

UNIVERSITY OF CENTRAL OKLAHOMA
College of Liberal Arts

Syllabus
for
American National Government
Political Science Department
Spring, 2018
S. J. Carney

- COURSE:** 1113 – 8:00 to 9:15: 27171 AND 9:30 to 10:45: 27185
Both classes meet in rm. 116, LA Building
On Tuesdays and Thursdays
- TEXTBOOK:** *By the People* by James A. Morone and Rogan Kersh; 2016 Brief Third Edition.
- TESTS:** Three objective exams will be administered. Bring scantrons. Make-up tests will be essay and only for legitimate reasons. Unpreparedness is not one of them! Exact dates to be announced. But see target dates with questions/points in course outline to facilitate your planning.
- GRADING PACKAGE:** Student receives grade based on overall performance, including tests, "active participation" in the classroom, and outside research assignments, as indicated. There is a "plus" for good attendance (discussed in class), and **THERE WILL BE CREDIT LOSS DUE TO POOR ATTENDANCE!** (one letter grade drop on course grade for every six absences). Good attendance advances your grade. "Buffer" points are also available, to be discussed in class. "Buffer" points are a way to improve your grade, but they are optional. Deadline for buffer points is Thursday, March 29. Individual tests will be graded on a curve that groups similar numerical scores in the same letter grade, dividing letter grades where scores have not been received. Total points accumulated for each student out of the total possible will be curved for student's course grade, curve not to be tighter than a "standard" curve. Letter grades on individual tests will be reviewed. Course grades will be discussed fully in class. Questions on grading will be fully addressed in class on at least three occasions or see professor individually. Turning in late work will result in a loss of points.
- WRITING ASSIGNMENT:** Research Essay: All students must submit a typed, double-spaced, at least four-page paper on one of the following concepts:
1. Separation of Powers and checks and balances in comparison to Great Britain.
 2. Federalism or Division of Powers in comparison to a unitary system.

Paper must include definition, scholarly and your own, origin, justification, impact, comparison and your appraisal of the concept. Students must cite, use, and identify four sources -- one may be your textbook. A research style must be utilized, with an appropriate bibliography attached. This is worth a maximum of 50 points, due Tuesday, February 22, in class. NOTE: As part of this assignment, students must write a summary of their paper in class with no notes. Additional briefing on this in class. This assignment is a requirement for the course! This paper is to be written for this class only.

**REQUIREMENTS
FOR THE COURSE:**

Three tests, "active participation" in the classroom, research essay and writing as assigned. Attendance and reading the text are critical. No phones, personal technology, etc. is permitted class. See Professor if there is question on techno devices. Absolutely no phone use is permitted in class. Common decency and civility in the classroom are required.

**COURSE
OUTLINE:**

I. INTRODUCTION- Page 2

- A. Model
 - 1. Operation
 - 2. Standard/Defects
 - 3. Observations
 - 4. Constitutional Elements (3) See V.

II. GOVERNMENT - Four Basic Questions

- A. Definition
- B. Theories on Origin (5)
- C. Functions
 - 1. Traditional - (3)
- D. Forms
 - 1. Political Spectrum
 - 2. Comparison
 - 3. Economic Terms/Spectrum

III. TERMS - Chapter 1-2

- A. Government
- B. Democracy / Republic – 14-15
 - 1. Greek Roots - 14
 - 2. Premises - Values – 10 (7)

All of Chapter 1 deals with these concepts: Discussion at various points.

LIBERTY, SELF-RULE, LIMITED GOVERNMENT, INDIVIDUALISM,
AMERICAN DREAM, EQUALITY, RELIGION

3. Processes – Example - Elections
 4. Structures – see model
- C. Politics
- D. Political Science
- E. Constitutional Democracy/Government - 16
- F. Nation – State (4)

IV. HISTORICAL PERSPECTIVE - Chapter 2

- A. Mayflower Compact - 44
- B. French and Indian War - 45
- C. “Committees of Correspondence”
- D. First Continental Congress (1)
- E. Second Continental Congress (2)
- F. Confederation - 51
 1. Articles - description
 2. Weaknesses
- G. Constitutional Convention - 55
- H. Nation Building
 1. Consensus
 2. Conflict/compromises – 56 - 64 (3)
 3. Adoption /ratification - 69
- I. Constitution – 65 - 69
 1. Articles (7)
 2. Amendments (27)
 3. Longevity and applicability
 4. Review - BE FAMILIAR WITH THE CONSTITUTION!

V. CONSTITUTIONAL ELEMENTS OR PRINCIPLES

- A. Separation of Powers and Checks and Balances - 59
 1. Definition
 2. Origin
 3. Examples
 - a. Judicial Review – 70 and 440
 - b. Marbury v. Madison
- B. Popular Sovereignty–Definition
 1. Changing the Constitution - 68
 2. Amendment Process
- C. Division of Powers - Federalism - Chapter 3 – p. 80
(Outline) In class.
 1. Definition – 56 and 83
 2. Origin and alternatives - 83
 3. Comparison
 4. Appraisal – 89 - 95
 5. Specifics - powers

- a. National layer powers (3) - 89
- b. State powers - reserved - 10th Amendment - 90
- c. Concurrent powers - 90
- 6. Vertical Federalism (6)
- 7. Horizontal Federalism - 67 (4)
- 8. Phases and Growth of National Role
- 9. Supremacy Clause - Implied Powers – 66 and 89
 - a. *McCulloch v. Maryland* (2) 70 and 440
 - b. National Supremacy and Reserved Powers

VI. BASIC FREEDOMS OF FIRST AMENDMENT - Chapter 4

- A. Rights in Original Constitution (3)
- B. Nationalization of Bill of Rights - 110
- C. Religion (2)
- D. Speech
 - 1. Standard – Clear and Present Danger Test
 - 2. Other standards
- E. Political and Symbolic Speech
- F. Press
- G. Obscenity/pornography and Libel
- H. Second Amendment
- I. Rights of the Accused
- J. 4th, 5th, 6th, and 8th Amendments
- K. CASES, GUIDELINES AND CONSTITUTIONAL TESTS
- L. Privacy 113

TEST #1: Week of February 26 – Approximately 100 questions over the above information

VII. EQUAL RIGHTS - Chapter 5

- A. Moving towards Equality and Liberty - 28
- B. Citizenship
 - 1. Definition, Acquisition, Rights, and Termination
- C. Slavery – two steps forward and one back – suspect categories
- D. History 61 and 148
 - 1. Missouri Compromise
 - 2. Compromise of 1850
 - 3. Dred Scott Case
 - 4. Emancipation Proclamation
 - 5. Jim Crow and Plessy v. Ferguson
 - 6. Brown v. Board of Education
- E. Congressional and Judicial Responses
 - 1. Civil Rights of 1964
 - 2. Affirmative Action

3. Education
4. Voting
5. Gender
6. Group Struggles
7. Cases, Guidelines, and Illustrations

VIII. POLITICAL "SOCIOLOGY"

A. Public Opinion and Participation – Chapter 6

1. Who are we? Demography
2. Race/Ethnicity
3. Sex and Gender
4. Religion
5. Income Levels, Occupation, Class
6. Age
7. Educational Levels
8. Partisanship
9. Public Opinion and measuring it
10. Involvement/disengagement/alienation
11. Voter turnout and participation

B. Media – Chapter 7.

1. News Sources – many but fewer - 223
2. Functions - 224
3. "Bias" of Media - 234
4. Government and the Media
5. Power of the Media
6. Factors which diminish Media Impact (4)

C. Campaigns and Elections – Chapter 8

1. Rules and Frequency - 253
2. Financing
 - a. Donors, PAS's and Superpacs
3. Road to the White House – Issues – Stages
4. Running for Congress
 - a. Methodology, Encumbancy, Gerrymandering
5. Basic Considerations – Connecting with the voter

D. Interests Groups – Chapter 9

1. Definition and Types - 285
2. Functions: Lobbying
3. Characteristics of Power (4)
 - a. Iron Triangles
 - b. Issue Networks

- E. Political Parties – Chapter 9
 - 1. Definition and History
 - 2. Functions
 - 3. Two-party system - 303
 - 4. Minor/Third Parties – Power?
 - 5. Structure and Organization - 310
 - 6. Parties in Government
 - 7. Parties in the Electorate
 - a. Partisan Identification
 - b. Unaffiliated
 - c. Parties and Financing
 - d. Platforms and Competition

TEST #2: Week of April 9 – approximately 75 questions

IX. POLICY-MAKERS

A. Congress – Chapter 10

- 1. Composition/Qualifications/Structure
- 2. Constitutional Powers
- 3. Legislative Functions
- 4. Comparison of Houses
- 5. Legislative Personnel - 3 Layers - 338
- 6. Representation
- 7. Legislative Route 343
- 8. Committee System - Standing
- 9. Seniority
- 10. Other committees

B. Presidency - Chapter - 11

- 1. Descriptions and Qualifications
- 2. Electoral College-59
- 3. Constitutional Powers - 365
 - a. Commander-in-Chief
 - b. Diplomat-In-Chief
 - c. Appointment Responsibilities
 - d. Veto Power
 - e. Pardon Power
 - f. Enforcement of Laws
 - g. Inform Congress
 - h. Legislative Options
- 4. Additional Powers and Roles
 - a. Chief Bureaucrat –executive orders
 - b. “Inherent” Powers
 - c. Convene Congress

- d. War Making Power
- e. Executive Privilege, Orders, Agreements
- f. Impoundment
- g. Evaluating the presidency
- 5. Evolution of the Presidency
- 6. Tools and Assistants - 387
 - a. Executive Office of the President
 - b. White House Office
 - c. Cabinet
 - d. Vice President
- 7. Congress and the President
- 8. Impeachment and Trial
- 9. Points of Conflict – Pres. V. Cong.
- C. Bureaucracy - Chapter 12 - optional – as time permits
 - 1. Structures (4) 314
 - 2. Bureaucratic Executives
 - A. Process
 - B. Senior Executive Service
 - 3. Jobs: Hiring and Policy
 - 4. Functions
 - A. Implementation
 - B. Funding
 - C. Accountability/Oversight
- D. Judicial Structures- Chapter 13
 - 1. Judicial Power/ Jurisdiction
 - 2. Federal Court System-Hierarchy - 434
 - a. Jurisdiction and Appointments
 - b. Operations 445
 - a. Chief Justice
 - b. Solicitor General
 - c. Conference
 - Chief Justice
 - Conference
 - 3. Decision-making
 - a. Opinions – concurring and dissent
 - 4. Questions to be distributed.

Test #3 - Final Exam: 150 questions/points
 8:00 class, #27171, final is Thursday, May 3, 7:00 - 8:50 am
 9:30 class, #27185 final is Tuesday, May 1, 9:00 – 10:50 am

COURSE

OBJECTIVES: This is an overview or survey course, and therein is the need for presenting a broad look at the American system of government. The student will need to understand how the Constitution came into existence, what rights Americans have, how Americans behave politically, and how the "decision-makers" function. Constitutional principles and their application must be mastered. See full course description in catalog. This course is to TRANSFORM the student's understanding of what a government does, why a government is essential, and how a government operates – all in the United States – and this course is designed to have the student's opinion on American political issues become more refined, specific, and informed. See course description in catalog.

UCO POLICIES: Academic Affairs' Student Information Sheet (SIS) – <http://www.uco.edu/academic-affairs/>

Additional chapters may be covered as time permits.

Instructor: S.J. Carney
Office: LA 102K
Phone: 974-5353
Fax: 974-3823
Email: scarney@uco.edu

Office Hours: ONLY ON TUESDAYS AND THURSDAYS:
7:30 A.M. TO 8:00 A.M.
10:45 A.M. TO 11:15 A.M.