

General Education Course Submission Form

Date of Submission: 8/5/10

1. Check which area(s) this course applies to.

Inquiry - Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry - Humanities	<input type="checkbox"/>	Quant Reasoning - Math	<input type="checkbox"/>
Inquiry - Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning - Stat	<input type="checkbox"/>
Inquiry - Social Sciences	<input checked="" type="checkbox"/>	Citizenship - USA	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Political Science

Course Prefix and Number: PS 101 Credit hours: 3

Course Title: American Government

Expected Number of Students per Section: 300 Course Required for Majors in your Program? Yes

Prerequisite(s) for Course? None

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Richard Waterman Email: Richard.Waterman@uky.edu

Office Address: 1637 Patterson Office Tower
Department of Political Science Phone: 859-257-1118

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: *Donald A. Green* Date: 8/3/10

Dean: Anna R. K. Bosch *ARK Bosch* Date: 8/5/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

Narrative for PS 101 Gen Ed Course:

This narrative is designed to address two specific questions:

- 1) How PS 101, American Government, will address the General Education and Course Template Learning outcomes; and
- 2) Provide a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.

1) The Course Learning Outcomes for PS 101 are as follows:

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

- o 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.
- o Discuss how changing demographic trends have affected and are likely to affect the nature of politics in America.
- o 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.
- o Demonstrate knowledge of the constitution of the United States, particularly the implications of its often general language.
- o 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?)
- o 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.

American Government, PS 101, will address each of these points in a number of different ways.

For example, the focus on the precise means by which citizenship has been extended and its impact on voting and participation rates will be a prevalent theme throughout the semester. We will discuss the early limits on participation and the initial differential benefits of citizenship in the first lectures on the Changing Nature of American politics, as we focus on how our nation has changed over the past 223 years of our nation's history. Initially, basic citizenship rights were assigned to a small percentage of the

American population; white male property owners. The concept of democracy was not treasured, as it is today, but was vilified as dangerous, an inevitable road to dictatorship. While early politicians discussed the American people, they were less likely to invoke the American public, for they most people did not have voting rights, many did not have the rights to own property, and many were in fact considered to be property. How America went from a primarily elite nation to a more inclusive one will be a main focus of this class, as well as how our rights have expanded and the implications of these developments.

An important part of this discussion will be the changing demographic nature of American society. Who we are as a nation has changes as new groups immigrated to America. American society and its governmental structures were greatly impacted by the massive immigration of the period between 1880 and 1920. In addition, today, with Latinos as the fastest growing demographic group, we are seeing the potential for massive change in our policies. Likewise, generational changes bring new attitudes, which in turn affect political agendas and public policy. All of these factors will be discussed throughout the semester, but primarily in the sections on Participation, Voting, and Elections, as well as in the sections on Interest Groups and Political Parties. Also, the final discussion of Civil Rights and Civil Liberties will examine the implications of demographic changes on policy over time. In the same way, we also will examine how African Americans, Latinos, women, gays, and other groups have changed the dynamic of American politics over time, particularly via increased participation in the political process.

The focus on the Constitution will be intense and is necessary because most students do not understand what is in our most cherished document or what it means. Frankly, many politicians seem confused as to what our Constitution does and does not address. In the section on the Constitution we will examine specific provisions and how/why their meaning has changed over time. We also will discuss

how this affects our rights and responsibilities as citizens. For example, what effect does the incorporation of the Bill of Rights have on our rights as citizens?

We will dedicate a considerable amount of the class on the basic institutions of government; the executive, legislative, and judicial branches. Again, the focus will be on how the power of these institutions has changed over time and what implications these changes have for our rights and responsibilities as citizens, as well as the way we perceive and interact with our government.

Finally, an overriding goal of the entire class will be to help students understand their rights and responsibilities as citizens. How can we, as ordinary Americans, play an active role in our governmental system? How and why is government relevant to our daily lives? How can we interact or change the system? This will be a central theme for the entire semester.

2) Since we are dealing with limited teaching resources, and to increase the likelihood that the class will be taught by a tenured or tenure track professor, I recommend that we offer 4 sections of PS 101 Gen Ed annually, each with 300 students enrolled. I have taught classes with 200 to 300 students and have found it to be no more burdensome than teaching a class of 75 students, for once you reach a certain class size you are likely to use a lecture format. We can supplement these large sections with one of either two alternatives: one involving using teaching assistants for break away sessions, once a week, where the class sizes are smaller and where there is a greater ability for students to interact; the second is an online format that encourages students to log on and participate in designated chat rooms, where they can ask the teacher or a teaching assistant specific questions, as well as interact with other students. The latter approach is required for a distance learning class, but may also have applications to hybrid classes.

The alternative is to create two large sections of PS 101, again I would recommend 300, and then four smaller sections of 150 students each. This might be useful if we want to vary the times when the classes are offered so that students have a greater variety of venues where they can take the class. We can also overcome this problem by teaching at least one of the sections as a distance learning class. Again, this is a question of how we want to assign our limited resources and I will leave the ultimate determination up to those who determine the schedule. Here I merely provide a series of options.

Because this class will likely be taught in a variety of formats (e.g., directly in the class, as a hybrid using classroom and internet capabilities, and as a distance learning class) the means by which assignments and materials will be utilized will vary somewhat. However, there are some basics that will apply to each setting in which the course is taught. For example, each lecture will have at least one, and often multiple, power point presentations. Using Camtasia, power points can be supplemented with actual audio, including excerpts of speeches, arguments before the courts, and other helpful teaching tools. The instructor also can provide detailed information, when necessary, to compliment a particular slide or a particular presentation. These power points will be available online at Blackboard and can be accessed by students at any time. I have used this format with great success in my distance learning Film and Politics class. It allows me to present a wide range of materials, some of which I simply do not have the time to cover in the constricted time limits of 50 minutes (three times a week) or 75 minutes (twice a week). It also allows the student to review the material at their leisure, which is particularly important for students who have part time jobs, as do many of our students at UK.

The students also will have online access to discussion questions, practice quizzes and other materials that are provided by Cengage Learning, Wadsworth, and Atomic Dog presses as part of the packages that have been developed for the two books that I am using for the class. I will supplement this by

posting websites for various government agencies, for political parties, interest groups, and other online activities that can provide students with a richer source of material. Again, this has proved highly successful with my film and politics distance learning class.

Finally, the two texts that I have selected are designed specifically for the needs of this class. I was frustrated for years by the inability of American Government texts to discuss the changing nature of American politics. Often, the view presented is static, as if this is the way American politics has always functioned. I wanted a more historically dynamic approach, so that I could show my students how American politics is in a constant state of metamorphosis, an evolutionary process that continues to change the way we interpret our Constitution, as well as our rights and responsibilities as citizens. I therefore finally wrote a book specifically designed to examine the changing nature of American politics from the Founding to the present day. While the book main focus of the book is the presidency, it demonstrates how every major institution of government (Congress, the courts, the bureaucracy), as well as the various linkage mechanisms (interest groups, political parties, and the media), as well as the nature of public opinion and participation (including elections) has changed. I consider this to be a vital part of the class, for our rights as citizens are constantly changing, as our responsibilities. Some groups attain new rights (e.g., gays and the right to serve openly in the military or to marry), others see a narrowing of their rights (e.g., women and their reproductive choices), while the broad rights of citizens are redefined (e.g., the recent decisions incorporating the Second Amendment of the U. S. Constitution), or laws are passed that impact our basic civil liberties (e.g., the Patriot Act). It is therefore important not to speak of government as a static thing, but rather as a dynamic organism that changes with both circumstances and the altered needs of our society.

I have used a number of traditional textbooks but the Bond and Smith book is written by two outstanding political scientists and has a great deal of supplemental material online that can provide students with additional insights into the nature of citizenship and American politics.

If you wish, I can provide examples of some of the supplemental materials that will be used for this class. I also can be reached by email at Richard.waterman@uky.edu or by phone this summer at 859-699-6986. Please feel free to contact me if you have any questions or require any additional information.

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American Government PS 101.001

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Office Hours: To Be Announced

In addition to assigned office hours, 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.

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 understanding 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:

- o 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.
- o Discuss how changing demographic trends have affected and are likely to affect the nature of politics in America.
- o 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.

- o Demonstrate knowledge of the constitution of the United States, particularly the implications of its often general language.
- o 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?)
- o 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.

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 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:

On Line Quizzes 20%

Exam #1: 20%

Exam #2: 20%

Exam #3: 20%

Final Exam: 20%

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:

Cengage.com

and

atomicdogpublishing.com

From there you logon to the site using the access codes that are printed on the back of the books 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.

Daniel.Ayers@cengage.com or 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.*

Although it should be an obvious point, plagiarism and cheating are not permitted. Students will receive an "E" for the class and are subject to broader university disciplinary policies. To understand what plagiarism is and what the University of Kentucky policies are on this matter go to:

<http://www.engr.uky.edu/~dieter/plagiarism.html>

POWER POINTS:

All power points 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 I also assign the following book:

Bond, Jon R. and Kevin B. Smith. 9th Edition. *The Promise and Performance of American Democracy*. Wadsworth: Cengage Learning.

Both of these books are available in online only versions, which are substantially less expensive than the hard copies. If you purchase the hard copies you will also have access to all of the online features, including the complete online texts of the book.

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: Bond and Smith, 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: Bond and Smith, Chapter 2, Appendix: 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: Bond and Smith Chapter 12 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: Bond and Smith, Chapter 13 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: Bond and Smith, Chapter 14 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: Bond and Smith Chapter 15 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: Bond and Smith, 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: Bond and Smith, Chapters 10 and 11 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: Bond and Smith Chapter 7 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: Bond and Smith Chapter 8 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: Bond and Smith Chapter 6 and Waterman Chapter 8 (section on interest groups only).

Section #12 Federalism, 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: Bond and Smith Chapters 3, 4 and 5, 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.