

# INTRODUCTION TO AMERICAN GOVERNMENT

105 | Spring Semester 2021 | 3 credits | Hyflex Delivery

MWF 8-9am in Fox 1338

*“Of our political revolution of '76, we all are justly proud. It has given us a degree of political freedom, far exceeding that of any other nation of the earth. In it the world has found a solution of the long-mooted problem, as to the capability of man to govern himself. In it was the germ which has vegetated, and still is to grow and expand into the universal liberty of mankind.”*

Abraham Lincoln Temperance Address 1842

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## BASIC COURSE INFORMATION

**Instructor:** Jason T. Neumeyer

**Office Hours:** MF 9:15-11am; W 9:15-10am or by appointment

**Office Location:** Fox Campus – Office 1502

**Email:** neumeyerj@uwosh.edu

## REQUIRED TEXTBOOK

We the People: An Introduction to American Government, 13th Edition (Thomas E. Patterson).

**Course Prerequisites:** None – this course is open to all students and is the first in a series of introductory courses in Political Science. In Introduction to Comparative Politics (84:101) we introduce students to the democratic and non-democratic political systems of several different states (e.g., Germany, China), taking a look inside each one to determine how they function. In Introduction to American Politics (84:105), we give students an in-depth look at the working of the American system of government. And in Introduction to International Relations (84:115), we show you how states work with and against each other in the global system. Political Science majors are required to take all three, but they stand independently so that non-majors can benefit from them as well.

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## STUDENT LEARNING OUTCOMES

After successfully completing this course, students will be able to:

- *Describe* the major components of the United States government, including the Constitution and its interpretation, federalism, and the branches of government;
- *Examine* key public policies and learn the roles of citizens, groups, and elections in the making of policy;
- *Learn* about public policies at the national level, including social welfare, healthcare, and fiscal policies;
- *Develop* deep knowledge about the fundamental principles of and central arguments about democracy over time as expressed in the United States;
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## MEET YOUR INSTRUCTOR

### Welcome to Class!

My name is Jason Neumeyer, a scholar of political science with a focus on American institutions, voter behavior, and political methodology. I began my college experience here at the University of Wisconsin-Fox Valley, earned my Bachelor's degree from the University of Wisconsin-Oshkosh (UWO) in 2016, and finished my Master's degree from the University of Wisconsin-Milwaukee (UWM) in 2020. Between my time at UWO and UWM, I worked on a former Governor's staff in the state of Illinois, focusing on political communication and legislative affairs. Currently, I teach Introduction to American Government, Comparative Politics, and International Relations here at UW-Fox Cities.

When I am not at school, I enjoy spending time with my family, cheering on the Green Bay Packers, and hitting the links. I am also an avid reader – if you have any suggestions about great books you have read, I would love to add them to my ever-growing “to read” list!



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## COURSE CATALOGUE DESCRIPTION

In this course, students will study the organization, principles and actual working of the American National Government in all its branches.

### SPRING 2021 COURSE DESCRIPTION

Americans are divided now more than ever; however, the cleavages today run deeper than ideology and party. The melting pot of America seems to be boiling over, as divisive politics percolate further and further into every aspect of society: “bathrooms have become battlefields, and borders are battle lines” (AP). As politics in America seems to continue to disappoint, there is one potential remedy: civic knowledge. We need more citizens who understand American history and political practices, who think critically about what kind of community they want to live in, and engage in civil, productive dialogue with their fellow citizens to help bring those visions about. This course helps students hone their political knowledge by studying the institutions of American government, elections, and informal arrangements like political parties and interest groups. By studying the *organization, principles and actual working of the American national government*, students will begin to develop their own understanding of what it means to think critically about politics and how best to put that knowledge into practice.

## COVID-19 COURSE CHANGES

Classes this semester will look different, American Government 105 is no exception:

- **HyFlex** – this course will be taught in-person or synchronously via MS Teams; however, students may participate in an ‘online only’ format if need be
  - You must let me know if you plan to be accommodated fully online by **February 1, 2021** or you will need to request a formal accommodation from the Dean of Students
- **Attendance** – every day in-person attendance is **NOT** mandatory
  - You must monitor your symptoms for COVID-19 and should not attend if you do not meet the university guidelines
    - If you do not meet the guidelines, please inform me of your status
    - Do not attend your in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19
      - Students who miss class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider
  - We will meet at our scheduled time MWF 8-9am, both in-person and synchronously via MS Teams
    - It is expected that you should attend **AT LEAST ONE** of these meetings per week
    - If you are unable to meet this requirement, you must reach out to me to discuss your absence so we can work through some potential accommodations
  - With respect to instructional spaces (classrooms, labs, performance spaces, etc.):
    - Six-foot social distancing must always be maintained
    - Masks are always required on campus, with limited exceptions
      - A student who comes to class without wearing a mask will be asked to put on a mask or to leave to get one at a mask handout station – failure to do so could result in student conduct processes
  - You should check daily for COVID-19 symptoms by completing the self-check at: [uwosh.edu/titan-return](https://uwosh.edu/titan-return) or on the UWO Mobile App
    - Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, shortness of breath or difficulty breathing - see the CDC’s website for more information about COVID-19 symptoms.
- **Asynchronous Lectures** – all lecture materials will be available online within 24 hours of the class ending for those not attending in-class sessions
- **Flexibility is key** – please contact me with any and all questions regarding the requirements for classes this fall or visit the university website here: <https://uwosh.edu/coronavirus/>
  - If substantive changes are made in course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available

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## ACKNOWLEDGEMENTS

I have adapted the ideas and language from the work of several educators for this syllabus and course material. For example, I have borrowed liberally from other courses in American Politics and related topics, as taught by George Waller, Tracy Slagter, James Krueger, Patrick Kraft, and others. I appreciate their contributions to the discipline and thank all educators who make their teaching material available to others to push for better pedagogical practices for all. To pay it forward, I will share my own material with anyone who is interested.

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## STANDARD COURSE POLICIES

### **Office Hours via Microsoft Teams:**

The Political Science Department uses Microsoft Teams (MS Teams) for holding office hours. This system is available to all UWO students. Faculty will be available during the hours noted on your syllabus. We hope that using MS Teams for office hours for all of our courses will help students become more accustomed to virtual office hours during the pandemic.

When logging into MS Teams, look closely at the status symbols for your instructor. A green dot by the professor's icon (which may be their picture or their initials) means they are available. A red dot means they are busy. Generally, you are able to join office hour meetings and talk openly in the forum or use the chat function freely. At times, I may be in a private meeting with a student during office hours and will mark my availability as "busy" (a red dot).

Please use my office hours freely and often – I am here to help! Please feel free to email me if you need to set up a time outside of these options.

### **Email Etiquette:**

Just as you will have to do in a workplace setting, it is important to present yourself professionally in academic emails. In your emails to me, other faculty and staff, and your classmates, heed the following advice: (1) include a meaningful subject line; (2) begin your email with "Dear..."; (3) use proper titles, if necessary; (4) be specific about the action you would like the recipient to take; (5) sign your full name to the email or create a signature

If you decide to email me, please be sure that you have checked the syllabus first – instructors take a long time preparing these documents in hopes of answering many of the most common questions up front! For complicated matters, please visit me during my office hours via MS Teams.

### **Cell Phones, Laptops, Electronics:**

Please bring your cell phone to class (we will use them!). However, be respectful and set your phone to vibrate or silent mode and leave it in your bag, unless otherwise instructed. Laptops can be used in class for note taking or for digital access to readings; however, if you are on a laptop or tablet and checking non course-related sites during class, I will ask you to stop bringing those devices to class.

**Other Distractions:**

Please refrain from reading the newspaper, wearing headphones/earbuds, checking your phone, or frantically completing your reading or assignments for other classes while you're in mine. It's disrespectful to me and to your classmates. *If you cannot give this class your full attention, you probably shouldn't come anyway.*

**Grievance Statement:**

The Department of Political Science is committed to offering you a high-quality classroom experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at [kruegerj@uwosh.edu](mailto:kruegerj@uwosh.edu). Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

**Disclosure Statement:**

“Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:  
<https://uwosh.edu/financialaid/consumer-information/>.”

**Changes to the Syllabus:**

I reserve the right to make amendments to this syllabus in order to accommodate the needs and pace of this particular group (remember, flexibility is key!). I will notify you in advance of any changes I decide to make.

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**GRADING SCALE & LATE WORK POLICY**

I use a **93/90/87** grading scale in this course, meaning 93 is the cut point for an A, 90 for an A-, 87 for a B+ and so on. Grades will be continually updated on Canvas.

Your grade will be determined by several assignments and exams, detailed below. With the flexibility of a partially online class comes the responsibility of keeping up with the work each week – please do not fall behind on the readings or assignments! All assignments have a distinct due date (found either in the course schedule below or in the appropriate Canvas module) – if an assignment is turned in after the due date, points will be deducted as follows:

- Within 24 hours: 10% deduction
- Within 48 hours: 25% reduction
- Greater than 48 hours: 0

I understand that everyone (myself included) is still trying to acclimate themselves to these new ways of life. If you are struggling to keep up with the workload or need an extension on a specific assignment, please visit me in office hours or send me an email so we can discuss the situation further.

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## ASSIGNMENTS, QUIZZES, EXAMS

### Attendance and participation (15%)

Throughout the semester, you will be expected to keep a weekly running journal on Canvas. The journals can be submitted in a written format (minimum 250 words) or as a recorded, audio/video journal (minimum 2 minutes long). These journals can be submitted in our weekly Modules on Canvas or in the Assignments tab.

This journal is meant to be a place for you to engage with the content in your own way, whether that be discussing what you found particularly interesting, listing questions you had while reading, or just summarizing your thoughts about the week. I will review all posts and provide feedback when needed. A document with some thoughts to get you started can be found in the Resources Module on Canvas.

*These journal entries are due the Sunday after the weekly readings are complete at 11:59pm, but can be turned in anytime during the week after you have finished the readings.*

Additionally, I would like to meet with each of you individually throughout the course of the semester to discuss a variety of topics, including how this class and collegiate life is going for you. These meetings can be either in-person or virtual via MS Teams. I will have a sign-up document for meetings in Week 6 and Week 11 – I would like to see you each **at least** twice throughout the semester (hopefully you will visit office hours more often!).

### Critical Thinking Essays (15%)

Over the course of the semester, you will write 2 critical thinking essays. Each critical thinking essay will be 3-5 paragraphs in length in response to 1 of the *Applying the Elements of Critical Thinking* prompts found at the end of each chapter we cover. In order to provide you with the most flexibility, I am leaving the timetable for submitting these essays in your hands (mostly) – it is expected that you will turn in at least 1 essay by Week 7 (March 28). If you found a chapter of the book particularly interesting, respond to that chapter's question! Guidelines for writing an essay response in this format can be found in the Resources tab on Canvas.

*Essays are due the Sunday after the weekly readings are complete for the chapter you decide to write on at 11:59pm, but can be turned in anytime during the week after you have finished the readings.*

### Quizzes (30%)

There will be a short (10-15 question) quiz on Canvas after we complete each chapter in this course. These quizzes are meant to assess your basic understanding of the concepts and to ensure that you are keeping up with the course reading. I fully expect you to have your textbook and notes with you while taking these quizzes, so please work through them carefully in order to earn all of the points possible in this section of the course.

*Quizzes are due the Sunday after the weekly readings are complete at 11:59p, but can be completed anytime during the week after you have finished the readings.*

## Exams (40%)

There will be two exams in this course, a midterm exam (20%) and a final exam (20%). Exams will be taken on Canvas and will consist of multiple-choice/fill-in-the-blank/matching questions and several short answer and essay questions. Again, I expect you to have your textbook and notes handy when taking these exams; however, unlike the quizzes, the exams will have a time limit and will require you to analyze many of the topics we have covered in your own words. Relying solely on the textbook and notes will not give you enough time to finish your exam – be sure to come prepared!

*Exams will be available until 11:59p on the exam date listed below.*

*Please check the course schedule right away to ensure that you are NOT going to miss an exam.*

## Extra Credit!

### 1. People's Maps Commission Hearing

The People's Maps Commission is an independent commission tasked with creating impartial, non-partisan district maps for the state of Wisconsin during our upcoming redistricting process. The Commission consists of 9 members (1 from each Congressional district; 2 from Milwaukee's 4<sup>th</sup> District), who hold public hearings to listen to expert testimony and hear directly from the public. They will be holding a virtual hearing on March 11<sup>th</sup> via YouTube – the link can be found in the schedule below or in the Canvas drop box.

To earn up to **5 extra credit points on Exam I**, you must attend the event and submit an additional journal entry describing the event. This time, the journal must be an audio/video submission of at least 3 minutes in length. During your journal, discuss who spoke, what they said, and what your takeaway is of an event like this – is this public forum good for our democracy?

*The extra credit journal is due March 14<sup>th</sup> at 11:59pm, but can be turned in any time after the hearing takes place.*

### 2. American Democracy Project events – TBD

The American Democracy Project (ADP) is meant to encourage civic engagement and awareness among college students. At the University of Wisconsin-Oshkosh campuses, ADP runs voter registration drives, organizes candidate forums, sponsors relevant speakers, and encourages volunteerism and service learning. Should they host any events this semester, I will pass along the details to you and create a second extra credit opportunity.

In order to fully participate in our democracy, we must think critically about the decisions we make – I hope these opportunities give you an extra incentive to do so!

## American Government Pre/Post Test

On the first day of the semester (February 1) and on one of the last days of the semester (May 10), you will take an ungraded assessment which covers some of the material you will learn throughout the course of the semester. This assessment does not count toward your grade whatsoever; the department uses these assessments to gauge what material students knew coming into the course and what knowledge they left with upon completion.

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## MISCELLANEOUS ITEMS

### **Students with Disabilities**

If you have or think you may have a learning difference or a disability – a mental health, medical, or physical impairment – that would limit your access to learning or demonstrating your knowledge in this course, please contact the Dean of Students Office. If you already have an accommodation, please let me know in the first week of class.

<https://www.uwosh.edu/deanofstudents/Accessibility-Center/faculty-and-staff-resources/syllabus-statement>

### **Early Alert**

In the fifth week of class, if your grade in the course is low, you will receive an early alert. Pay attention to this email; it has information about support services. You should seek out additional help from others and/or me if you are getting below a C, or if you are not doing as well as you would like to be doing. We can discuss strategies to improve your performance in this course (and others).

### **Academic Dishonesty**

A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your own, and any outside materials should be dealt with properly (quoted when using someone's words, and cited when quoting or referencing them in any other way). When your teacher directs you to work in teams, the work is to be done by the team. More information can be found here:

<https://uwosh.edu/politicalscience/wp-content/uploads/sites/14/2020/08/Academic-Honesty.pdf>

### **Academic Resources**

Fox Cities campus offers a variety of academic resources to its students, including multiple math labs, a writing center, and appointments with individual tutors on over a dozen subjects. These resources are offered differently due to COVID-19 – for more information on their availability, please visit their website:

<https://uwosh.edu/fox/academics/resources/tutoring/>

### **Counseling Resources**

The counseling services offered at the Fox Cities campus, as well as the more extensive services offered at the Counseling Center on the UW-Oshkosh campus, are available to all Fox Cities students. If you are interested in making an appointment, please visit their website:

<https://uwosh.edu/counseling/>

## **Academic Advising**

The Solution Center on campus can answer any and all questions regarding admissions, financial aid, orientation, placement testing, disability services, and student activities. Advisors can also assist students with degree options, majors, and academic requirements – for more information, visit their website:

<https://uwosh.edu/fox/apply-pay-register/solution-center/>

## **Student Right to Know Act (1990)**

Students are advised to see the following URL for disclosures about essential consumer protection items required by the Student Right to Know Act of 1990:

<https://uwosh.edu/financialaid/consumer-information/>

## **Credit Transfer**

For credit transfer information please refer to the appropriate section of the UW-Colleges Catalog for online information about credit transfer, academic requirements, and other transfer matters. The Transfer Information System (TIS) is designed to provide prospective transfer students with current information to help them prepare for transfer. Contact the campus Student Services Office to learn more about this resource and how to access it:

<http://tis.uwsa.edu>.

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## CLASS SCHEDULE

This schedule is subject to change. Some of these topics and readings will require a bit more time than I have allotted, and some less; however, because we will be partially online this semester, it is important that we do our best to stay on schedule. In general, you should have the readings completed for the day they are assigned (if a reading is listed on 02/05, you should read it before coming to class that on that date).

Notes with asterisks (\*) below indicate some things to think about when you are engaging with the materials found outside of the required textbook.

### INTRO WEEK

February 1

Introduction to the Course and Assignments

**READ:** this syllabus and reach out with any questions you have

**TAKE:** American Government pre-test on Canvas

February 3

Thinking Critically About Political Science

**READ:** We the People: Introduction Section and Chapter 1 (p1-7)

**WATCH:** Ted Talks:

[https://www.ted.com/talks/christina\\_nicholson\\_fake\\_news\\_it\\_s\\_your\\_fault](https://www.ted.com/talks/christina_nicholson_fake_news_it_s_your_fault)

[https://www.ted.com/talks/damon\\_brown\\_how\\_to\\_choose\\_your\\_news](https://www.ted.com/talks/damon_brown_how_to_choose_your_news)

\* How do you select your news sources? How can you know something is trustworthy? \*

February 5

Political Thinking and Political Culture: Becoming a Responsible Citizen

**READ:** We the People: Chapter 1 (p8-25)

**TAKE:** Canvas Quiz for Intro Week (Syllabus and Canvas overview)

**SUBMIT:** Journal Entry – Intro Week

### WEEK ONE

February 8

Constitutional Democracy: Promoting Liberty and Self-Government

**READ:** We the People: Chapter 2

**LISTEN:** Transfer of the Constitution & Declaration of Independence:

<https://www.youtube.com/watch?v=dWtA0CNTx48>

\* How/will your generation preserve and extend popular liberty to all?\*

February 10

Constitutional Democracy Continued

**REVIEW:** We the People: Chapter 2

**READ:** *Federalist No. 51*

<https://guides.loc.gov/federalist-papers/full-text>

\* How did the Founders describe the checks and balances system? Why was it so important? \*

February 12

Constitutional Democracy Continued

**TAKE:** Canvas Quiz for Chapter 2

**SUBMIT:** Journal Entry – Week 1

## WEEK TWO

February 15

Federalism: Forging a Nation

**READ:** We the People: Chapter 3

**READ:** Federalist No. 10

<https://guides.loc.gov/federalist-papers/full-text>

\* How should minority rights be protected? \*

\* Why did the Founders decide on a federalist system of government? \*

February 17

Federalism Continued

**REVIEW:** We the People: Chapter 3

February 19

Federalism Continued

**REVIEW:** We the People: Chapter 3

**TAKE:** Canvas Quiz for Chapter 3

**SUBMIT:** Journal Entry – Week 2

## WEEK THREE

February 22

Civil Liberties: Protecting Individual Rights

**READ:** We the People: Chapter 4

**READ:** The Bill of Rights (p.560)

<https://www.archives.gov/founding-docs/bill-of-rights>

February 24

Civil Liberties Continued

**REVIEW:** We the People: Chapter 4

February 26

Civil Liberties Continued

**REVIEW:** We the People: Chapter 4

**WATCH:** Ted Talk: We Can Fight Terror without Sacrificing our Rights:

[https://www.ted.com/talks/rebecca\\_mackinnon\\_we\\_can\\_fight\\_terror\\_without\\_sacrificing\\_our\\_rights/discussion](https://www.ted.com/talks/rebecca_mackinnon_we_can_fight_terror_without_sacrificing_our_rights/discussion)

\* How many liberties are you willing to give up and for what cause? \*

**TAKE:** Canvas Quiz for Chapter 4

**SUBMIT:** Journal Entry – Week 3

## WEEK FOUR

March 1

Equal Rights: Struggling Toward Fairness

**READ:** We the People: Chapter 5

March 3

Equal Rights Continued

**REVIEW:** We the People: Chapter 5

**READ:** Segregation by Design Comic

[https://urbanaffairsreview.files.wordpress.com/2019/06/trounstine\\_ritter\\_segregationbydesign\\_comic.pdf](https://urbanaffairsreview.files.wordpress.com/2019/06/trounstine_ritter_segregationbydesign_comic.pdf)

\* Q: How have our cities become so segregated, both economically and racially? A: Politics \*

March 5

Equal Rights Continued

**REVIEW:** We the People: Chapter 5

**TAKE:** Canvas Quiz for Chapter 5

**SUBMIT:** Journal Entry – Week 4

## WEEK FIVE

March 8

Exam Review Day

**REVIEW:** We the People: Chapters 1 - 5

**BRING:** Notes and Questions

\* I will hold an open Microsoft Teams review session from 8 – 9am \*

\* We will discuss the exam format and key concepts – please bring questions! \*

\* If you cannot attend, visit my office hours/email me if you'd like to meet before Exam I \*

March 10

**TAKE:** Exam I

Available on Canvas from 8am-11:59pm

\* Exam **MUST** be taken in its entirety at once – you may **NOT** stop and restart the exam \*

March 11

**ATTEND:** The People’s Maps Commission Hearing (optional – extra credit)

<https://govstatus.egov.com/peoplesmaps/hearings-meetings>

\*If you are unable to make it live, you may watch the recording after and complete the journal entry\*

March 12

Public Opinion and Political Socialization: Shaping the People’s Voices

**READ:** We the People: Chapter 6

**READ:** Field Guide to Polling (Pew Research Center)

<https://www.pewresearch.org/methods/2019/11/19/a-field-guide-to-polling-election-2020-edition/>

\*Can we really trust polling?\*

\*How does sampling allow us to predict population outcomes?\*

**SUBMIT:** The People’s Maps Commission Extra Credit Journal

## **WEEK SIX**

March 15

Public Opinion and Political Socialization Continued

**REVIEW:** We the People: Chapter 6

March 17

Political Participation: Activating the Popular Will

**READ:** We the People: Chapter 7

March 19

Political Participation Continued

**REVIEW:** We the People: Chapter 7

**RESEARCH:** Protest activity in America

\*Who, what, where, when, why, how are people participating in more protests today?\*

\*Bring examples from recent news outlets!\*

**TAKE:** Canvas Quiz for Chapter 6/7

**SUBMIT:** Journal Entry – Week 6

## WEEK SEVEN

March 21-28

### SPRING BREAK!

*\* Reminder: Critical Thinking Essay #1 is due by 11:59p on March 28th \**

March 29

Political Parties, Candidates, and Campaigns: Defining the Voter's Choice

**READ:** We the People: Chapter 8

**WATCH:** Duverger's Law and the Two-Party System Explained

<https://www.youtube.com/watch?v=HpBRGXK-QNs>

*\* Q: Why do we have two parties in America? A: Our electoral system \**

## WEEK EIGHT

March 31

Political Parties Continued

**REVIEW:** We the People: Chapter 8

Interest Groups: Organizing for Influence

**READ:** We the People: Chapter 9

April 2

Interest Groups Continued

**REVIEW:** We the People: Chapter 9

**READ:** Copy, Paste, Legislate Parts I & II

Part I: <https://www.usatoday.com/pages/interactives/asbestos-sharia-law-model-bills-lobbyists-special-interests-influence-state-laws/>

Part II: <https://www.usatoday.com/in-depth/news/investigations/2019/04/03/abortion-gun-laws-stand-your-ground-model-bills-conservatives-liberal-corporate-influence-lobbyists/3162173002/>

*\* Are legislators writing our laws or are interest groups? Does it really matter? \**

**TAKE:** Canvas Quiz for Chapter 8/9

**SUBMIT:** Journal Entry – Week 8

## WEEK NINE

April 5

The News Media and the Internet: Communicating Politics

**READ:** We the People: Chapter 10

April 7

The News Media and the Internet Continued

**REVIEW:** We the People: Chapter 10

**READ:** Filter Bubbles, Echo Chambers, and Online News Consumption (2016)

\*NOTE: This is a recent political science publication – if you are interested in seeing what political science research looks like, please read the piece; however, the data and math are rather complex \*

\* A sufficient overview of the main findings can be found from page 1-5 and 22-23 \*

April 9

The News Media and the Internet Continued

**REVIEW:** We the People: Chapter 10

**TAKE:** Canvas Quiz for Chapter 10

**SUBMIT:** Journal Entry – Week 9

### WEEK TEN

April 12

Congress: Balancing National Goals and Local Interests

**READ:** We the People: Chapter 11

April 14

Congress Continued

**REVIEW:** We the People: Chapter 11

**WATCH:** House Committee Hearings and Meetings Video:

<https://www.congress.gov/committees/video>

\* Choose any committee and watch a hearing or two to understand how the process really works \*

\*Come ready to discuss in class!\*

April 16

Congress Continued

**REVIEW:** We the People: Chapter 11

**TAKE:** Canvas Quiz for Chapter 11

**SUBMIT:** Journal Entry – Week 10

### WEEK ELEVEN

April 19

The Presidency: Leading the Nation

**READ:** We the People: Chapter 12

April 21

The Presidency Continued

**REVIEW:** We the People: Chapter 12

**READ:** Going Public & the Problem of Avoiding Presidential/Congressional Compromise

\* How/when/why does the president appeal directly to the people? \*

April 23

The Presidency Continued

**REVIEW:** We the People: Chapter 12

**READ:** FiveThirtyEight's approval rating of President Trump:

<https://projects.fivethirtyeight.com/trump-approval-ratings/adults/>

\* Are there obvious events and issues that have led to his approval rating increasing or decreasing? \*

**TAKE:** Canvas Quiz for Chapter 12

**SUBMIT:** Journal Entry – Week 11

## WEEK TWELVE

April 26

The Federal Bureaucracy: Administering the Government

**READ:** We the People: Chapter 13

April 28

The Federal Bureaucracy Continued

**REVIEW:** We the People: Chapter 13

**READ:** Index of U.S. Government Departments and Agencies

<https://www.usa.gov/federal-agencies>

\* Choose a few agencies and research how they operate \*

\* Notice how large the bureaucracy has grown-how can elected officials hold them all accountable? \*

April 30

**REVIEW:** We the People: Chapter 13

**TAKE:** Canvas Quiz for Chapter 13

**SUBMIT:** Journal Entry – Week 12

## WEEK THIRTEEN

May 3

The Federal Judicial System: Applying the Law

**READ:** We the People: Chapter 14

May 5

The Federal Judicial System Continued

**REVIEW:** We the People: Chapter 14

May 7

The Federal Judicial System Continued

**REVIEW:** We the People: Chapter 14

**WATCH:** Justice Sotomayor interview with Trevor Noah

<https://www.youtube.com/watch?v=Nztz3yuF3lY>

**WATCH:** Justice Ginsburg eulogy for Justice Scalia

[https://www.youtube.com/watch?v=jb\\_2GgE564A](https://www.youtube.com/watch?v=jb_2GgE564A)

\* The collegiality of the Court still survives amidst the increased political polarization \*

**TAKE:** Canvas Quiz for Chapter 14

**SUBMIT:** Journal Entry – Week 13

*\* Reminder: Critical Thinking Essay #2 is due by 11:59p on May 9th \**

## WEEK FOURTEEN

May 10

Exam Review Day

**REVIEW:** We the People: Chapters 6-14

**BRING:** Notes and Questions

**TAKE:** American Government post-test on Canvas

\* I will hold an open Microsoft Teams review session from 8-9am\*

\* We will discuss the exam format and key concepts – please bring questions! \*

\* If you cannot attend, visit my office hours/email me if you'd like to meet before Exam II\*

May 12 -14

**TAKE:** Exam II

Available on Canvas from 8am (05/12) – 11:59pm (05/14)

\* Exam **MUST** be taken in its entirety at once – you may **NOT** stop and restart the exam \*