

POLS 1101E –American Government  
 Summer 2025, Session 2  
 Online (Asynchronous)

### **INSTRUCTOR INFORMATION AND ACCESSIBILITY**

**Instructor:** Dr. Jonathan M. King, Assistant Professor, Political Science  
**Email:** jonathan.king@uga.edu  
**Office Hours:** Virtual, by appointment

### **COURSE DESCRIPTION**

This course is designed to examine the fundamentals of the American government, including the philosophical and constitutional foundations, political institutions, and main actors, such as Congress and the presidency, democratic practices such as voting, political participation, and civil rights and liberties. This course also includes a closer look at the State of Georgia, its constitution, and political system.

### **OBJECTIVES AND LEARNING OUTCOMES**

Following completion of this course, students should be able to do the following:

1. Understand the philosophical and constitutional foundations of the American political system, including the State of Georgia
2. Understand the development and change over time of American political institutions
3. Feel comfortable reading and using primary sources such as the Federalist papers, U.S. Constitution, and Georgia Constitution in order to explain political systems.
4. Understand basic features of American public opinion and political behavior
5. Understand how institutional features structure the nature of public opinion/ behavior
6. Demonstrate the ability to engage in knowledgeable discussion about American politics, synthesize arguments, and produce evidence to support (or refute) empirical claims
7. This course applies to Area V Social Sciences requirements of UGA's General Education Curriculum. It also satisfies the USG graduation requirements for demonstrating knowledge of both the U.S. and Georgia Constitutions.

### **COURSE MATERIALS**

No course text is required. That said, the following text is recommended for students that wish to have an accompanying course text – completely up to the student! The most recent version is:

- Kernell, Samuel, Gary C. Jacobson, Thad Kousser, Lynn Vavreck, and Timothy R. Johnson. 2024. *The Logic of American Politics*. Eleventh Edition. Thousand Oaks, California: CQ Press. ISBN-13 (Physical version): 978-1071861257

Previous versions of *Logic* exist and are significantly cheaper. The eleventh is the most recent version but for students that wish to have an accompanying course text, earlier versions are significantly cheaper and cover much of the same information. I would not recommend going back further than the 10<sup>th</sup> edition.

All other course material will be placed on eLC. Please ensure you have access to eLC at the beginning of the semester; if you do not, please email me during the first week of class.

Additionally, you are required to read the following primary sources throughout the semester (as outlined in the reading schedule at the end of the syllabus):

- U.S. Constitution and Bill of Rights (<https://constitution.congress.gov/constitution/>)
- Georgia Constitution (<https://law.justia.com/constitution/georgia/>)
- Declaration of Independence (<https://www.archives.gov/founding-docs/declaration-transcript>)

- Articles of Confederation (<https://www.archives.gov/milestone-documents/articles-of-confederation>)
- Federalist 10 ([https://avalon.law.yale.edu/18th\\_century/fed10.asp](https://avalon.law.yale.edu/18th_century/fed10.asp))
- Federalist 51 ([https://avalon.law.yale.edu/18th\\_century/fed51.asp](https://avalon.law.yale.edu/18th_century/fed51.asp))
- Emancipation Proclamation (<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html>)
- Gettysburg Address (<https://www.loc.gov/resource/rbpe.24404500/?st=text>)
- Letter from Birmingham Jail ([https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html))

For any eLC issues, *call* for tech support:  
706-542-3106

## COURSE REQUIREMENTS

Your grade will be determined using the following weights:

| Area              | Weight      |
|-------------------|-------------|
| Pre/Post Quiz     | 10%         |
| Module Quizzes    | 40%         |
| Written Responses | 40%         |
| Reflection        | 10%         |
| <b>Total</b>      | <b>100%</b> |

### Pre/Post Quiz (10%):

One of the aims of this course is to increase your knowledge of the American government and your comfort level with different topics. We will have a pre-and post-course quiz to gauge changes in knowledge over the course of the semester. Prior to the start of course content, you will take a pre-course quiz. Your last assignment in this course will taking the exact same quiz as a post-course quiz. These quizzes will **only be graded for completion** and not the accuracy of your response. These two quizzes are closed-note and closed-book. The due dates are as follows:

- Pre-Course quiz: July 10 (by 11:59PM Athens time)
- Post-Course quiz: July 29 (by 11:59PM Athens time)

### Module Quizzes (40%):

Over the course of the class, you will be taking three quizzes following the completion of each module. Each quiz will have between 10 and 20 multiple choice questions and 2-3 short answer questions (3-5 sentences of writing) per quiz. Quizzes will be timed with 30 minutes to complete each quiz. These quizzes are not cumulative. The first quiz will cover the material from the first module. Each subsequent quiz will cover the material examined since the last quiz.

Quizzes will be due by 11:59PM (Athens time) on the last day of the module and will be submitted on eLC This means you can take the quizzes at anytime *before* the response is due. Module dates are as follows:

- Module 1: July 12
- Module 2: July 19
- Module 3: July 26

Quizzes will be open-note and open-book and taken on eLC. Quizzes may be taken any time during the specified module but must be completed by the due date and during a contiguous time period (i.e., you cannot start, walk away for a few hours, and finish the quiz later – make sure you have uninterrupted time to finish).

#### Written Responses (40%):

Let's face it, AI (such as ChatGPT) is actively used by students in their work. AI is a fantastic tool to use – and it should be used – but AI should not be the only thing used to complete academic coursework. One reason why it should not be the only tool used is AI is often times incomplete (or sometimes outright wrong).

Since we know AI is here to stay, we are going to use it and see what it gets right and what it gets wrong. At the end of each module, you will be given with a prompt to provide the AI/ GPT of your choice (I assume most will use ChatGPT for this assignment but you are free to use others --- you just must stipulate what you use). Then, in a short, written response (~two paragraphs, no longer than one page per assignment), you will analyze what the AI gets right (and, more importantly, what it gets wrong) using course materials. An example of a completed assignment will be provided on eLC.

All written responses will require the following parts:

- Asking the AI the provided prompt (prompt from eLC)
- Copying/ pasting the AI response into your response
- 2-3 paragraph (no longer than two page) response **in your own words, using class materials** critiquing/evaluating the AI's response

This assignment is designed to demonstrate the benefits, and limitations, of AI. Your *response* to the AI is what you will be graded on. Meaning you are being tested on the material covered in lectures and in the readings (not on what AI provides).

The core of each question asked in written responses will focus on the material covered in each module (e.g., Module 1's prompt will focus on Module 1 material) but some concepts are present in multiple modules (for example, political parties), so you may have to speak to older concepts in your answers.

Written response exams will be due by 11:59PM on the last day of the module and should be submitted as a PDF to eLC. This means you can take the written response at anytime *before* the response is due.

Module dates are as follows:

- Module 1: July 12
- Module 2: July 19
- Module 3: July 26

Each memo will receive a grade based off the accompanying rubric. See the "Written Responses" document in eLC for more specific information.

#### Reflection (10%):

At the end of the course, I want you to reflect on a major concept by answering the following prompt in an essay:

- Compare the U.S. Constitution and the Georgia Constitution. What principles do they share (i.e., separation of powers, protection of liberties)? What is a key difference between the two documents that reflects Georgia's unique political culture or history?

In no more than a two-page (can be less), double-spaced response, I want you to answer this question using *evidence from this course*. Essentially, show me what you learned in this class and make an argument from the big concepts you (hopefully) learned!

You will submit this reflection to eLC. It should be completed in Times New Roman, 12 pt. font, double-spaced, with one-inch margins and submitted as a PDF. A grading rubric will be provided on eLC.

Your reflection is due by **11:59PM Athens time on July 29<sup>th</sup>**.

### GRADING SCALE

I will use the following scale to assign course grades:

| Percentage  | Grade |
|-------------|-------|
| 93-100%     | A     |
| 90-92%      | A-    |
| 87-89%      | B+    |
| 83-86%      | B     |
| 80-82%      | B-    |
| 77-79%      | C+    |
| 73-76%      | C     |
| 70-72%      | C-    |
| 67-69%      | D+    |
| 63-66%      | D     |
| 60-62%      | D-    |
| 59% or less | F     |

Percentages greater than or equal to 0.5 will be rounded up to the next highest whole percentage (Ex: 86.7% will be rounded up to 87%).

### AVAILABILITY OF COURSE PERSONNEL

Email is the best way to contact me. My email address is [jonathan.king@uga.edu](mailto:jonathan.king@uga.edu). If you email me, include "POLS 1101e" in the subject line to make sure the email does not get missed. Please allow 24 hours for a response during the week (Monday-Thursday) and 36 hours during the weekend (Friday-Sunday). If you do not get a response in that time, please resend your email, as I may have missed it.

I am also available virtually for office hours upon request. *Please* email me if you want to set up a meeting! While this is a virtual course, I am still available to meet and chat via zoom – just email me to set up an appointment.

### COURSE PROCEDURES

#### Course Communications

All course communication will go through eLC, including occasional updates and notes. You can set up eLC such that it will email or text you whenever a new announcement is posted. If you choose not to do so, you are still responsible for checking eLC for any course updates.

#### Late Policy

Due to the constrained nature of this course, **no late work will be accepted**. In extenuating circumstances (death in family, hospitalization, military service, religious holiday, etc.), students may receive a short-

term extension. If you miss an assignment for one of these reasons, you must contact me in writing (email) as soon as possible. All claims must, when possible, be made prior to the missed assignment. Failure to follow these guidelines will result in a grade of "0" being awarded for that assignment. I reserve the right to give an alternative assignment if this situation arises.

#### Classroom Content Recording and Sharing:

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may record lectures or any other classroom activity and use the recordings only for their own course-related purposes.
- Students may share the recordings with other students enrolled in the class. Sharing is limited to using the recordings only for their own course-related purposes.
- Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.

Any student violating the conditions described above may face academic disciplinary actions.

#### Grade Appeals:

If you receive a grade and see that it contains an arithmetic error (i.e., I mis-calculated your grade), please inform me of the issue. If you have a question or concern about your performance on any course work, please contact me as soon as possible. All concerns must be stated in writing (email), beginning with a statement that concisely explains why you believe your grade should be altered.

All concerns, whether arithmetic or otherwise, must be raised within 72 hours of that assignment/quiz's release to students. This includes attendance concerns. If you do not raise your question within this 72-hour period, you forfeit your ability to appeal your grade.

## **COURSE POLICIES**

#### General Statement:

I take academic integrity seriously. As a student, you are responsible for familiarizing yourself with all relevant departmental, college, and university policies governing your conduct in this course. This includes, but is not limited to, policies relating to plagiarism, academic integrity, and accommodations for students with documented disabilities. If ever in doubt, please ask!

UGA's *A Culture of Honesty* states: "I will be academically honest in all of my academic work and will not tolerate the academic dishonesty of others." The University's procedures for handling cases of suspected dishonesty can be found at [honesty.uga.edu](https://honesty.uga.edu).

According to UGA, "academic dishonesty" means cheating, attempting to cheat, or assisting someone else in cheating, even if unintentional. Examples of academic dishonesty include, but are not limited to:

- Plagiarism - using another's work as your own without correct citations/attribution
- Unauthorized assistance - giving or receiving help for assignments without prior approval from your instructor

- Lying/tampering – giving false information related to academic work or in connection with a facilitated discussion, continued discussion, meeting with multiple violations review board, or appeal
- Theft – stealing any information related to academic work

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. ***This includes your classmates, using GroupMe to get answers from your classmates, ChatGPT, or any other AI tool.*** Unless authorized by the instructor, all coursework is expected to be completed without assistance from others unless explicit permission for group or partner work is given. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students found using GroupMe or ChatGPT for course answers – unless specifically stipulated in assignment(s) – will be subject to academic integrity violations. Absolutely no form of academic dishonesty will be tolerated. Anyone found guilty of cheating, plagiarism, or any other violation of academic integrity will receive an automatic grade of 0.0 for the assignment. Additionally, all other penalties within the University will be pursued to the fullest extent.

For more information about academic dishonesty and UGA's policy regarding them, see UGA's [Academic Honesty Policy](#). It is your responsibility to familiarize yourself with these policies.

#### Accommodations for Disabilities:

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-87719 (voice) or 706-542-8778 (TTY), or by visiting [accessibility.uga.edu](http://accessibility.uga.edu).

#### UGA Well-Being Resources:

UGA Well-Being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care and Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](http://sco.uga.edu). Student Care and Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the [Embark@UGA](#) program, which supports students experienced, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus or studying from home or abroad, UGA Well-Being Resources are there for help:

- Well-Being Resources: [well-being.uga.edu](http://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](http://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](http://healthcenter.uga.edu)
- Counseling and Psychiatric Services: [caps.uga.edu](http://caps.uga.edu) or CAPS 24/7 crisis support at 706-524-2273
- Health Promotion/Fontaine Center: [healthpromotion.uga.edu](http://healthpromotion.uga.edu)
- Disability Resource Center and Testing Services: [accessibility.uga.edu](http://accessibility.uga.edu)

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu/>

Syllabus Adjustments:

I reserve the right to modify this syllabus at any point in the course to suit the needs of the class. All changes will be noted in eLC and sent to students via email in advance of class. A revised version of the syllabus will be posted, as well.

**COURSE OUTLINE AND DUE DATES****MODULE 0: SYLLABUS/ COURSE INTRODUCTION**

**Pre-Course quiz Due by 11:59PM PM July 10<sup>th</sup>**

**Lecture 1 – Course Introduction**

- Read:
  - Constitution and Bill of Rights (<https://constitution.congress.gov/constitution/>)
  - Declaration of Independence (<https://www.archives.gov/founding-docs/declaration-transcript>)
  - Articles of Confederation (<https://www.archives.gov/milestone-documents/articles-of-confederation>)
  - *Federalist 51* ([https://avalon.law.yale.edu/18th\\_century/fed51.asp](https://avalon.law.yale.edu/18th_century/fed51.asp))
- Lecture:
  - On eLC
- Assignments due:
  - Pre-course quiz (Due 7/10 by 11:59PM)

**MODULE 1: FOUNDATIONS OF AMERICAN GOVERNMENT**

**Module 1 Quiz/ Written Assignment Due by 11:59PM July 12<sup>th</sup>**

**Lecture 2 – The Constitution**

- Read:
  - Georgia Constitution (<https://law.justia.com/constitution/georgia/>)
  - *The Logic of American Politics*, Ch. 2 (if using book)
- Lecture:
  - On eLC

**Lecture 3 – Federalism**

- Read:
  - *Federalist 10* ([https://avalon.law.yale.edu/18th\\_century/fed10.asp](https://avalon.law.yale.edu/18th_century/fed10.asp))
  - *The Logic of American Politics*, Ch. 3 (if using book)
- Lecture:
  - On eLC

**Lecture 4 – Civil Rights**

- Read:
  - Emancipation Proclamation (<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html>)
  - Gettysburg Address (<https://www.loc.gov/resource/rbpe.24404500/?st=text>)
  - Letter from Birmingham Jail ([https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html))
  - *The Logic of American Politics*, Ch. 4 (if using book)
- Lecture:

- On eLC

#### **Lecture 5 - Civil Liberties**

- Read:
  - *The Logic of American Politics*, Ch. 5 (if using book)
- Lecture:
  - On eLC

**Reminder: Module 1 Quiz/ Written Assignment Due by 11:59PM July 12<sup>th</sup>**

### **MODULE 2: AMERICAN POLITICAL INSTITUTIONS**

**Module 2 Quiz/ Written Assignment Due by 11:59PM July 19<sup>th</sup>**

#### **Lecture 6 - Congress**

- Read:
  - *The Logic of American Politics*, Ch. 6 (if using book)
- Lecture:
  - On eLC

#### **Lecture 7 - Presidency**

- Read:
  - *The Logic of American Politics*, Ch. 7 (if using book)
- Lecture:
  - On eLC

#### **Lecture 8 - Bureaucracy**

- Read:
  - *The Logic of American Politics*, Ch. 8 (if using book)
- Lecture:
  - On eLC

#### **Lecture 9 - Judiciary**

- Read:
  - *The Logic of American Politics*, Ch. 9 (if using book)
- Lecture:
  - On eLC

**Reminder: Module 2 Quiz/ Written Assignment Due by 11:59PM July 19<sup>th</sup>**

### **MODULE 3: AMERICAN POLITICAL BEHAVIOR**

**Module 3 Quiz/ Written Assignment Due by 11:59PM July 26<sup>th</sup>**

#### **Lecture 10 - Public Opinion**

- Read:
  - *The Logic of American Politics*, Ch. 10 (if using book)
- Lecture:
  - On eLC

#### **Lecture 11 - Voting, Campaigns, and Elections**

- Read:
  - *The Logic of American Politics*, Ch. 11 (if using book)

- Lecture:
  - On eLC

#### **Lecture 12 – Political Parties**

- Read:
  - *The Logic of American Politics*, Ch. 12 (if using book)
- Lecture:
  - On eLC

#### **Lecture 13 – Interest Groups**

- Read:
  - *The Logic of American Politics*, Ch. 13 (if using book)
- Lecture:
  - On eLC

#### **Lecture 14 – Media**

- Read:
  - *The Logic of American Politics*, Ch. 14 (if using book)
- Lecture:
  - On eLC

**Reminder: Module 3 Quiz/ Written Assignment Due by 11:59PM July 26<sup>th</sup>**

**Reflection paper – Due by 11:59PM July 29<sup>th</sup>**

**Post-course quiz – Due by 11:59PM July 29<sup>th</sup>**