

## **POLS 1101: Introduction to American Politics**

Spring 2023

Baldwin Hall Room 301: 3:55-5:10pm TR

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Office Hours: by appointment

**Course Description:** This course is an introduction to American government and policy. The focus in this course will be on a review of American government institutions as well as contemporary application of this information to our current political climate. The main goal of this course is for students to leave this class with an increased understanding of how the past political actions and events have led to our present political environment. This is a political science course, so students will be introduced to political science research, both foundational and contemporary. Students will also be asked to explore a variety of opinions on social policy in an effort to become more familiar with some policy issues focused upon by politicians.

### **Course Objectives:**

- To build a foundational knowledge of political action taken by historical figures in American government.
- To apply the knowledge of American political institutions, introduced in this class to similar institutions in other countries.
- To cultivate a greater familiarity with the scientific study of politics through the exposure to some new and old political science research.
- To increase student familiarity with the development of American political institutions.
- To provide students with exposure to policy creation, through the drafting of and defending policies.
- To recognize difference and similarities between national and Georgia political history.

### **Required Textbook:**

Kollman, Ken. 2019. *The American Political System* (Core 3<sup>rd</sup> Edition, 2018 Update).

Supplemental readings listed on the syllabus and/or available on eLc.

### **Class Expectations:**

1. Show up to class prepared.
2. Read the assigned readings prior to class.
3. Turn in assignments on time.
4. Be respectful of your fellow classmates and your instructor.
5. Ask questions.

### **Appropriate Language:**

In this course, you will be expected to use respectful and appropriate language when referring to race, gender, ethnicity, sexual orientation, and gender identity. If you do not know what language to use, ask the instructor. Below are some guidelines for writing and speaking about race, gender, ethnicity, and sexuality. These guidelines are not exhaustive.

- **Gender:** Avoid using the terms “male” and “female” as nouns; rather, use them as modifiers (e.g., “female judges” or “male senator”) or refer to individuals as men, women, etc. (e.g., “the first woman elected as Vice President”).
- **Race:** Avoid using the words “minority” or “Black” as a noun; rather, consider referring to members of minority groups or using more specific terminology including: “people of color” or references to specific racial groups (e.g., “nominees of color” or “Black Americans”).
  - **Per APA Style Guide:** ““Minority” is usually equated with being less than, oppressed, and deficient in comparison with the majority. When it is necessary to compare a dominant racial group with a nondominant racial group, use a modifier like “racial,” “ethnic,” or “racial-ethnic.” Otherwise, other terms may be preferred, such as “people of color” to refer to non-White racial and ethnic groups or “underrepresented people.”
- **Ethnicity:** ““Hispanic” generally refers to people of Spanish-speaking origin, whereas “Latina” and “Latino” refer to people of Latin American origin. The terms are not interchangeable, although there is some overlap. For example, people from Brazil who do not speak Spanish may identify as Latino, not Hispanic. And people from Spain may identify as Hispanic, not Latino. Several gender-neutral terms for “Latino” have arisen,” including “Latinx” and “Latine.”
- **Sexuality:** Gender and sexuality are different and should not be thought of as the same. Gender identity is a person’s internal perception of their gender and how they label themselves. Sexuality is the type of sexual, romantic, emotional/spiritual attraction a person has the capacity to feel for other people. Avoid using the word “homosexual”. When someone is transitioning or has transitioned from one gender to another, refer to them as “transgender”.

For more information about what terms to use and what these different terms mean, visit: <https://www.usca.edu/diversity-initiatives/training-resources/guide-to-inclusive-language/inclusive-language-guide/file>.

### **Course Requirements:**

This is a course with a heavy writing requirement. In this class, you will be graded on your responses to eLc quizzes, critical thinking questions, class participation, attendance, and a few projects. Each assignment should be submitted to the instructor in physical form unless otherwise specified. These assignments should be typed unless otherwise indicated. Rubrics and assignment descriptions will be provided for most assignments and posted on eLc. Each assignment will be graded and turned back to students within two weeks of submission.

### **Grade Breakdown:**

Participation and Attendance	10%
eLc Quizzes	10%
Critical Thinking Questions	325%
Bill Assignment	
Bill Draft	25%
Group Opposition Presentation	15%
Pay it Forward Project	15%

**Class Attendance:** This class will be held entirely face to face. As a result, class attendance is required. Your attendance will be part of your grade in this class. You will be allowed **two unexcused absences** during this semester, without penalty. After missing more than two classes, your attendance/participation grade will be impacted unless you have a legitimate reason for missing class. **The attendance policy will begin Tuesday, January 17th.** If you need to miss class for an extended period of time due to injury or any other unforeseen circumstance, contact Student Care and Outreach and the instructor. Excused absences will be given at the instructor's discretion. If you miss class because of illness, you can receive an excused absence if you submit a doctor's note to the instructor. You must do the same if you need to miss class for a medical appointment of any kind (dentist, etc.). If you need to miss class for a university activity, please submit a note to the instructor within a week of the absence to have the absence excused. Any other absence will not be excused.

**Participation:** In this class, participation is important. There are a variety of different options for participation ranging from in class verbal participation to responding to discussion posts on eLc. Attendance is part of your participation grade, as indicated above.

**Quizzes:** On eLc, there are a few quizzes that you will be required to complete over the course of the semester. They require you to read a short article or watch a clip before answering questions about what you have read or watched. For the Georgia Politics portion of this class, you will be required to read sections of the Georgia Encyclopedia and complete short quizzes about this content at various points in the semester. Failure to complete these quizzes when they are due will result in a zero for that particular quiz.

**Critical Thinking Questions:** Critical thinking questions will be given to students throughout the semester. They will be assigned on Thursday after class on eLc and be due the following Tuesday at the beginning of class. There will be two critical analysis questions assigned over the course of the semester. More details on these questions will be included later in class. These questions will be used to assess student understanding of course content.

### **Course Projects:**

**Bill Writing Assignment:** This is a multi-week assignment involving the construction of a student's own bill on a civil rights or liberty issue area. Depending on what the class decides, the student committee groups will then have to draft an argument in opposition their bill, as presidential staff members. In a group, the students will deliver this argument against a civil rights or liberties bill in class. More details will be provided later in the class.

**Pay it Forward Assignment:** This assignment is for you to take what you have learned in the class and create something that will help students in the future understand a topic from the class better. More details will be provided on this assignment later in the semester. Students will be expected to present their idea to the rest of the class. After presenting to the class, students need to email or give the instructor their project.

**Late Assignment Submission Policy:** All assignments should be submitted to the instructor at the beginning of class in physical form, unless otherwise specified. Since there are a limited

number of assignments, there is a late submission penalty for your assignments. For each day an assignment is late, there will be a 10% deduction in your assignment grade. Because deadlines are typically at the start of class meetings, **any assignment turned in after the end of class meetings will receive a 10% reduction in grade.** Students who have an excused absence on the day they present the group project need to reschedule the presentation as soon as they are able without a reduction in grade. The same goes for individual projects. eLc quizzes become an automatic zero if not completed by the individual quiz deadline. If you have any questions about this policy, contact the instructor.

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**Disability Accommodation Policy:** Students requiring disability accommodations should consult the [Disability Resource Center](#) and should notify the instructor as soon as possible.

**Academic Integrity Policy:** As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. **Any violations of the academic integrity policy will result in a zero on the assignment and a report to the Academic Honesty Office.** Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### **Well-being, Mental Health, and Student Support**

If you or someone you know needs assistance, you are encouraged to contact Student Care & 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.

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

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### **Grade Scale:**

A	95-100
A-	91-94
B+	88-90
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D	60-69
F	below 60

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### Course Outline

**Tentative Class Schedule: Any of these readings or due dates can be changed at any time during the course. Changes will be communicated to students via email or during class<sup>1</sup>.**

<b>Date</b>	<b>Readings and Other Assignments</b>
Week 1 Introduction January 10 <sup>th</sup> and 12 <sup>th</sup>	Course Syllabus Introduction
	Read Chapter 1 from Kollman textbook
Week 2 The Constitution January 17 <sup>th</sup> and 19 <sup>th</sup>	<b>Discussion Post Due January 16<sup>th</sup> by 11:59pm</b> Read Chapter 2
	The Federalist Papers 10 and 51 Georgia Constitution Article* <b>Georgia Constitution Quiz due January 20<sup>th</sup> by 11:59pm</b>
Week 3 Federalism January 24 <sup>th</sup> and 26 <sup>th</sup>	Read Chapter 3 Kettl excerpt*
Week 4 Civil Liberties & Rights January 31 <sup>st</sup> and February 2 <sup>nd</sup>	<b>Critical Thinking Question #1 Due in Class</b> Read Chapter 4 Weaver and Prowse excerpt* <b>Chapter 4 Quiz: The Supreme Court Strikes Down Same-Sex Marriage Ban due February 3<sup>rd</sup> by 11:59pm</b>
Week 5 Congress February 7 <sup>th</sup> and 9 <sup>th</sup>	Read Chapter 5 Georgia General Assembly Article* <b>Georgia Legislative Branch Quiz due February 10<sup>th</sup> by 11:59pm</b>
Week 6 Congress, cont. and Presidency February 14 <sup>th</sup> and 16 <sup>th</sup>	<b>Bill Assignment Due in Class</b>
	Read Chapter 6 Georgia Executive Branch Article* Three Governor's Controversy Excerpt* <b>Georgia Executive Branch Quiz Due February 17<sup>th</sup> by 11:59pm</b>
Week 7 Presidency and Judiciary February 21 <sup>st</sup> and 23 <sup>rd</sup>	Christenson and Kriner excerpt*
	Read Chapter 8 Georgia Judiciary Article* <b>Georgia and the United States Supreme Court Assignment due February 24<sup>th</sup> by 11:59pm</b>
Week 8 Public Opinion February 28 <sup>th</sup> and March 2 <sup>nd</sup>	Read Chapter 9
	Jardina excerpt* Public Opinion Polling Article*

<sup>1</sup> Readings with an asterisk next to them are available on eLc.

Week 9 March 7 <sup>th</sup> and 9 <sup>th</sup>	No Class-Spring Break
Week 10 Group Opposition In Class Presentations March 14 <sup>th</sup> and 16 <sup>th</sup>	Group Opposition Presentations Due in Class
Week 11 Political Participation March 21 <sup>st</sup> and 23 <sup>rd</sup>	Read Chapter 10
	Wong, Ramakrishnan, Lee, and Junn excerpt* <b>Chapter 10 Millennial Voter Turnout and the 2016 Election Quiz due March 24<sup>th</sup> by 11:59pm</b>
Week 12 Political Parties March 28 <sup>th</sup> and 30 <sup>th</sup>	Read Chapter 12
	Mason excerpt* Third Parties Article* <b>Georgia and Third Parties Quiz due March 31<sup>st</sup> by 11:59pm</b>
Week 13 Elections and Campaigns April 4 <sup>th</sup> and 6 <sup>th</sup>	Read Chapter 13
	Bateman excerpt* Election Reform and Structures Article*
Week 14 April 11 <sup>th</sup> and 13 <sup>th</sup>	<b>Critical Thinking Question #2 Due in Class</b>
	April 13th-No Class
Week 15 April 18 <sup>th</sup> and 20 <sup>th</sup>	To Be Announced
Week 16 April 25 <sup>th</sup> and 27 <sup>th</sup>	<b>Pay It Forward Assignment Due in Class</b>