

INTRODUCTION TO AMERICAN GOVERNMENT

105 | Fall Semester 2023 | 3 credits
Asynchronous Online Delivery

*“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

Bachelor of Science: University of Wisconsin Oshkosh (2016)

Master of Arts: University of Wisconsin Milwaukee (2020)

Office Hours (in-person): MWF: 9:00am – 10:00am or by appointment

Office Hours (virtual): MS Teams by appointment

Office Location: Sage 4636

Email: neumeyerj@uwosh.edu

Course Prerequisites: None – this course 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 (84:101) 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 (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.

REQUIRED TEXTBOOK

We the People: An Introduction to American Government, 15th Edition (Thomas E. Patterson).

STUDENT LEARNING OUTCOMES

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

- Describe the major components of the US 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.

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 2023 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.

ONLINE COURSE ADJUSTMENTS

- Online Delivery – this course will be taught online via our class Canvas page
 - For questions regarding how to navigate Canvas please see the Canvas Help page:
<https://uwosh.edu/online/current-students/canvas-information/>
 - Asynchronous Lectures –
 - **We will not meet for live class periods throughout the semester**
 - There will be a series of recorded lectures for this course which will introduce several key concepts and themes from our readings
 - I will post these recordings on Sunday evening prior to the week beginning – for example, when we cover federalism in Week 2 (September 18-22), you should expect my recorded outline for the week on September 17
 - Asynchronous learning allows for more flexibility in managing your time; however, it is important to keep up with the readings throughout the week to avoid falling behind
-

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 virtual 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.

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!

I will also hold in-person office hours on MWF throughout the semester from 9am – 9:40pm (Sage 4636). 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.

A Note to Political Science 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.

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. Tracy Slagter. She can be reached at slagtert@uwosh.edu.

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/>.”

Syllabus Change Policy:

If substantive changes are made in the course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available.

GRADING SCALE

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. With the flexibility of an 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

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

Current Event Journals (15%)

Most of us are not regular consumers of the news, but it really is important that we know what is happening in the world around us. One of the best ways to do this is to listen to short, daily podcasts from non-partisan sources (see list of podcasts in the instructions document on the Canvas Resources Module). Throughout the semester, you will be expected to keep a weekly current events journal that relates what we are talking about in class with a podcast episode that you listened to. For example, when we are discussing political parties, you might relate this to a recent presidential debate or campaign event; when covering the Bill of Rights, you might write about a recent Court case surrounding the Second Amendment.

You can discuss any topic you would like! These journals are not intended to be formal, but instead are meant to be a place where you can discuss your thoughts about today's happenings and how they relate to the important themes and concepts we are covering in class.

The journals can be submitted in a written format (minimum 250 words) or as a recorded, audio/video journal (minimum 2 minutes long). They will be submitted in our weekly Modules on Canvas or in the Assignments tab. I will review all submissions and provide feedback when needed.

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.

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 (Conceptualizing, Synthesizing, or Analyzing). 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 (October 29). 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, **including the grading rubric which will be used.**

Essays are due the Sunday after the weekly readings are complete for the chapter you decide to write on at 11:59pm

For example, if you wish to write on federalism, your essay would be due by September 24th.

Quizzes (30%)

There will be a short (10-15 question) multiple-choice 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 - please work through the quizzes 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 11:59pm, 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 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.

American Government Pre-/Post-Test

On the first day of the semester (September 6) and on one of the last days of the semester (December 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.

Please take this pre-test prior to starting any of the assigned readings on September 6 and use the post-test on December 10 as an additional preparation tool for Exam II

Extra Credit!

I. Budget Simulation

In recent debates, leaders in Washington have discussed the need to ‘balance the budget’ or ‘raise the debt ceiling,’ but what does that actually mean? How can we, as American citizens, really understand what goes into balancing a \$6,000,000,000,000 budget? Balancing Act by Polco, a citizen engagement platform, operates a federal budget simulation in collaboration with the Bipartisan Policy Center. This simulation tool allows you to increase the revenue side (taxes) or decrease the spending side in an effort to create a path toward a sustainable budget in the future.

Your job is to navigate to this tool (<https://us.abalancingact.com/2023-federal-budget>) and complete your own budget simulation. Your goal is to reach fiscal sustainability through cuts to spending or increases in revenue. You will reach this goal when your long-term outlook bar reaches 100%. After completing this simulation, write up a short journal (at least 250 words) about this experience: what did you learn about the budget; what areas were you the most concerned about; how likely do you think it is that we will reach a sustainable budget in the future? At the conclusion of this journal, please paste the link to your budget so that I can review it. The link can be copied using the ‘Save your progress and share with others’ button.

This extra credit assignment is due by **November 26 at 11:59pm**. We will briefly cover economic policy that week to give you a taste of what the budget looks like before you complete your simulation. Completion of this assignment earns you up to **5 points**, which will be added to your lowest quiz score.

II. American Democracy Project (ADP) Events

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 an additional extra credit opportunity.

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>

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>

Early Alert

A few weeks into the semester your instructors will send you an early alert message if they think that you are struggling with class. This message will let you know whether your instructors have noticed any academic problems, attendance problems, or both. When you get such a message it is a chance to address a problem and improve on your work. We suggest meeting with your instructor.

Center for Academic Resources:

The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR's website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290.

To schedule a tutoring session, simply email the tutor, let her/him know what class you are seeking assistance in, and schedule a time to meet.

Writing Center:

The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available.

For more information, view their website (<http://www.uwosh.edu/wcenter>), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Reading Study Center:

The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking.

For more information, email readingstudy@uwosh.edu, view the website (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 424-1031.

Polk Library/Information Literacy:

You have been introduced to Information Literacy in your Quest Speaking and Writing courses. As a reminder, Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes.

Phone: 920-424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu.

Food Assistance:

If you are in need of food assistance, you have campus resources available to you. Your Oshkosh Student Association (OSA) runs the campus food pantry, The Cabinet. It is open to all UWO students who express a need for food assistance. It is located in the lower level of the Reeve Memorial Union. Operational hours and additional information can be found on the OSA's Services Web-page. For questions and concerns, please contact the Food Pantry Director: foodpantry@uwosh.edu, or the OSA Office: osa@uwosh.edu; (920)-424-3202.

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/>

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 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 for 09/15, you should read it by 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 6

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 8

Thinking Critically About Political Science

READ: We the People: 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

https://www.youtube.com/watch?v=UQcClzjz9_s

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

TAKE: Canvas Quiz - Intro Week (Syllabus and Canvas overview)

WEEK ONE

September 11

Constitutional Democracy: Promoting Liberty and Self-Government

READ: We the People: Chapter 2

September 13

Constitutional Democracy Continued

REVIEW: We the People: Chapter 2

WATCH: The Transfer of the Constitution and DOI:

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

* How will you and your generation preserve and extend liberty to all? *

September 15

Constitutional Democracy Continued

REVIEW: We the People: Chapter 2

READ: *Federalist No. 10*

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

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

TAKE: Canvas Quiz - Chapter 2

SUBMIT: Current Events Journal – Week 1

WEEK TWO

September 18

Federalism: Forging a Nation

READ: We the People: Chapter 3

READ: *Federalist No. 51*

<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 20

Federalism Continued

REVIEW: We the People: Chapter 3

WATCH: History - Dred Scott

<https://www.history.com/topics/black-history/dred-scott-case>

* Why is this such an important Supreme Court decision? *

* What does it mean for our federal system of governance? *

September 22

Federalism Continued

REVIEW: We the People: Chapter 3

TAKE: Canvas Quiz – Chapter 3

SUBMIT: Current Events Journal – Week 2

WEEK THREE

September 25

Civil Liberties: Protecting Individual Rights

READ: We the People: Chapter 4

READ: The Bill of Rights

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

September 27

Civil Liberties Continued

REVIEW: We the People: Chapter 4

September 29

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? *

TAKE: Canvas Quiz – Chapter 4

SUBMIT: Current Events Journal – Week 3

WEEK FOUR

October 2

Equal Rights: Struggling Toward Fairness

READ: We the People: Chapter 5

READ: Segregation by Design Comic (when you reach the Civil Rights Act on p143)

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 4

Equal Rights Continued

REVIEW: We the People: Chapter 5

WATCH: Ted Talk - The Geography of Inequality

https://www.ted.com/talks/kevin_ehrman_solberg_the_geography_of_inequality?language=en

* See how political decisions of the past have impacts on life today *

October 6

Equal Rights Continued

REVIEW: We the People: Chapter 5

TAKE: Canvas Quiz – Chapter 5

SUBMIT: Current Events Journal – Week 4

WEEK FIVE

October 9

Exam Review Day #1 (same content as October 11)

REVIEW: We the People: Chapters 1 - 5

BRING: Notes and Questions

* I will hold an open Microsoft Teams review session from 12 – 12:30pm *

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

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

October 11

Exam Review Day #2 (same content as October 9)

REVIEW: We the People: Chapters 1 - 5

BRING: Notes and Questions

* I will hold an open Microsoft Teams review session from 2 – 2:30pm *

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

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

October 13

TAKE: Exam I

Available on Canvas from 8a-11:59p

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

WEEK SIX

October 16

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

READ: We the People: Chapter 6

READ/WATCH: Pew – A Field Guide to Polling

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

* Please read this piece and watch the Methods 101 video which is embedded here *

* Why can we trust polling? Why is polling inaccurate at times? *

October 18

Public Opinion and Political Socialization Continued

REVIEW: We the People: Chapter 6

Political Participation: Activating the Popular Will

READ: We the People: Chapter 7

October 20

Political Participation Continued

REVIEW: We the People: Chapter 7

TAKE: Canvas Quiz – Chapter 6/7

SUBMIT: Current Events Journal – Week 6

WEEK SEVEN

October 23

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>

* Feel the weight of your electoral system on you in the voting booth! *

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

October 25

Political Parties Continued

REVIEW: We the People: Chapter 8

Interest Groups: Organizing for Influence

READ: We the People: Chapter 9

October 27

Interest Groups Continued

REVIEW: We the People: Chapter 9

READ: Harvard Political Review: Ghostwriting the Government

<https://harvardpolitics.com/united-states/ghostwriting-the-government/>

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

TAKE: Canvas Quiz for Chapter 8/9

SUBMIT: Current Events Journal – Week 7

** Reminder: Critical Thinking Essay #1 is due by 11:59p on October 29 **

WEEK EIGHT

October 30

The News Media and the Internet: Communicating Politics

READ: We the People: Chapter 10

November 1

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 3

The News Media and the Internet Continued

REVIEW: We the People: Chapter 10

TAKE: Canvas Quiz – Chapter 10

SUBMIT: Current Events Journal – Week 8

WEEK NINE

November 6

Congress: Balancing National Goals and Local Interests

READ: We the People: Chapter 11

November 8

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 *

November 10

Congress Continued

REVIEW: We the People: Chapter 11

TAKE: Canvas Quiz – Chapter 11

SUBMIT: Current Events Journal – Week 9

WEEK TEN

November 13

The Presidency: Leading the Nation

READ: We the People: Chapter 12

November 15

The Presidency Continued

REVIEW: We the People: Chapter 12

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

* What does it mean for a president to ‘go public’? *

* How/when/why does she/he choose to ‘go public’? *

November 17

The Presidency Continued

REVIEW: We the People: Chapter 12

READ: FiveThirtyEight’s approval rating of former- President Trump:

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

READ: FiveThirtyEight's approval ratings of President Biden

<https://projects.fivethirtyeight.com/biden-approval-rating/>

* Are there obvious events/issues that have led to these approval ratings increasing or decreasing? *

TAKE: Canvas Quiz – Chapter 12

SUBMIT: Current Events Journal – Week 10

WEEK ELEVEN

November 20

Economic and Environmental Policy: Contributing to Prosperity

READ: We the People: Chapter 15 (p. 424 – 432 & p. 437 – 450)

SUBMIT: Budget simulation extra credit journal and link

<https://us.abalancingact.com/2023-federal-budget>

* Look at our federal budget and make changes to reach a sustainable long-term outlook *

November 22

No Class – Thanksgiving Break

November 24

No Class – Thanksgiving Break

WEEK TWELVE

November 27

The Federal Bureaucracy: Administering the Government

READ: We the People: Chapter 13

November 29

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 1

REVIEW: We the People: Chapter 13

TAKE: Canvas Quiz – Chapter 13

SUBMIT: Current Events Journal – Week 12

WEEK THIRTEEN

December 4

The Federal Judicial System: Applying the Law

READ: We the People: Chapter 14

December 6

The Federal Judicial System Continued

REVIEW: We the People: Chapter 14

December 8

The Federal Judicial System Continued

REVIEW: We the People: Chapter 14

WATCH: Justice Ginsburg eulogy for Justice Scalia (2016)

https://www.youtube.com/watch?v=jb_2GgE564A

WATCH: Justice Sotomayor interview with Trevor Noah (2019)

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

WATCH: Chief Justice Robert's final remarks on the retirement of Justice Breyer (2022)

https://www.youtube.com/watch?v=S-a3vB71O_s

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

TAKE: Canvas Quiz Chapter 14

SUBMIT: Current Events Journal – Week 13

** Reminder: Critical Thinking Essay #2 is due by 11:59p on December 10 **

WEEK FOURTEEN

December 11

Exam Review Day

REVIEW: We the People: Chapters 6-15

BRING: Notes and Questions

* I will hold an open Microsoft Teams review session from 3-4pm *

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

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

TAKE: American Government post-test on Canvas

December 13 - 15

TAKE: Exam II

Available on Canvas from 8am (12/13) – 11:59pm (12/15)

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