

POLS 1101: Introduction to American Government Spring 2021

Instructor

Dr. Roberto F. Carlos
Office: Baldwin Hall #380B
Email: rcarlos@uga.edu
Office Hours: Wednesdays
12:00 PM – 1:30 PM

Class Schedule

Monday and Wednesday
10:20 AM -11:10 AM
Online: Zoom Link Below
Plus Friday In Person Section

Course Description and Objective

This course examines the political system in the United States. We will explore the origins, development, and functions of the executive, legislative, and judicial branches of government. An introduction to Georgia politics will also be provided. The course will also focus on larger issues and controversies that surround the study of American politics. As a class, we will analyze the political culture of the United States and examine how the basic structure of American government is set up to take input from individual citizens and interest groups and turn it into policy outcomes.

Required Text and Technology

Zoom

Link: <https://zoom.us/j/93302367623?pwd=QU0rOVpqSDlFZXZRR1p1VEdXRDFxUT09>

Zoom Password: **1101GOV**

We the People (12th Core edition) – by Benjamin Ginsberg, Theodore J. Lowi, Margaret Weir, Caroline J. Tolbert, and Robert J. Spitzer **with access to InQuizitive**

Georgia Politics in a State of Change (4th custom edition for the University of Georgia) – by Charles S. Bullock III and Ronald Keith Gaddie

******Please do not buy this book until after the first breakout session******

Sections

You are expected to attend one section in addition to the main lectures on Mondays and Wednesdays. Please note that section attendance is mandatory. All sections take place on Fridays.

Section #	Time	Place	Instructor	Email
21558	8:00 am – 8:50 am	Caldwell Hall 0302	Melanie Waddell	melanie.waddell25@uga.edu
21566	9:10 am – 10:00 am	Caldwell Hall 0302	Melanie Waddell	melanie.waddell25@uga.edu
21555	9:10 am – 10:00 am	Jackson St Bldg 0123	Tabitha Lin	Tabitha.Lin@uga.edu

21548	10:20 am – 11:10 am	Jackson St Bldg 0125	Tabitha Lin	Tabitha.Lin@uga.edu
21568	10:20 am – 11:10 am	Zell B Miller Learning Center 0348	Sadat Dardovski	sdardovs@uga.edu
21550	11:30 am – 12:20 pm	Zell B Miller Learning Center 0248	Sadat Dardovski	sdardovs@uga.edu
21552	11:30 am – 12:20 pm	Zell B Miller Learning Center 0213	Mary Hunt	mary.hunt25@uga.edu
21563	12:40 pm - 1:30 pm	Zell B Miller Learning Center 0148	Mary Hunt	mary.hunt25@uga.edu
21537	12:40 pm - 1:30 pm	Jackson St Bldg 0125	Spencer Hardin	slh46287@uga.edu
21544	1:50 pm – 2:40 pm	Jackson St Bldg 0125	Spencer Hardin	slh46287@uga.edu
21545	1:50 pm – 2:40 pm	Caldwell Hall 0304	Pierre Naoufal	pierre.naoufal25@uga.edu

Evaluation

Response Paper: You will complete **one** short paper in this course. Topics are listed in the syllabus and match each week's theme. Note that the due date of the paper varies according to the topic you choose. Paper should be at least three to five pages (double spaced) and are due a week after the week's theme as listed on the syllabus. Please make sure to discuss the criteria of the paper with your TA in advance. Also note that there are only five spots available per topic and you must sign up with your TA by week 2. First come, first served.

Midterm: The midterm will primarily consist of multiple-choice questions with varying levels of difficulty. These questions will cover material from the first half of the semester. *As of now, the midterm exam is scheduled for Friday, March 5th, in section.*

End of Semester Exam: The final exam is **not** cumulative and will primarily consist of multiple-choice questions with varying levels of difficulty. *As of now, the exam is scheduled for Friday, April 26th, in section.*

Weekly Assignments: There will be short weekly assignments which you can access on the **InQuizitive** website that accompanies your textbook (you can find their website here: <https://ncia.wwnorton.com/inquizitive-wethepeople12core>) You will need to create an account in order to submit your assignments, which are **due every Friday at 6pm of each week**.

When you create your account, you will be asked for a student set ID, which is linked to the section you choose. The set IDs and their corresponding breakout sections are listed below. If you have trouble with the registration process, please contact your TA.

Student Set ID is **420417** for section 21558 from 8:00am to 8:50am (TA Melanie Waddell)

Student Set ID is **420423** for section 21566 from 9:05 to 9:55am (TA Melanie Waddell)

Student Set ID is **420425** for section 21555 from 9:05 to 9:55am (TA Tabitha Lin)

Student Set ID is **420426** for section 21548 from 10:10am to 11am (TA Tabitha Lin)

Student Set ID is **420427** for section 21568 from 10:10am to 11am (TA Sadat Dardovski)

Student Set ID is **420428** for section 21550 from 11:15am to 12:05pm (TA Sadat Dardovski)

Student Set ID is **420433** for section 21552 from 11:15am to 12:05pm (TA Mary Hunt)

Student Set ID is **420634** for section 21563 from 12:20pm to 1:10pm (TA Mary Hunt)

Student Set ID is **420635** for section 21537 from 12:20pm to 1:10pm (TA Spencer Hardin)

Student Set ID is **420637** for section 21544 from 1:25pm to 2:15pm (TA Spencer Hardin)

Student Set ID is **420638** for section 21545 from 1:25pm to 2:15pm (TA Pierre Naoufal)

Readings and Quizzes: The required readings typically include one chapter of the textbook per week. If any additional readings are assigned they will be made available electronically on eLC. It is important that you stay current with these readings so that you can follow along with lectures and participate in discussions in your sections. I would strongly recommend you finish the readings before your section takes place since *there will be unannounced short quizzes (3-5 questions) based on the lectures and assigned readings for that week.*

Lecture and In-Section Participation: Please note that attendance in the breakout section is required. Your participation grade (15%) will primarily be based on your performance in the section. There will be group discussions that should demonstrate your critical reflection on the material covered in class as well as on weekly assignments.

Online Research Study: You are required to participate in an online research study. The study will take approximately 20-25 minutes and is supposed to provide you with an understanding of political science research.

Grading Breakdown by Percentage:

Final Exam: 20%
Midterm: 20%
Response Paper: 15%
Quizzes: 15%
Attendance and Participation: 15%
Weekly Assignments: 10%
Participation in Online Research Study: 5%

Grading Scale for Final Semester Grades

100-94 A; 93-90 A-

89-87 B+; 86-84 B; 83-80 B-

79-77 C+; 76-74 C; 73-70 C-

69-60 D

59-0 F

******Please note that there is no standard rounding policy. Rounding decisions can be made on a case-by-case basis and are largely determined by your TA.******

Grade Appeals, Incompletes, Late Assignments, and Make-Up Policy

Any questions you have regarding grades should be directed to your teaching assistant. If you are unable to resolve the matter with them, you may appeal the grade to me. Keep in mind that formal grade appeals must be made in writing, and in the case of a paper, I will re-grade your entire paper. Therefore, your grade can go up or down. A final grade of “Incomplete” will only be given in this course under exceptional circumstances and is solely at the discretion of the instructor. If an incomplete is given, it is the student’s responsibility to complete the necessary requirements as early in the following semester as possible. Legitimate excuses for absence from an exam (e.g., religious holiday, medical emergency, or illness) must be presented to the teaching assistant and accepted prior to the exam when feasible. Late assignments will be docked 5 percent per day (half letter grade), for each day that a project is late (including weekends). If you need a (reasonable) extension, talk to your teaching assistant.

Office Hours

Students who are having difficulty with the course materials and/or assignments are encouraged to contact their teaching assistant. Don’t be afraid to come by. However, please note that office hours are for clarification of material, not for recreating a lecture if you skipped class. If you like to talk to me, feel free to stop by my office during office hours or make an appointment via email.

Syllabus Policy:

I reserve the right to make changes to the syllabus if necessary. I will give you fair notice (at least a week) if something, such as a reading assignment, is to change.

Disability Resource Center: If you anticipate needing classroom or exam accommodations due to the impact of a disability or medical condition, you must register for services with the Disability Resource Center. Additional information can be found here: <http://drc.uga.edu/>

Withdrawal Policy: Undergraduate students can only withdraw from four courses and receive a withdrawal-passing (WP) grade while enrolled at the University. Students can drop any class without penalty during the drop/add period at the beginning of every semester. Dropped courses during the drop/add period do not qualify as withdrawals. Instructors can withdraw a student from the class due to excessive absences (see course attendance policy). Please review the policy here: <https://reg.uga.edu/general-information/policies/withdrawals/>

Culture of Honesty Policy: You are responsible for knowing and complying with the policy and procedures relating to academic honesty. To understand what constitutes dishonest work, as defined by the University, please carefully review the policy here: https://honesty.uga.edu/_resources/documents/academic_honesty_policy_2017.pdf

Email Policy: Please give me at least 24 hours to respond to emails on weekdays and 48 hours on weekends.

Mental Health and Wellness Resources: *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services (<https://nwm.ubs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://nwm.ubs.uga.edu/info/emergencies>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://nwm.ubs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.*

Coronavirus Information

Face Coverings: Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck: Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms? Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed? Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test? Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive? Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive

Prohibition on Recording Lectures. In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Week 1 (Starting Jan 13th)

Topic: Introduction to class and The Citizen and the Government

Readings: Chapter 1 in “We The People”

Section: Meet and greet discuss semester plans

Week 2 (Starting Jan 20th)

Mon Jan 18 (holiday):

Topic: The Founding and the Constitution

Readings: Chapter 2 in “We The People” & The Constitution of the United States of America pp. A11-A23.

Section Readings: Dahl, Robert A. *How Democratic is the American Constitution?* Yale University Press, 2003. Excerpt

Weekly Online Assignment: Chapter 1 and 2 on *Inquisitive*

Week 3 (Starting Jan 25th)

Topic: Federalism

Readings: Chapter 3 in “We The People”.

Section Readings: McCann, Pamela J. Clouser, Charles R. Shipan, and Craig Volden. "Top-down Federalism: State Policy Responses to National Government Discussions." *Publius: The Journal of Federalism* 45, no. 4 (2015): Excerpt

Weekly Online Assignment: Chapter 3 on *Inquisitive*

Potential Short Paper Topic: Think about the medical marijuana issue, which puts state power in contention with national power. Write out your stance on whether the issue should be addressed at the national or state level. Justify your decision. (Due: Feb 5th)

Week 4 (Starting Feb 1st)

Topic: Congress

Readings: Chapter 12 in “We The People”

Weekly Online Assignment: Chapter 12 on *Inquisitive*

Section Reading: Mayhew, David R. *Congress: The Electoral Connection.* Yale university press, 2004. Excerpt

Week 5 (Starting Feb 8th)

Topic: Congress

Section Reading: Fenno, Richard F. *Home Style: House Members In Their Districts*. Pearson College Division, 1978. Excerpt

Potential Short Paper Topic: Look up your representative's recent voting records and ideological placement (<https://www.govtrack.us/congress/votes>). Make a list of five issues they voted on, and state whether you would have voted the same way on behalf of your district taking into account your district's economic and socio-economic characteristics. Justify your decisions. (Due: Feb 19th)

Week 6 (Starting Feb 15th, No class on Wednesday 17th)

Topic: The Presidency

Readings: Chapter 13 in "We The People"

Section Reading: Neustadt, Richard E. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. Simon and Schuster, 1991. Excerpt

Weekly Online Assignment: Chapter 13 on *Inquisitive*

Week 7 (Starting Feb 22nd)

Topic: The Bureaucracy

Readings: Chapter 14 in "We The People"

Weekly Online Assignment: Chapter 14 on *Inquisitive*

Potential Short Paper Topic: Consider President Trump's travel ban. Explain why you think the president should or should not have the power to act on this issue. In your answer, discuss the reaction of the international community to the travel ban as well as its impact on America's image abroad. (Due: March 5th)

Section: Review for Midterm

Week 8 (Mar 1st, Midterm on March 5th)

Topic: The Federal Courts

Readings: Chapter 15 in "We The People"

Weekly Online Assignment: Chapter 15 on *Inquisitive*

Section: Midterm Exam

Week 9 (Mar 8th, no class on Mar 12th)

Topic: Go over the midterm exam

Week 10 (Mar 15th, no class on Mar 19th)

Topic: Public Opinion

Readings: Chapter 6 in “We The People”

Weekly Online Assignment: Chapter 6 on *Inquizitive*

Week 11 (Mar 22nd)

Topic: The Media

Readings: Chapter 7 in “We The People”

Section Reading: Mason, Lilliana. *Uncivil Agreement: How Politics Became our Identity*. University of Chicago Press, 2018. Excerpt

Weekly Online Assignment: Chapter 7 on *Inquizitive*

Potential Short Paper Topic: Pick a current political topic and compare how it is reported on one of the national news (ABC, CBS, or NBC), one of the cable news (CNN, MSNBC, or FOX NEWS), and one newspaper (New York Times, Wall Street Journal, or The Washington Post). Identify the different frames and describe their impact. (Due: Apr 2nd)

Week 12 (Mar 29th)

Topic: Participation

Readings: Chapter 8 in “We The People”

Section Reading: Leighley, Jan E., and Jonathan Nagler. *Who Votes Now?: Demographics, Issues, Inequality, and Turnout in the United States*. Princeton University Press, 2013. Excerpt

Weekly Online Assignment: Chapter 8 on *Inquizitive*

Potential Short Paper Topic: Write a list of reasons individuals may not vote. Examine the role of personal motivation as well as institutional barriers in your answer and propose possible strategies to increase turnout. (Due: Apr 9th)

Week 13 (Apr 5th)

Topic: Political Parties

Readings: Chapter 9 in “We The People”

Section Readings: Campbell, Angus, Philip E. Converse, Warren E. Miller, and Donald E. Stokes. *The American Voter*. University of Chicago Press, 1980. Excerpt

Weekly Online Assignment: Chapter 9 on *Inquisitive*

Week 14 (Apr 12th)

Topic: Campaigns and Elections

Readings: Chapter 10 in “We The People”

Section Reading: Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Vol. 4. Princeton University Press, 2017. Excerpt

Weekly Online Assignment: Chapter 10 on *Inquisitive*

Week 15 (Apr 19th)

Topic: Interest Groups

Readings: Chapter 11 in “We The People”. Also, read:

Weekly Online Assignment: Chapter 11 on *Inquisitive*

Section: Review for Exam

Week 16 (Apr 26th Exam in section)

Topic: Civil Liberties and Civil Rights *Readings:* Chapter 4 in “We The People”

Weekly Online Assignment: Chapter 4 on *Inquisitive*

Section: Exam

Section: Friday Apr 30 (Exam):

Week 17 (May 3rd)

Go over exam