

What to Know 🧠

All about the USP

Signature Questions

The University Studies Program (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. In this Explore course, you will have the opportunity to further investigate one of the Signature Questions that are the focus of your Quest courses. These three “Signature Questions” are central to a UW Oshkosh education:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

In this class, we are focused upon the following Signature Question: How do people understand and engage in community life?

A Liberal Arts Education

This course is an Explore course for the University Studies Program. The Explore classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. For further information about the unique general education at UW Oshkosh and the other USP courses that are available, visit the University Studies Program website at uwosh.edu/usp. At UW Oshkosh, the foundation to your learning is a liberal arts education.

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real world settings.

Ethical Reasoning

An important component of Quest II is an emphasis on ethical reason. Ethical reasoning is a form of reasoning we all do when we ask questions like “Should I do this?” or “Is this policy good?” It is reasoning that incorporates our beliefs of values, whether good or bad. Ethical reasoning-focused learning outcomes you can expect to leave this course with include:

1. Identify philosophical arguments and assess their quality
2. Think critically about evidence and ethical issues
3. Describe and assess arguments around civic engagement
4. Construct and analyze ethical arguments

Getting Started in this Course

Political science is a social science - sciences that study human and social behavior. In political science we are particularly interested in power. As Harold Laswell said, "Who Gets What, When, and How?"

In this course, we will look at the foundations of American Government (the Constitution, political institutions) as well as the role that outside parties (voters, the media, interest groups) play in American politics.

Strategies for Success

- ✓ Check your Canvas page. There, you will see due dates reflected on your calendar, can see your updated grades, and can access course readings and assignment rubrics.
- ✓ If you find you are not performing as well as you would like in this course or your courses generally, please reach out to me. I can help to accommodate you or see if we can address any barriers you are experiencing together.
- ✓ Class attendance is the greatest predictor of academic success in college (Crede, Roche, and Kieszczynka 2010). I count on your attendance as a valued member of this class. If you are not attending class regularly, I will reach out to you for an office hours meeting.

Course Description

Organization, principles and actual working of the American National Government in all its branches.

About this Course

The course will help students better understand the human experience by examining structures established and redefined by the American people. We will discuss the foundations of government, the branches of government, linkage institutions, and, citizen participation in government. Three themes running through the course are America's democracy, the structure of institutions, and American political culture

Learning Outcomes

Upon completion of this course students should have a solid ability to:

- 1.) Describe the major components of the US government, including the Constitution and its interpretation, federalism, and the branches of government.
- 2.) Examine key public policies and learn the roles of citizens, groups, and elections in the making of policy.

Required Textbook

We the People, 14th Essentials Edition. Ginsberg et al. ISBN 978-0-393- 53887-8

All other reading materials will be supplied via Canvas.

Grades

Your final grade will be based on a first-week writing assignment, midterm, an amendment assignment, in-class activities, university activities, participation, professional development, a mini exam, and a final project.

Assignments

First-week writing assignment (20) - I will provide you a prompt on our first day of class to help you

reflect on how to best be a successful student during this semester. You have a week to complete your two-page typed response. Due Feb. 6.

Midterm (50) - The midterm exam (March 15) will cover content from the first half of the semester and include multiple choice, short answer, and essay questions.

In-Class Activities (6 X 10) - Throughout the course of the semester, I will give you activities to either do in class or something I want you to bring to class to share. Each of these is worth 10 points.

Amendment assignment (40) - It has been 30 years since the last amendment to the U.S. Constitution (27th) was ratified. Imagine you are a member of Congress and you plan to propose a new amendment to the Constitution. What would you do? You will write a proposed amendment to the Constitution with a two-page justification (with citations) for why it is needed. You will write one page on how you think your amendment will be received in the states, considering state ideological leanings. Due March 3.

University activities (50) – You must attend a minimum of three sessions during the academic open house week (week of **Feb. 13**). Submit a paper to Canvas answering the following questions for each open house you attended: Why did you choose to attend this session? What did you learn that you did not know before? What more would you like to learn? (25 points)

Attend the Colligan Lecture at **7 p.m. Feb. 27**. The featured speaker will be alumnus Jessica King who will present on civic engagement. You will submit a one-page double-space response to the lecture answering: What tips or resources did you get from the lecture on being more civically engaged? In what ways do you think you could be more civically engaged in your community? (25 points)

Attend Spring Titan Fest 3-5 p.m. Feb. 8 in Reeve 227. Take a selfie at Titan Fest and report at least two organizations that interested you. (10 points extra credit)

Professional Development (20) – Work with Career & Professional Services after their class visit on your resume. Also, attend one professionalization activity – Spring Internship & Career Fair, Creating Connections, or the Summer Job & Internship Fair.

Participation (50) – What does it mean to be an active *participant* in class? We will discuss this during our first week of class and create (together) a rubric of ideas. At the end of the semester, I will ask you to reflect upon your view of your participation in class based on the standards that we have set.

Mini Exam (30): This short exam will cover material from the second half of the semester and will be administered the penultimate week of class. Students with three or fewer (excused or unexcused) absences may choose to not take this exam.

Final project (100) - This project will combine elements you have learned throughout the semester about parties, ideologies, presidential politics, and campaigns and elections. You will create a new political party and write the party platform, introduce your candidate, write a campaign speech, and a campaign poster. You will introduce this to the class during the final week.

** Detailed descriptions and rubrics of all assignments are on Canvas.

Grading Scale

Your final grades are calculated by points earned/total points.

100-97 - A+
97-94 - A
93-90 - A-
89-87 - B+
84-86 - B
80-83 - B-
79-77 - C+
76-74 - C
73-70 - C-
69-67 - D+
66-64 - D
63-60 - D-
59 and below - failing

Weekly Schedule

Jan. 31, Feb. 2: Introduction: American Political Values, WTP Chapter 1, "Forget Norms, Our Democracy Depends on Values" (Julia Azari)

Feb. 7, 8: Constitution: WTP Chapter 2, Ologies Podcast "Nomology", in-class activity: Pin the Tail on the Constitution

Feb. 14, 16: Federalism: WTP Chapter 3, "States Divided: The Implications of American Federalism for Covid-19" (Kettl) **Academic Open House Week**

Feb. 21, 23: Civil Liberties: WTP Chapter 4, "Some Truths are not Self-Evident" (Howard Zinn)

Feb. 28, March 2: Civil Rights, WTP Chapter 5, "Black America and the Dilemma of Patriotism" (Brian Gilmore)

March 7, 9: Public Opinion: WTP Chapter 6

March 14, 16: The Media: WTP Chapter 7, "Americans are too Worried about Misinformation" (McGregor & Kreiss) Mid-semester check-in, Midterm exam

March 19-26 – Spring Break

March 28, 30 - The media, continued

April 4, 6: Political Parties: WTP Chapter 8, "Why Andrew Yang's New Third Party is Bound to Fail." (Jamelle Bouie).

April 11, 13: Participation, Campaigns, and Elections, WTP Chapter 9

April 18, 20: Congress: WTP Chapter 10, "Should Blacks Represent Blacks and Women Represent Women? A Contingent Yes." (Jane Mansbridge)

April 25, 27: President: WTP Chapter 11

May 2, 4: Supreme Court: WTP Chapter 13, "The Supreme Court Hasn't Followed Public Opinion for 50 Years. Why Would it Start Now?" (Washington Post)

Mini Exam: May 4

May 9, 11: Final project presentations

Note: 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

All About **YOU**

You have the right to be called by whatever name and pronouns you prefer. You are a valued member of this class. Your experience as part of this class is important to me. If you are experiencing barriers to your success in this course, please reach out to me so I can assist you or can help you find the correct resources.

On Language

Each person in this course is a valued member of the group and you should feel free to share your experiences as they are relevant to this class. No student in this class is ever expected or believed to speak for all members of a group. Do be thoughtful and inclusive in your language when adding to class discussion

What About My Technology?

You will never be required to bring a laptop or tablet to class. I discourage students from the use of laptops or tablets in my courses due to the extensive research that shows it to be a hindrance to learning and a distraction to classmates (see Dontre 2020). It is your choice whether to use your laptop/tablet while we are taking notes, but it should be stowed away at other times. As engagement and discussion are important, please refrain from wearing headphones during class.

Note to Poli Sci Majors

Political Science majors should take Political Methodology (245) in either their sophomore year or the first semester of their junior year. If you have questions about this requirement, your course schedule, possible internships, or career preparation please reach out to your faculty adviser.

Students are encouraged to meet with their faculty advisers at least once per year. If you are unsure who your adviser is, you can check Titanweb or email Ms. Angelee Hammond at hammond@uwosh.edu. Prerequisites

There are no prerequisites for this course. It is open to students at any level and in all majors and is the first in a series of introductory courses in Political Science. In Introduction to Comparative Politics, we introduce students to the democratic and non-democratic political systems of several different states (e.g., Germany, China, Iran), taking a look inside each one to determine how they function. In Introduction to American Politics, we give students an in-depth look at the working of the American system of government. And in Introduction to International Relations, 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 Right to Know

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/AcademicHonesty>

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, the writing must 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.

Disability Statement:

This course is for all UWO students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that could negatively impact one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space or content of this course, please contact me by email, phone, or during office hours to discuss your specific needs. I am happy to discuss how to best accommodate you. You are also encouraged to contact the Accessibility Center in Dempsey Hall 215 or at accessibilitycenter@uwosh.edu for further assistance.

Caregiver statement:

I recognize that some of you may be caregivers to others (siblings, children, partners, parents, etc.) and that places an added consideration to your availability. If you are a caregiver, please reach out to me if there are additional ways that I can support you.

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.

Early Alert:

After the third week of class, you will receive a grade for your overall progress in this course and each of the courses you are taking in the University Studies Program. This process is called "Early Alert." You will receive this information in an email

during the 5th week of classes. Early Alert is designed to help you evaluate your study skills and your class attendance so that you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript.

Academic Honesty

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.

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