Introduction to American Government
POLS 1101, Fall 2014
MW 12:20-1:10, Instr. Plaza S306

Lead instructor: Dr. Jamie Monogan  Website: http://j.mp/POLS1101
Office: Baldwin 413  E-mail: monogan@uga.edu
Phone: 706.542.5891  Office hours: Mon 2:00-5:00 or by appt.

Course Description and Goals

This course provides a broad overview of the political system in the United States, thereby providing a foundation for future courses you may take regarding American politics. This course will accomplish this by looking at American politics through the lens of Political Science. In other words, we will try to develop an understanding of cause-and-effect relationships in politics. This theoretical understanding of cause-and-effect should inform your understanding of political interaction even as political personalities and issues change in future years. Since these goals require you not only to know and understand information, but also think for yourself, we will design lectures, discussion, and writing in a way that encourages active thought.

This course asks: “How does American politics work?” By the end of the course, you should be able to:

- Argue how fundamental principles of American politics can best be implemented.
- Explain the basic procedures, rules, and structure of major American political institutions and argue how institutions shape strategic behavior.
- Discuss what influences the principal forms of mass political behavior.

In learning skills of Political Science, you should be able to:

- Apply theoretical principles from Political Science to understand real political situations.
- Write a logical and coherent argument.
- Use evidence and data to evaluate theoretical arguments.
Reading

There are two required texts for this course:


Students with Disabilities

Students with disabilities that have been certified by the UGA Disabilities Services office will be accommodated according to university policy. If you have documentation for accommodations from Disabilities Services, please present it to your teaching assistant as soon as possible, and please notify the lead instructor if you need additional assistance. For more information, contact Disabilities Services at 706-542-8719. If you cannot reach your classroom—or my office on the fourth floor of Baldwin Hall by stairs—please notify me or your teaching assistant as soon as possible so I can work to make new arrangements.

Academic Integrity

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, must pledge: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” It is your responsibility to avoid plagiarism, cheating, and dishonesty. The university policy on academic integrity is posted at: [http://ovpi.uga.edu/academic-honesty](http://ovpi.uga.edu/academic-honesty). To qualify the application of the policy in this course: tests and written assignments (including concept map exercises) should be your own work, while studying and class preparation can (and should) be done with others.

Course Requirements and Evaluation

Your final grade will be based on the sum of points earned from each of the following assignments:

- Section attendance and participation 10 pts.
- Concept map exercises 10 pts.
- First exam 25 pts.
- Second exam 25 pts.
- Final exam 30 pts.
Exams: The first two exams will take place within regular class periods during the semester. The final exam will take place during the allocated exam time. The final exam is cumulative (1/3 old material, 2/3 new material). All exams will be based on the weekly course objectives presented in the syllabus. Approximately 10% of each exam will focus on Georgia state politics.

Concept Map Exercises: The concept map exercises must be completed on eLearning Commons, or ELC (https://uga.view.usg.edu). To access the quiz, login to ELC with your UGA MyID, choose the “POL1101” course, go to the “Tools” dropdown menu in the top right, select “Quizzes,” and choose the proper concept map exercise. These exercises are completed entirely online and serve as the central writing assignments in the course. These must be your own work, and you may not submit them after 11:59pm on the due date. Concept map exercises will be discussed in discussion sections, so a quality job by the due dates is essential for preparation.

Section Attendance and Participation: Participation in discussion sections will account for 5 points towards your final grade. Attendance in discussion sections will constitute another 5 points towards your grade, but frequent absences also will affect your ability to participate in class. All teaching assistants will assign participation grades according to the following guidelines:

<table>
<thead>
<tr>
<th>Score</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Student voluntarily makes a substantive contribution to class discussion every week. His or her comments and questions demonstrate thorough completion of the assigned readings and consistent attendance in lecture. Student actively participates in group work.</td>
</tr>
<tr>
<td>4</td>
<td>Student demonstrates completion of assigned readings and consistent attendance in lecture by responding appropriately to questions posed by the instructor. He or she participates actively in group work and sometimes volunteers substantive comments or questions during class discussion.</td>
</tr>
<tr>
<td>3</td>
<td>Student is often unable to answer questions posed by the instructor. He or she does not always participate in group work, and never volunteers substantive comments or questions.</td>
</tr>
<tr>
<td>2</td>
<td>Student is frequently absent and never participates in classroom activities or discussion.</td>
</tr>
<tr>
<td>1</td>
<td>Student is disruptive or disrespectful.</td>
</tr>
<tr>
<td>0</td>
<td>Student does not attend discussion section.</td>
</tr>
</tbody>
</table>

Further, inappropriate behavior such as using cell phones, sleeping, or surfing the web during class will cause a deduction in your participation grade, regardless of your fulfillment of the above expectations.
Overall Grades: Grades are constructed to reflect the university standards posted at http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html, which are summarized below. Grades will be based on how many points you earn according to the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Passing”</td>
<td>D =60-69 pts.</td>
<td></td>
</tr>
<tr>
<td>“Failure”</td>
<td>F =fewer than 60 pts.</td>
<td></td>
</tr>
</tbody>
</table>

Other Policies and Missed Work

Your regular attendance is necessary for success in this class because missing class disrupts your ability to participate and turn in assignments. It also detracts from other students’ opportunities to benefit from your insights during discussions. You are allowed one absence from your discussion section, and your section grade will be penalized for every absence after that.

Missed exams can be made up only in cases of extreme circumstances (prolonged illness or death in the family) or travel related to university activities. If you know you will miss an exam, arrangements can be made at least one week in advance. If a makeup is granted a week ahead of the midterm exam, the makeup will be scheduled to occur during the final exam period at the end of the semester. Otherwise, no late work will be accepted on any assignment.

If you have questions about procedures or grades, please direct them to your teaching assistant. Only if you cannot resolve the question with your teaching assistant should the issue be appealed to the lead instructor.

Student Resources

You can increase your chance of success in this course by using UGA’s academic services. The Academic Resource Center offers tutoring in Study Strategies that can help with test preparation and in Writing that can help with concept map exercises. You can set an appointment at http://tutor.uga.edu/arc/tutoring/, and the phone number is 706-542-7575. You also may check out opportunities at the Miller Learning Center (http://mlc.uga.edu/) and the Writing Center (http://writingcenter.english.uga.edu/).
How to Succeed in this Course

- Be respectful of your own and others’ ideas.
- Attend class consistently.
- Keep up with the readings.
- If something is not clear, ask a question.
- Clarify expectations with the teaching assistant or professor.
- Follow the syllabus for daily and weekly expectations.

Discussion Sections

All discussion sections will meet on Fridays:

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Room</th>
<th>Teaching Assistant</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>81016</td>
<td>8:00-8:50</td>
<td>MLC 245</td>
<td>Shannon Jackson</td>
<td><a href="mailto:snj@uga.edu">snj@uga.edu</a></td>
</tr>
<tr>
<td>81017</td>
<td>9:05-9:55</td>
<td>MLC 153</td>
<td>Shannon Jackson</td>
<td><a href="mailto:snj@uga.edu">snj@uga.edu</a></td>
</tr>
<tr>
<td>81019</td>
<td>9:05-9:55</td>
<td>MLC 147</td>
<td>Jordan Long</td>
<td><a href="mailto:jtlong@uga.edu">jtlong@uga.edu</a></td>
</tr>
<tr>
<td>81021</td>
<td>10:10-11:00</td>
<td>Park Hall 116</td>
<td>Tara Trask</td>
<td><a href="mailto:tet61@uga.edu">tet61@uga.edu</a></td>
</tr>
<tr>
<td>81022</td>
<td>10:10-11:00</td>
<td>Park Hall 115</td>
<td>Jordan Long</td>
<td><a href="mailto:jtlong@uga.edu">jtlong@uga.edu</a></td>
</tr>
<tr>
<td>81023</td>
<td>11:15-12:05</td>
<td>Caldwell 206</td>
<td>Tara Trask</td>
<td><a href="mailto:tet61@uga.edu">tet61@uga.edu</a></td>
</tr>
<tr>
<td>81024</td>
<td>11:15-12:05</td>
<td>ROTC 21</td>
<td>Alexander Newell</td>
<td><a href="mailto:akn1029@uga.edu">akn1029@uga.edu</a></td>
</tr>
<tr>
<td>81025</td>
<td>12:20-1:10</td>
<td>MLC 251</td>
<td>Alexander Newell</td>
<td><a href="mailto:akn1029@uga.edu">akn1029@uga.edu</a></td>
</tr>
<tr>
<td>81026</td>
<td>12:20-1:10</td>
<td>MLC 247</td>
<td>George Williford</td>
<td><a href="mailto:george.williford25@uga.edu">george.williford25@uga.edu</a></td>
</tr>
<tr>
<td>81027</td>
<td>1:25-2:15</td>
<td>MLC 147</td>
<td>Bryan Black</td>
<td><a href="mailto:bmblack@uga.edu">bmblack@uga.edu</a></td>
</tr>
<tr>
<td>81036</td>
<td>1:25-2:15</td>
<td>MLC 253</td>
<td>George Williford</td>
<td><a href="mailto:george.williford25@uga.edu">george.williford25@uga.edu</a></td>
</tr>
</tbody>
</table>

COURSE SCHEDULE

Week 1: The Logic of American Politics

- Describe the role of politics and institutions in resolving collective dilemmas.
- Explain the premise behind several common games: the collective-action problem, the coordination game, the prisoner’s dilemma, the free-rider problem, the tragedy of the commons, and the principal-agent problem.

Aug. 18: Introduction to the class
Reading: Kollman, Chapter 1, pp. 3-11

Aug. 20: Collective action problems
Reading: Kollman, Chapter 1, pp. 11-29

Aug. 22: Introduction to discussion sections and Georgia politics
Reading: Bullock & Gaddie, Interlude: votefordanae.com
Week 2: The Constitution and Historical Context

- Describe the major provisions of the U.S. Constitution and the Georgia Constitution.
- Explain the causes and reasoning behind the institutions the framers crafted.

Aug. 25: Features of the Constitution
Reading: Kollman, Chapter 2, pp. 31-50

Aug. 27: **Chapter 2 concept map exercise due at 11:59pm on ELC**
Concerns of the framers
Reading: Kollman, Chapter 2, pp. 50-65

Aug. 29: The Georgia Constitution
Reading: Bullock & Gaddie, Chapter 4

**Weeks 3-4: Federalism**

- Explain how a federal system works.
- Differentiate the collective dilemmas that can be solved with more federal power from those that call for more state power.
- Describe the role of the national, state, and local governments in Georgia politics.

Sept. 1: NO CLASS, UNIVERSITY HOLIDAY

Sept. 3: Concepts of federalism and the federal system’s evolution
Reading: Kollman, Chapter 3, pp. 67-82

Sept. 5: Local Government
Reading: Bullock & Gaddie, Chapter 8

Sept. 8 (Mon.): Federalism in practice
Reading: Kollman, Chapter 3, pp. 82-99
Weeks 4-5: Civil Rights and Liberties

- Distinguish civil rights from civil liberties.
- Identify major civil rights policies the president, the courts, & Congress adopted.
- Identify the civil liberties protected explicitly & implicitly by the Bill of Rights.
- Explain the process of incorporation.
- Describe how voting rights have evolved in the state of Georgia.

Sept. 10 (Wed.): **Chapter 4 concept map exercise due at 11:59pm on ELC**
Civil rights
Reading: Kollman, Chapter 4, pp. 101-117

Sept. 12: Voting rights in Georgia
Reading: Bullock & Gaddie, Chapter 9

Sept. 15: Civil liberties
Reading: Kollman, Chapter 4, pp. 117-135

Sept. 17: **FIRST EXAM**

Sept. 19: Exam and concept map recap

Week 6: Congress

- Debate how members of Congress and the General Assembly can best represent constituents.
- Identify voting rules and organizational structure of Congress and the General Assembly.
- Explain the basic process of turning a bill into law.

Sept. 22: Representative pressures
Reading: Kollman, Chapter 5, pp. 137-153

Sept. 24: **Chapter 5 concept map exercise due at 11:59pm on ELC**
Congressional structure and processes
Reading: Kollman, Chapter 5, pp. 153-183

Sept. 26: The Georgia General Assembly
Reading: Bullock & Gaddie, Chapter 5

Week 7: The Presidency

- Outline the major duties of the president and the governor.
- Demonstrate why gridlock may occur between an executive and a legislature.

Sept. 29: Presidential duties
Reading: Kollman, Chapter 6, pp. 185-203
Oct. 1: Gridlock
Reading: Kollman, Chapter 6, pp. 203-223

Oct. 3: The executive branch in Georgia
Reading: Bullock & Gaddie, Chapter 6

**Week 8: The Bureaucracy**

- Explain how historical events influenced the bureaucracy’s independence and professionalism.
- Describe the principal-agent problem and apply it to understanding bureaucratic governance.
- Explain mechanisms elected officials use to control the bureaucracy.
- Describe how Georgia’s education policy has developed over time and how elected officials exert control over policy administration.

Oct. 6: Development of the bureaucracy
Reading: Kollman, Chapter 7, pp. 225-244

Oct. 8: The principal-agent problem
Reading: Kollman, Chapter 7, pp. 245-261

Oct. 10: Education policy in Georgia
Reading: Bullock & Gaddie, Chapter 14

**Weeks 9-10: The Judiciary**

- Describe the structure of the federal judiciary and the Georgia state judiciary, as well as the selection process for each.
- Describe the state and federal appeals processes, including the U.S. Supreme Court’s process of hearing an appeal.
- Argue whether the U.S. Supreme Court should rule by ideology or precedent.

Oct. 13: The structure of the federal judiciary
Reading: Kollman, Chapter 8, pp. 263-280

Oct. 15: *Chapter 8 concept map exercise due at 11:59pm on ELC*
Judicial decision-making
Reading: Kollman, Chapter 8, pp. 280-297

Oct. 17: The judicial system in Georgia
Reading: Bullock & Gaddie, Chapter 7

Oct. 20: Guest Speaker, Randy Beck

Oct. 22: **SECOND EXAM**

Oct. 24: Exam and concept map recap
Week 11: Public Opinion

- Evaluate opinion poll presentations for trustworthiness and content.
- Explain the considerations that shape individuals’ attitudes.
- Interpret shifts and differences in the content of public opinion on issues and politicians.

Oct. 27: Background effects and considerations
Reading: Kollman, Chapter 9, pp. 299-320

Oct. 29: How opinions aggregate
Reading: Kollman, Chapter 9, pp. 320-339

Oct. 31: NO CLASS, UNIVERSITY HOLIDAY

Week 12: Political Participation

- Identify the factors shaping political participation, including voter turnout.
- Identify policies that have removed voting barriers or made it easier to vote.
- Explain the role of group politics in redistricting.

Nov. 3: Collective action problems and participation
Reading: Kollman, Chapter 10, pp. 341-356

Nov. 5: Patterns in participation
Reading: Kollman, Chapter 10, pp. 356-375

Nov. 7: Georgiamanders
Reading: Bullock & Gaddie, Chapter 10

Week 13: Organized Interests and Social Movements

- Distinguish between interest groups and social movements.
- Explain the role of collective action problems in group politics.
- Describe the strategies interest groups use to try to influence policy at the federal and state level.
- Identify major laws regulating lobbying behavior.

Nov. 10: Models of group organization
Reading: Kollman, Chapter 11, pp. 377-392

Nov. 12: Chapter 11 concept map exercise due at 11:59pm on ELC
Group strategies for influence
Reading: Kollman, Chapter 11, pp. 393-407

Nov. 14: Interest groups in Georgia
Reading: Bullock & Gaddie, Chapter 12
Week 14: Political Parties

- Describe the role of party in government, party organization, and party in the electorate at the federal and state level.
- Explain how historical events influenced party institutions.
- Explain why there are only two major parties.

Nov. 17: Party systems
Reading: Kollman, Chapter 12, pp. 409-435

Nov. 19: Why there are two parties
Reading: Kollman, Chapter 12, pp. 435-443

Nov. 21: Political parties in Georgia
Reading: Bullock & Gaddie, Chapter 11

Nov. 24–28: NO CLASS, UNIVERSITY HOLIDAY

Week 15: Elections and Campaigns

- Explain the competing forces politicians consider when choosing whether to take moderate or an extreme positions.
- Identify the effective and ineffective components of campaigns.
- Identify the causes of vote choice.
- Describe voting procedures and campaigning in Georgia.

Dec. 1: The role of elections
Reading: Kollman, Chapter 13, pp. 445-460

Dec. 3: Campaigns and voter decisions
Reading: Kollman, Chapter 13, pp. 460-481

Dec. 5: The electoral process in Georgia
Reading: Bullock & Gaddie, Chapter 13

Week 16: Mass Media and the Press

- Describe the various ways in which the media potentially can influence political behavior.

Dec. 8: Mass media and the press in a democracy
Reading: Kollman, Chapter 14

Dec. 9 (Tue.): FRIDAY SCHEDULE IN EFFECT. Review for exam in discussion sections.
Dec. 12 (Fri.): FINAL EXAM & MAKEUP EXAMS, 12:00-3:00, Instr. Plaza S306