

INTRODUCTION TO AMERICAN GOVERNMENT

105 | Fall Semester 2021 | 3 credits | In-Person Delivery

MWF 11:30am-12:30pm in Fox 1553

“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

BASIC COURSE INFORMATION

Instructor: Jason T. Neumeyer

Office Hours: MWF 10:20-11:20am or by appointment

Office Location: Fox Campus – Office 1502

Email: neumeyerj@uwosh.edu

REQUIRED TEXTBOOK

We the People: An Introduction to American Government, 14th 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.

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;
-

COURSE CATALOGUE DESCRIPTION

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

FALL 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 percolates 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.

Throughout the semester we will investigate a contemporary, ongoing political debate which strikes at the heart of this political divide: redistricting. Students will become keenly aware of the current state of affairs regarding state-level redistricting and will apply this knowledge to produce a redistricting project of their own which involves re-drawing the Congressional map for the state of Wisconsin.

COVID-19 COURSE CHANGES

Classes this semester will continue to look a bit different, American Government 105 is no exception:

- **Attendance:**
 - 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
 - With respect to instructional spaces (classrooms, labs, performance spaces, etc.):
 - All students are required to wear an appropriate face mask that covers their mouth and nose when they are in the classroom

- Students who have a medical condition prohibiting them from wearing a face mask may present written documentation from their health care provider, stating that the individual cannot wear a face mask
 - Students must present this documentation to the Accessibility Center in the Dean of Students office
 - An instructor *cannot* begin class until all students are wearing a mask properly
 - If a student is non-compliant with the masking policy and also refuses to leave the classroom promptly when requested, the instructor is required to cancel class
 - Students responsible for class cancelation for these reasons will be referred to the Dean of Students office, and the student will be unable to attend class until they meet with the Dean
 - The student may subsequently be dropped from the class
 - Eating and drinking is prohibited in classrooms
 - There may be students who have a medical condition that requires them to eat at certain times of the day, or when certain symptoms present themselves
 - If, and only if, a student has documentation from the Accessibility Center in the Dean of Students office that they may eat during class will this be allowed
- **UWO Self-Check:**
 - You should check daily for COVID-19 symptoms by completing the self-check at: 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.
- **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

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.

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).

In addition to these virtual office hours, I will also be available from 10:20-11:20am in my office (FOX 1502). 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. 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. I will notify you in advance of any changes I decide to make.

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, quizzes, projects, and exams, detailed below. 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.

ASSIGNMENTS, QUIZZES, EXAMS

Attendance and participation (10%)

I expect you to be in class as much as possible – you can't participate if you are not around! You participate in several different ways: answering questions I pose to the class, contributing to your group discussions, or popping into my office hours. Participation *cannot be made up*, no matter the reason for your absence from class. Attendance grades will be updated twice throughout the semester (once after the mid-term and once after the final project).

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. It is up to you to select a date which works for your schedule to meet with me during office hours sometime throughout the semester.

Students who attend every class but never say a word, or do not attend office hours, can expect a C for this portion of their grade.

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.

Mid-Term Exam (20%)

There will be one mid-term exam which will consist of multiple-choice/fill-in-the-blank/matching questions and several short answer and essay questions. The exam must be taken at the time and on the date they are scheduled unless you have a documented medical excuse (e.g., note from your doctor from the date you were sick) or must be absent for a University-sponsored activity (in which case I will need a letter from your coach or other University official).

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

Final Project (40%)

Your final project will be a collaborative group effort to integrate all of your learned knowledge about the American political system and the process of redistricting. This project consists of 4 separate tasks:

1. Over the next fourteen weeks, you will be required to listen to a recent podcast on gerrymandering put together by ABC's FiveThirtyEight, found here: <https://fivethirtyeight.com/tag/the-gerrymandering-project/>.

After listening to each episode, you will write or record a short journal entry (minimum 300 words or 3 minutes long) discussing what you took away from the episode. This is an area where you have a lot of latitude – your responses are only really limited by your imagination: talk about what you learned; discuss your frustrations with the system; provide some of your personal solutions; engage with the content in your own way! A document with some thoughts to get you started can be found in the Resources Module on Canvas.

Following the journal due date, you will meet with your assigned group and discuss the podcasts in more detail during class.

*These assignments are due at different times throughout the course –
Please pay close attention to the weekly modules and course schedule!*

These responses are graded using a Specs Grading (all-or-nothing) approach. If you meet the above requirements – reaching the minimum length, providing solid content, meeting with your group to discuss – you will receive full points. If you do not, you will receive a 0.

- 20%
2. After we have discussed a number of aspects of the American political system and have introduced the basics of the redistricting process, we will meet with our district's representative on the People's Maps Commission – a non-partisan group working to draw fair maps for Wisconsin. Melissa Prentice will visit our class on **October 22nd** to discuss the work of the Commission and answer any questions you may have about the process of redistricting during this cycle. Your job, as a group, is to write up 5+ questions which you would like Melissa to answer. These questions are to be turned in on **October 15th** following a group discussion. Only one set of questions needs to be turned in per group. *Attendance at this event is mandatory!*
 - 15%
 3. You will be randomly assigned to 1 of 3 groups prior to the first day of class (Democrats, Republicans, or an independent commission). Your job is to redraw the state of Wisconsin's 8 congressional districts and present a persuasive argument as to why your map is the best alternative for your specific audience. For example, if you are a part of the Republican group, you will redraw the congressional map and then prepare your PowerPoint presentation as if you were presenting this information to fellow Republican leaders. This presentation will take the following form:
 - Approximately 10-15 minutes in length
 - Presented during the final week of class (December 13th, 15th, or 17th)
 - Include your redrawn map and a step-by-step description of your work
 - **Due December 12th at 11:59pm**

While watching others present, it will be your job to come up with some questions about their decisions to redraw the maps the way they did. Asking questions as an audience member will constitute a portion of your presentation grade. More information on this presentation, including a full-length instructions sheet and grading rubric can be found in the Resources Module on Canvas.

- 50%
4. After you turn in the final PowerPoint presentation, you will complete a review document for every member in your group. This document will ask you to grade the level of participation of each member and explain how their contributions added the final product. This review is **due December 17th at 11:59pm.**
 - 15%

Extra Credit: Critical Thinking Essays

Over the course of the semester, you will have 2 opportunities to earn extra credit.

At the end of each chapter we cover, there are a list of three *Applying the Elements of Critical Thinking* prompts which ask you to conceptualize, synthesize, or analyze a specific topic from the chapter. You can earn up to 5 extra credit points (added to your quiz grade) by writing a 3-5 paragraph response to one of these prompts. 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.

Essay # 1 is due October 9; Essay #2 is due December 12

Essays can be turned in anytime during the week after you have finished the readings for the chapter of your choosing.

Extra Credit: 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 (September 8) and on one of the last days of the semester (December 12), 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.

Please take this pre-test prior to starting any of the assigned readings on September 8

MISCELLANEOUS ITEMS

Diversity, Equity, and Inclusion

Diversity drives innovation, creativity, and progress. At the University of Wisconsin Oshkosh, the culture, identities, life experiences, unique abilities, and talents of every individual contribute to the foundation of our success. Creating and maintaining an inclusive and equitable environment is of paramount importance to us. This pursuit prepares all of us to be global citizens who will contribute to the betterment of the world. We are committed to a university culture that provides everyone with the opportunity to thrive.

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>

CLASS SCHEDULE

This schedule is subject to change – some topics and readings will require a bit more time than I have allotted, and some less. I will let you know what to expect the next session after each lecture so that you can be prepared. In general, **you should have the readings completed for the day they are assigned** (if a reading is listed on 09/13, 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

September 8

Introduction to the Course and Assignments

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

TAKE: American Government pre-test on Canvas

September 10

Thinking Critically About Political Science

READ: We the People: Introduction Section and Chapter 1

WATCH: Ted Talks:

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

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

September 12

TAKE: Canvas Quiz – Intro Week

WEEK ONE

September 13

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?*

September 15

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? *

September 17

Constitutional Democracy Continued

September 19

TAKE: Canvas Quiz for Chapter 2

WEEK TWO

September 20

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? *

September 22

Federalism Continued

REVIEW: We the People: Chapter 3

September 24

Federalism Continued

REVIEW: We the People: Chapter 3

September 26

TAKE: Canvas Quiz for Chapter 3

WEEK THREE

September 27

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>

September 29

Civil Liberties Continued

REVIEW: We the People: Chapter 4

October 1

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

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

October 3

TAKE: Canvas Quiz for Chapter 4

WEEK FOUR

October 4

Equal Rights: Struggling Toward Fairness

READ: We the People: Chapter 5

October 6

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

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

October 8

Equal Rights Continued

REVIEW: We the People: Chapter 5

October 10

TAKE: Canvas Quiz for Chapter 5

SUBMIT: Extra Credit Critical Thinking Essay #1 (optional)

WEEK FIVE

October 11

Exam Review Day

REVIEW: We the People: Chapters 1 - 5

BRING: Notes and Questions

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

October 13

TAKE: Exam I

October 15

Redistricting Introduction

WATCH: FiveThirtyEight – Gerrymandering Project Introduction

GROUP DISCUSSION: FiveThirtyEight – Gerrymandering Project Introduction

SUBMIT: Group Questions for Melissa Prentice from the People’s Maps Commission

October 17

SUBMIT: FiveThirtyEight Journal – Introduction

WEEK SIX

October 18

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?

October 20

Public Opinion and Political Socialization Continued

REVIEW: We the People: Chapter 6

October 22

ATTEND: Lecture with Melissa Prentice from The People’s Maps Commission

WATCH: FiveThirtyEight – Wisconsin

GROUP DISCUSSION: FiveThirtyEight – Wisconsin

October 24

TAKE: Canvas Quiz for Chapter 6

SUBMIT: FiveThirtyEight Journal – Wisconsin

WEEK SEVEN

October 25

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>

October 27

Interest Groups: Organizing for Influence

READ: We the People: Chapter 9

October 29

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? *

WATCH: FiveThirtyEight – North Carolina

October 31

TAKE: Canvas Quiz for Chapter 8/9

SUBMIT: FiveThirtyEight Journal – North Carolina

WEEK EIGHT

November 1

The News Media and the Internet: Communicating Politics

READ: We the People: Chapter 10

November 3

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 *

November 5

The News Media and the Internet Continued

REVIEW: We the People: Chapter 10

November 7

TAKE: Canvas Quiz for Chapter 10

SUBMIT: FiveThirtyEight Journal – Arizona

WEEK NINE

November 8

Congress: Balancing National Goals and Local Interests

READ: We the People: Chapter 11

November 10

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!

November 12

Congress Continued

REVIEW: We the People: Chapter 11

November 14

TAKE: Canvas Quiz for Chapter 11

SUBMIT: FiveThirtyEight Journal – California

WEEK TEN

November 15

The Presidency: Leading the Nation

READ: We the People: Chapter 12

November 17

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? *

November 19

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? *

November 21

TAKE: Canvas Quiz for Chapter 12

SUBMIT: FiveThirtyEight Journal – Conclusion

WEEK ELEVEN

November 22

ATTEND: Group Project Work Day

* Be prepared to provide updates and ask questions! *

November 24 – 28

THANKSGIVING RECESS

WEEK TWELVE

November 29

The Federal Bureaucracy: Administering the Government

READ: We the People: Chapter 13

December 1

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? *

December 3

REVIEW: We the People: Chapter 13

December 5

TAKE: Canvas Quiz for Chapter 13

WEEK THIRTEEN

December 6

The Federal Judicial System: Applying the Law

READ: We the People: Chapter 14

December 8

The Federal Judicial System Continued

REVIEW: We the People: Chapter 14

December 10

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

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

December 12

TAKE: Canvas Quiz for Chapter 14

SUBMIT: Group PowerPoint Presentation

SUBMIT: Post-test Assessment

SUBMIT: Extra Credit Critical Thinking Essay #2 (optional)

WEEK FOURTEEN

December 13

ATTEND: Group Presentation

* Come ready to ask questions! *

December 15

ATTEND: Group Presentation

* Come ready to ask questions! *

December 17

ATTEND: Group Presentation

* Come ready to ask questions! *

SUBMIT: Peer Evaluations