

Introduction to American Government

POLS 1101, Spring 2018

TuTh 2:00-2:50, Instr. Plaza N106

Lead instructor: Dr. Jamie Monogan

Office: Baldwin 413

Office hours: Thur 3:30-5:30 or by appt.

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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:

- Maltese, John Anthony, Joseph A. Pika, and W. Phillips Shively. 2013. *Government Matters: American Democracy in Context*. New York: McGraw Hill. ISBN-13: 978-0-07-337894-7.
- Bullock, III, Charles S. and Ronald Keith Gaddie. 2013. *Georgia Politics in a State of Change*. Pearson Custom Edition. New York: Pearson. ISBN-13: 9781256769378

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>. To qualify the application of the policy in this course: tests and written assignments (including critical thinking 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.
Critical thinking 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.

Critical thinking exercises: The critical thinking 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 critical thinking 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. critical thinking 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:

Score	Expectations
5	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.
4	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.
3	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.
2	Student is frequently absent and never participates in classroom activities or discussion.
1	Student is disruptive or disrespectful.
0	Student does not attend discussion section.

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:

“Excellent”	A-=90-92 pts.	A=93-100 pts.	
“Good”	B-=80-82 pts.	B=83-86 pts.	B+=87-89 pts.
“Satisfactory”	C-=70-72 pts.	C=73-76 pts.	C+=77-79 pts.
“Passing”	D =60-69 pts.		
“Failure”	F =fewer than 60 pts.		

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 Division of Academic Enhancement offers tutoring in **Collaborative Academic and Retention Effort (CARE)** that can help with overall course performance and in **Writing** that can help with critical thinking exercises. You can set an appointment at <http://dae.uga.edu/>, 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:

Section	Time	Room	Teaching Assistant	E-mail
22515	8:00-8:50	Psychology 120	Mallie Brossett	mallie.brossett@uga.edu
22523	9:05-9:55	Psychology 120	Mallie Brossett	mallie.brossett@uga.edu
22513	9:05-9:55	Journalism 511	Laura Ann Holland	Laura.holland@uga.edu
22518	10:10-11:00	Journalism 511	Laura Ann Holland	Laura.holland@uga.edu
22514	10:10-11:00	Journalism 515	Jeff Auerbach	jeffrey.auerbach25@uga.edu
22510	11:15-12:05	Journalism 515	Jeff Auerbach	jeffrey.auerbach25@uga.edu
22521	11:15-12:05	Journalism 511	Bryan Black	bmbblack@uga.edu
22524	12:20-1:10	Journalism 501	Alex Ramsey	apr93732@uga.edu
22520	12:20-1:10	Journalism 515	Charlie Carlee	charlie.carlee@uga.edu
22509	1:25-2:15	Journalism 515	Charlie Carlee	charlie.carlee@uga.edu
22517	1:25-2:15	LeConte 341	Alex Ramsey	apr93732@uga.edu

COURSE SCHEDULE

Week 1: Democracy and American Politics

- Describe the role of politics and government in society.
- Explain the premise behind the prisoner's dilemma and the collective-action problem.
- Explain the role of values and ideology in American democracy.
- Explain how geography has shaped political cleavages and representation in Georgia.

Jan. 4: Introduction to the class

Jan. 5: Georgia geography and politics

Reading: Bullock & Gaddie, Chapter 2

Jan. 9: The nature of politics

Reading: Maltese, Pika & Shively, Chapter 1, pp. 2-15

Jan. 11: Government's role and American values

Reading: Maltese, Pika & Shively, Chapter 1, pp. 15-31

Jan. 12: Contemporary Georgia politics

Reading: Bullock & Gaddie, Chapter 3

Week 2: The Founding and the Constitution

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

Jan. 16: The Constitutional Convention

Reading: Maltese, Pika & Shively, Chapter 2, pp. 34-58

Jan. 18: **Chapter 2 critical thinking exercise due at 11:59pm on ELC**

Features of the Constitution

Reading: Maltese, Pika & Shively, Chapter 2, pp. 59-74

Jan. 19: The Georgia Constitution

Reading: Bullock & Gaddie, Chapter 4

Week 3: Federalism

- Explain how a federal system works.
- Describe the reasons why the states and the people have allowed the federal government's power to grow in the past century.
- Explain when it is beneficial to decide policy at the state level.
- Describe the role of the national, state, and local governments in Georgia politics.

Jan. 23: Concepts of federalism

Reading: Maltese, Pika & Shively, Chapter 3, pp. 78-91

Jan. 25: Federalism in practice

Reading: Maltese, Pika & Shively, Chapter 3, pp. 91-106

Jan. 26: Local Government

Reading: Bullock & Gaddie, Chapter 8

Weeks 4-6: Civil Liberties and Civil Rights

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

Jan. 30: **Chapters 4-5 critical thinking exercise due at 11:59pm on ELC**

First Amendment Rights

Reading: Maltese, Pika & Shively, Chapter 4, pp. 108-133

Feb. 1: Privacy & defendants' rights

Reading: Maltese, Pika & Shively, Chapter 4, pp. 133-147

Feb. 2: Voting rights in Georgia

Reading: Bullock & Gaddie, Chapter 9

Feb. 6: Civil rights and race

Reading: Maltese, Pika & Shively, Chapter 5, pp. 150-163

Feb. 8: Civil rights and sex

Reading: Maltese, Pika & Shively, Chapter 5, pp. 164-185

Feb. 9: Case study in Georgia politics

Reading: Bullock & Gaddie, Interlude: votefordanae.com

Feb. 13: TBA

Feb. 15: **FIRST EXAM**

Feb. 16: Exam and concept map recap

Week 7: 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.

Feb. 20: Representative pressures

Reading: Maltese, Pika & Shively, Chapter 12, pp. 402-417

Feb. 22: **Chapter 12 critical thinking exercise due at 11:59pm on ELC**

Congressional structure and processes

Reading: Maltese, Pika & Shively, Chapter 12, pp. 417-442

Feb. 23: The Georgia General Assembly

Reading: Bullock & Gaddie, Chapter 5

Week 8: The Presidency

- Outline the major duties of the president and the governor.
- Name the constitutional provisions associated with the offices of the president and the governor.
- Demonstrate why gridlock may occur between an executive and a legislature.
- List the cases when the president and Congress must interact. Describe how these cases contrast with unilateral presidential action.

Feb. 27: Presidential duties

Reading: Maltese, Pika & Shively, Chapter 13, pp. 444-465

Mar. 1: Interbranch relations

Reading: Maltese, Pika & Shively, Chapter 13, pp. 465-481

Mar. 2: The executive branch in Georgia

Reading: Bullock & Gaddie, Chapter 6

Week 9: 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.

Mar. 6: Development of the bureaucracy

Reading: Maltese, Pika & Shively, Chapter 14, pp. 482-504

Mar. 8: The principal-agent problem

Reading: Maltese, Pika & Shively, Chapter 14, pp. 504-518

Mar. 9: Education policy in Georgia

Reading: Bullock & Gaddie, Chapter 14

MARCH 12-16: NO CLASS, UNIVERSITY HOLIDAY

Weeks 10-11: 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.

Mar. 20: The structure of the federal judiciary

Reading: Maltese, Pika & Shively, Chapter 15, pp. 520-541

Mar. 22: **Chapter 15 critical thinking exercise due at 11:59pm on ELC**

Judicial decision-making

Reading: Maltese, Pika & Shively, Chapter 15, pp. 541-554

Mar. 23: The judicial system in Georgia

Reading: Bullock & Gaddie, Chapter 7

Mar. 27: TBA

Mar. 29: **SECOND EXAM**

Mar. 30: Exam and concept map recap

Week 12: Public Opinion

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

Apr. 3: Background effects and considerations

Reading: Maltese, Pika & Shively, Chapter 6, pp. 186-200

Apr. 5: How opinions aggregate

Reading: Maltese, Pika & Shively, Chapter 6, pp. 200-219

Apr. 6: Georgiamanders

Reading: Bullock & Gaddie, Chapter 10

Week 13: 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.

Apr. 10: Party systems

Reading: Maltese, Pika & Shively, Chapter 7, pp. 222-248

Apr. 12: Why there are two parties

Reading: Maltese, Pika & Shively, Chapter 7, pp. 248-256

Apr. 13: Political parties in Georgia

Reading: Bullock & Gaddie, Chapter 11

Week 14: Organized Interests 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.
- Distinguish between interest groups and social movements.

Apr. 17: Models of group organization

Reading: Maltese, Pika & Shively, Chapter 10, pp. 330-340

Apr. 19: **Chapter 10 critical thinking exercise due at 11:59pm on ELC**

Group strategies for influence

Reading: Maltese, Pika & Shively, Chapter 10, pp. 341-366

Apr. 20: Interest groups in Georgia

Reading: Bullock & Gaddie, Chapter 12

Week 15: Political Participation

- Identify the factors shaping political participation, including voter turnout.

Apr. 24: Collective action problems and participation

Reading: Maltese, Pika & Shively, Chapter 9

Apr. 26 (Thurs.): READING DAY

May 1 (Tue.): **FINAL EXAM & MAKEUP EXAMS, 3:30-6:30**, Instr. Plaza N106