uky.edu/StudentAffairs/Code/part2.html> 5.2.4 – Academic Standards.

Make-up opportunities:

I will give all students an opportunity to make up work and/or exams, but only for an excused absence.

Verification of absences:

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. The University Health Services (UHS) provides a printed statement that specifies that the University Health Services does not give excuses for absences from class due to illness or injury. It will be possible for these forms to be date stamped to show that students went to the trouble of visiting to University Health Services. It does not mean, however, that a student was actually seen by a physician or a nurse. In some cases I may request further verification that a student kept an appointment with University Health Services (especially when there has been multiple or prolonged absences from class), the student will need to sign a release of information that will give permission for the staff to talk with you. This form is available on the University Health Services Web Page: <http://www.uky.edu/StudentAffairs/UHS/>.

Course Policy on Academic Integrity:

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud.>)

Disabilities/ Medical Conditions:

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policy on Classroom civility and decorum:

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Minimum Technology Requirements:

In order to participate in the online features for this course, you will need access to a computer with the minimum hardware, software and Internet configuration described at this site:

<http://wiki.uky.edu/blackboard>

Note: The use of Internet Explorer or Safari is NOT recommended for use with Blackboard. **Firefox** is the recommended Internet browser for the course.

You will need to install a number of plug-ins on your computer. The links to the specific plug-ins required for this course can be found in MODULE 1 of the COURSE MATERIALS section of the course. If you are using a UK computer, these plug-ins already should be installed.

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. Their hours are 7am – 6pm Monday through Friday. You may reach them at 859-257-1300 or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

You need to have a working, frequently accessed email address.

If you wish to use the webcam features you will also need a webcam, built-in or external connected to your computer with microphone & speakers, to use Google Chat (Windows PC), Gmail Chat (Any browser on Mac, or Windows) or iChat (Mac) for web conferencing with me on Richard.W.Waterman@gmail.com.

The **Teaching and Academic Support Center (TASC)** website:

<http://www.uky.edu/TASC/>

This website offers additional information and resources that can promote a successful distance learning experience, for those of you who are taking this course through the distance learning program. They may also be reached at 859-257-8272.

Course Description:

Have you ever wondered whether government is relevant to your daily life? In other words, does it matter who is elected president or who your congressional representative is? Why should you care who the Chief Justice of the Supreme Court is, the Secretary of Defense, or the president's chief of staff? For a growing number of Americans the answers to these questions are I don't think about government very much at all; Government does not have an impact on my life; It doesn't really matter who is president; and What the heck is a chief justice or a chief of staff? As my Dad used to say in reference to politicians, "They're all crooks anyway!" So why pay attention?

Many Americans appear to share my father's basic viewpoint when they say they don't trust our government and its leaders. But rather than working to change the things about government that they don't like, many Americans simply drop out of the political system. They don't listen to the political debate, they don't contribute to or work for political campaigns, and most importantly, they don't even vote! Sadly, political apathy is on the rise!

But what if I told you that government does matter. It does matter whom we elect, what they promise us during the campaign, and what they do after they assume office. What if I told you that American Democracy can only work if it actively engages its citizens, if it brings us actively into the process, if in other words, it makes us want to participate. Citizenship is more than a concept that signifies which country you belong to. It also comes with responsibilities. To be a good citizen requires understand how our governmental system works, including learning how to participate. And good citizens translate into a stronger democracy.

This is an introductory course in American Government. As such it is designed to introduce students to the basic institutions of American government. The class also is designed to introduce students to the nature of our federal system. So far I can hear you saying, “Boring! Other than the need to for three credit hours and to fulfill a class requirement, why should I be interested in studying about our governmental system? The basic answers are that government *is* relevant to your daily life that it does matter who the president is, and you should know who the Chief Justice and the Chief of Staff are and what they are doing. Why should you know all this? Some would argue you have a patriotic or civic duty to know about your government, but I will posit another reason: self-interest. Whether you are a liberal, a moderate or a conservative, a Democrat, a Republican, an independent, a member of the Green Party, the Tea Party or someone who is just plain clueless, whether you know it or not, you have a personal stake in what our government says and does. This is true even if you are not an American citizen. Government decides whether you can afford to go to college, whether you can download music on your computer, whether you have the right to smoke in a restaurant, how old you have to be before you can drink a beer, whether you have the right to a fair trial, and whether you can be drafted and sent overseas to fight for your country. In other words, government (at the local, state, and national level) makes all kinds of decisions that directly affect your life. And if you aren’t paying attention, they may just do something that you don’t want them to do.

The study of American government therefore is important for a number of reasons. At a most basic level, in order for democracy to exist, it is important for citizens to be knowledgeable about how our governmental system works. Thus, in this course we will examine the Constitution of the United States, what it says, what it does not say, and how and why its meaning has changed over time. We also will examine how and why the three branches of government (the legislative, the executive, and the judicial branches) have changed over time.

A focus on the Constitution and our government’s basic institutions tell us much about how our government operates. Yet, it is far from the whole story. We also need to examine a variety of other institutions and entities including the news media, political parties, interest groups, and public opinion. Related to the public, we need to focus on voting and participation (and non-participation) in the governmental system, and their implications for democratic and republican government. We also need to examine how much or how little American’s trust their government.

Not all government in the United States is national. Power is divided not only among national institutions, but also among states, cities, counties, and other local governmental units. We therefore will examine the role of democracy in a federal system.

Finally, this class is not designed to tell you what are the right policies or who are the best politicians. The goal of this class is to provide you with a knowledge base upon which you can both understand and appreciate the dynamics of democracy in America. Most importantly, it is designed to help you develop critical thinking skills that will allow you to better understand your governmental system and to be a better citizen. Then you can make up your own mind.

Course Learning Outcomes:

At the completion of this course, the student should be able to:

- Should be able to delineate the precise means by which citizenship has been extended throughout US history and its impacts on voting, participation rates, and governance in the United States.

- Discuss how changing demographic trends have affected and are likely to affect the nature of politics in America.
- Discuss how women, African Americans, Latinos, Asians, Native Americans, Gays and Lesbians and other various immigrant groups have changed the dynamics of American politics over time.
- Demonstrate knowledge of the constitution of the United States, particularly the implications of its often general language.
- Demonstrate knowledge of the three branches of government and how they operate in a federal system. Also, students should be able to discuss how the power of these institutions has changed over America's history (e.g., why was Congress once the dominant branch of government, while the presidency is more powerful today; how have the courts emerged as more active participants in the political process?)
- Demonstrate an understanding of the basic concepts of citizenship, voting rights, the various methods for participation, as well as an understanding of such non-governmental actors as the media, interest groups, and political parties.

Detailed Chapter Learning Outcomes:

A detailed listing of chapter learning outcomes can be found on the BlackBoard webpages.

Course Requirements:

Attendance: It is YOUR responsibility to access materials for the class in a timely manner. To help keep you on track on Blackboard I provide a LECTURE SCHEDULE that you should follow. To repeat, the lecture schedule is posted on Blackboard in the COURSE INFORMATION section. You are expected to spend a **MINIMUM of 6 hours per WEEK** on-line, watching recommended movies or reading assigned and recommended class materials.

Grading:

Numerical grading scale and relationship to letter grades:

A = 90-100

B = 80-89

C = 70-79

D= 60-69

E = below 60

Allocation of Grades:

On Line Quizzes 20%

Exam #1: 20%

Exam #2: 20%

Exam #3: 20%

Final Exam: 20%

Optional Book Report 20% This can be substituted for quizzes or for one of the four tests. More details will be provided on Blackboard.

The specific dates and times for all exams will be announced on Blackboard.

THE ONLINE QUIZZES

The online quizzes can be done at any time although I recommend that you do them as we discuss the materials in class. To do the online quizzes you will need to go to:

atomicdogpublishing.com

From there you logon to the site using the access codes that are printed on the back of the book you purchased for the class. The first time that you logon you must also enter your course registration number.

IMPORTANT: Your course registration ID number is: (a number will be assigned here). When you register your books online, you will also be linked to this PS 101 class. This is important because you will need to be registered for this course at atomic dog in order to submit your online quizzes to the instructor for grading and for credit.

If you have any problems with this process you can contact Atomic Dog and at Cengage Learning.

Sarah.Blasco@cengage.com

THE EXAMS

The four exams will consist of multiple-choice questions derived from the two required books, online materials from the two books, power point presentations, and lectures. The first three tests will cover only the selected material we have studied for that particular test, while the final exam will be cumulative covering material from the entire semester.

IMPORTANT: In the past I have had problems with students who do not put their names on their tests. ***IF YOU DO NOT PUT YOUR NAME ON THE TEST IT WILL NOT BE GRADED AND YOU WILL RECEIVE A ZERO FOR THAT TEST.***

PLAGIARISM AND CHEATING:

Although this should be an obvious point the University of Kentucky takes plagiarism and cheating very seriously. You are encouraged to consult both the UK Ombud website (www.uky.edu/Ombud) and the UK Code of Student Conduct for complete information. If a student is caught cheating or plagiarizing on any assignment or exam it will result in a range of disciplinary action according to University policy, ranging from a 0 on the assignment to expulsion from the university.

POWER POINTS:

All power points and other educational materials will be available on Blackboard and can be accessed there. There also will be links to websites, online materials from Atomic Dog and Cengage Learning, as well as other valuable material you will use throughout the semester. To access this material go to Blackboard at:

<https://elearning.uky.edu>

REQUIRED TEXTS:

I teach the course from a historical perspective. I therefore am interested not only in what our government looks like today, but how it has evolved and changed over time. This is important if we are to better understand the Founder's intent, the meaning of the Constitution, and a continuing series of important precedents that define the power of our governmental institutions. For example, it is important to note that while the presidency is the most powerful of our institutions today, this was not always the case. How and why our government constantly evolves is therefore a central theme of this class.

To examine the nation's government in historical perspective I assign the following book:

Waterman, Richard W. 3rd Edition. *The Changing American Presidency: Perspectives on Presidential Power*. Cincinnati: Atomic Dog Publishers/Cengage Learning.

I wrote this book because no existing book dealt specifically with the transformation of our any institutions of government (the president, Congress, the courts, the bureaucracy), as well as the non-governmental institutions such as the media, interest groups, and political parties. While the book is written from the perspective of the presidency, it examines each of the major institutions of government (Congress, the courts, the bureaucracy, the media, political parties, interest groups, and so on) from the beginning of our nation's history to the present day. We will use this book to see how our government has evolved over time. This is critically important in terms of understanding the changing nature of citizenship over time, as well as understanding the meaning of the U. S. Constitution. Though it is largely the same document that was written in 1787, its meaning has changed drastically over time, largely because we interpret its provisions much differently than the Founders intended: an examination of how our economy and military have changed over time (Waterman Chapter 2), plus an intensive focus on the meaning of the Constitution (Waterman Chapters 4 and 5) provide a contextual sense as to how our nation and our rights continue to evolve.

To examine the basic powers our current governmental system as well as issues of diversity I also assign the following book:

Paula McClain and Steven G. Tauber. *The Promise and Performance of American Democracy*. Boulder: Paradigm Publishers.

This book provides not only a description and analysis of modern American government, but does so with an emphasis on the diversity of the American population.

Class Schedule:

Section #1 The Changing Nature of American Politics

Synopsis: This part of the class focuses on changing conceptualizations of democracy. From a citizenship perspective this is particularly important, for as our nation has evolved, the definition of democracy has changed and the relationship of the American people to their government has changed with it. Citizenship also has been expanded and this too has had important implications for the way our governmental system operates. In this section we discuss democracy, citizenship, plus also how the United States has changed demographically and its impacts on government. Two examples are provided: the economy and U. S. military.

Reading: McClain and Tauber, Chapter 1 and Waterman, Chapter 2.

Section #2 The Constitution

Synopsis: The U. S. Constitution is not an immutable document. While there are 27 amendments to the Constitution, the basic contours identified by the Founders in 1787 remain in place today. Yet, we interpret the Constitution in a vastly different manner than was the case in 1787, 1887 or even 1987. While the words in the Constitution remain the same, the meaning of those words has changed dramatically over time. In this section of the class we will examine the reasons why a constitution was necessary, the constitutional convention (including the many compromises that made the document palatable to different states and regions), the debate over ratification, and the implementation of the Constitution over time. In particular, we will examine how certain key phrases of the document were left intentionally vague and how this has led to a re-interpretation of the Constitution over time.

Reading: McClain and Tauber, Chapter 2; The U. S. Constitution, Federalist # 10, Federalist # 51; Waterman, Chapters 4 and 5.

Section #3 Congress

Synopsis: I begin the discussion of the governmental system with the three branches of government. Article I of the U. S. Constitution provides a delineation of the powers and responsibilities of the U. S. Congress. In this section of the class we will discuss the legislative branch's constitutional authority, its rules and procedures, its methods of election, its committee system, decision-making processes, leadership structure and other basics (such as how a bill becomes a law) of the congressional process. In addition, we will focus on how the powers of Congress have changed over time, as well its relationship to the larger governmental system.

Reading: McClain and Tauber, Chapter 5 and Waterman Chapter 9.

Section #4 The Presidency

Synopsis: Article II of the Constitution provides for a President of the United States. Whereas the powers of the U. S. congress are much more specific, the presidency is an office that is largely undefined. We therefore examine the reasons behind this transformation, as well as an examination of the role of individual presidents (Waterman Chapter 3) in this process, as well as the public's penchant to expect too much from its presidents (Waterman Chapter 1).

Reading: McClain and Tauber, Chapter 6 and Waterman Chapters 1 and 3.

Section #5 The Federal Bureaucracy

Synopsis: We continue with a focus on the Executive Branch institutions with a discussion of the bureaucracy. The bureaucracy is probably more misunderstood, and certainly more vilified, than any other component of government. Yet, it is the one that we as citizens are most likely to encounter on a daily basis. What do we think about bureaucracy? What does bureaucracy do for us or to us? In this section we will examine how and why the American bureaucracy evolved over the past two centuries and why it exists today. We also will examine how we as citizens interact with bureaucracy.

Reading: McClain and Tauber, Chapter 7 and Waterman, Chapter 11.

Section #6 The Courts

Synopsis: We conclude our discussion of the institutions of government with an examination of the U. S. court system, at the federal, state and local levels. Again, there is a focus on how our court system evolved. This point is particularly important because our courts today are more powerful and they therefore play a larger role in defining our rights than the Founders envisioned. In fact, the Constitution says little about the role or power of the courts. From a citizenship perspective, we are more likely to interact with the courts than with either the president or the Congress. Thus, an understanding of the changing nature of judicial power is critical to our understanding of our governmental system and our personal relationship to it.

Reading: McClain and Fauber, Chapter 8 and Waterman Chapter 10.

Section #7 Public Opinion and Political Socialization

Synopsis: How do we as citizens interact with our governmental system? How can we make a difference? And how do we learn about politics? This chapter focuses on the individual citizen and their relationship to our government. Important questions addressed here are, what is the nature of public opinion; why does it matter; how is it measured; what is meant by the term public; is there more than one public; can public opinion be manipulated; how has the influence of public opinion changed throughout American history; and are these changes beneficial or detrimental to the cause of governance. This is a particularly important section in regards to the issue of citizenship for it focuses on our attitudes, as well as the genesis of our political and ideological proclivities. How do we as individuals develop our ideas about politics?

Reading: McClain and Tauber, Chapter 9 and Waterman, Chapter 7.

Section #8 Elections, Voting Behavior and Political Participation

Synopsis: This is another important factor related to citizenship. In this section we look not only at basic governmental issues related to voting and participation, but we examine how various groups in our society participate and vote in different ways (e.g., different turnout, voting for different candidates, participating in different ways). We will focus on the gender gap, the historical means of limiting voting and participation, particularly against women, African Americans, immigrants and Native Americans. We will examine issues such as what does it mean to be a good citizen in our society? How can we participate to effect change? What are the barriers to participation and how can we overcome them?

Reading: McClain and Tauber, Chapter 14 and Waterman Chapter 6.

Section #9 The Political Parties

Synopsis: Throughout American history different mechanisms have been employed to expand the reach of American Democracy. While the Founders did not envision political parties, and in fact were critical of the idea of “faction,” during the presidency of George Washington political parties (initially referred to as political groups, political assemblies and proto-parties) emerged around two prominent members of Washington’s cabinet (Thomas Jefferson and Alexander Hamilton). In many ways, these two individuals provided two distinctly different political philosophies that would guide the political debate throughout our history, even to the very present day. In this section we examine the development of the political parties, how they became the dominant political institution for choosing candidates and exerted extraordinary influence over the media and the public throughout much of our nation’s history. We will then examine how the power of the political parties waned during the 20th century and the

implications of this development, both for individual participation and for governmental structures, such as the presidency.

Reading: McClain and Tauber, Chapter 13 and Waterman Chapter 8 (section on political parties only).

Section # 10 The Media

Synopsis: A strong and vibrant media has been an integral part of our nation's development, even before the convention of 1787. Our society was literate and read many papers and other publications. The media therefore had a significant effect on the debate over the constitution, as well as a major role in the politics of the 19th century. During the 20th century a revolution in media technologies led to large-scale changes in the way that we as citizens interact with the press. The development of the Internet in particular has made the media more accessible, if not always more reliable, to citizens, allowing ordinary individuals through blogs to become fact checkers and editorialists. In this section we will examine how the media has changed over time and how these changes have altered the relationship of citizens to their government.

Reading: McClain and Tauber, Chapter 10 and Waterman Chapter 8 (section on the media only).

Section # 11 Interest Groups

Synopsis: Another means by which citizens can interact with the government is through interest groups. Yet this was not always the case. Until late in the 19th century interest groups mainly served the political interests of the wealthy and corporations. The public generally perceived them as corrupt and anti-democratic. Beginning in the late 1800s, however, a new type of interest group that directly represented the interests of the public began to emerge. It is this dichotomy that will be at the heart of our examination of interest groups: how do they serve the needs of ordinary citizens and how do they amalgamate power and resources in ways that strip citizens of their rights? Again, this section directly addresses the issue of citizenship by showing alternative ways that we can participate in our governmental system and how we as individuals can make an impact.

Reading: McClain and Tauber, Chapters 11 and 12 and Waterman Chapter 8 (section on interest groups only).

Section #12 Civil Rights and Civil Liberties

Synopsis: We conclude the course with issues that relate directly to the citizenship rights of our students. We will examine how civil rights and civil liberties are influenced by our federal system (e.g., the 2010 Arizona law requiring proof of citizenship, laws passed by states regulating gay marriage, as well as the history of American civil rights laws regarding African Americans, women, Native Americans, Asians, Latinos, Gays, and other groups. This section of the course is particularly important because it tells us as citizens what rights we have, who decides what they are, and how we can participate. Since decisions on civil liberties affect all of us, often in controversial ways (e.g., abortion, the government's ability to screen our emails and telephone conversations) this section of the class takes us directly into the realm of our personal relationship as citizens with our government.

Reading: McClain and Tauber, Chapters 3 and 4 and Waterman Chapter 16.

IMPORTANT: More detail on each of the 12 sections, such as when assignments are due, access to supporting materials, and test dates, is provided online at the Blackboard site for this class. The syllabus is meant as a general overview for the class. The specifics (including discussion questions, online quizzes, various internet sites) are presented either on the Blackboard site for this class or online through Cengage Learning. Regularly check Blackboard for updates and for additional materials. In addition, a chat forum will be created so that students can exchange questions and ideas about the class material outside of the classroom. The contact information for this chat room is available on Blackboard.