

AMERICAN NATIONAL GOVERNMENT

PS 1100-003
Department of Political Science
THE UNIVERSITY OF UTAH
Monday-Wednesday-Friday
10:45-11:35 a.m. A'2007
Little Theatre

ASSISTANT PROFESSOR/LECTURER: Tim Chambless, Ph.D. (801) 581-4965
tchambless@poli-sci.utah.edu OSH 308
Hours: 9:00-10:00 a.m. M-F & by appointment

TEACHING ASSISTANT: Lars Moleni larsmoleni@gmail.com OSH 309
(801) 581-4420 Hours: MWF noon-1:00 p.m.

SUPPLEMENTAL INSTRUCTOR: Chris Stocking lcstocking@lycos.com
(208) 392-8371 Hours & Office are pending

COURSE OVERVIEW

Welcome. I am Tim Chambless, Prof. for PS 1100-003 American National Government during Autumn Semester 2007 at 10:45-11:35 a.m. MWF. I have taught American National Government for years in addition to Constitutional Law and Controversial Legal Issues, Law and Politics, Political Parties, Mass Communication Law and American Civilization, and since 1994 an unique one-week Spring seminar in Washington, D.C.

This course gives motivated students the opportunity to gain a conceptual awareness of America's governmental structure and to examine the concepts/structure of the varying levels of government. Attention is given to the political history and foundation documents of the United States. Students will study the Declaration of Independence, the U.S. Constitution, Bill of Rights and subsequent amendments, and the ongoing experiment in Federalism.

This is a timely and highly-substantive introductory survey course. A survey course is expected to cover all the significant aspects of American politics and government within a 15-week academic semester; quite honestly, that is impossible to achieve in a substantive manner. Therefore, we will selectively perceive/emphasize key concepts and consider key questions inherent with American National Government.

Specifically, this course explores our major political institutions (Congress, Presidency, federal Courts, a free press, political parties and interest groups) in an academic attempt to to understand their major behavioral patterns. Certain central questions/themes are studied:

- (1) What problems should the national government and states confront?
- (2) Why has the public become so dissatisfied with their government?
- (3) Is our political system "broken" and why are politicians viewed negatively?
- (4) How should our "experiment in democracy" cope with our unique diversity?
- (5) Since 9/11/2001, how should American National Government respond to undefined and open-ended terrorism -- balancing safety and freedom?

To be successful, it is very important that you attend each class meeting. If you have the goal of earning an excellent grade, then it is essential that you be pro-active and study

some each day. (Generally, you should study two hours for each class meeting; e.g., each week, six hours of study for three hours of class.) It is my hope that such study will allow you to achieve the following course goals:

- (1) To appreciate the concept/evolution of democracy
- (2) To know America's political/governmental history
- (3) To appreciate the Declaration of Independence
- (4) To understand the United States Constitution
- (5) To know the federal branches of government
- (6) To comprehend civil liberties and civil rights
- (7) To acknowledge the function of Federalism
- (8) To realize the daily role of the bureaucracy
- (9) To see a link between the economy & government
- (10) To consider reforms in the election process

The basic factual knowledge on the American political system is presented clearly in the O'Connor and Sabato textbook. In class discussion, I will proceed with class discussion with the expectation that you have already read the subject matter scheduled for that day's class meeting. Frequently, we will consider new material and perspectives in lectures than subject matter encountered in the textbook. This information is provided by study sheets which will complement the required text. Be prepared! If you have questions about the textbook – or more detailed information about topics on the study sheets – then please ask them during class discussion and/or to the course Teaching Assistant or to the Supplemental Instructor. PS 1100-003 will utilize the following reading materials:

READINGS

AMERICAN GOVERNMENT: Continuity and Change (2008 Edition)
Karen O'Connor & Larry J. Sabato, Addison Wesley Longman, Inc.
Course Study Sheets: Will be available to students via e-reserve
New York Times, C-SPAN, CNN News, CBS 60 Minutes, NBC, ABC

NOTE: All work done is expected to be your original work. Plagiarism (the use of other people's work without proper attribution) or cheating on exams or papers will NOT be tolerated. Cheating is unacceptable behavior. Such behavior will be grounds for the assignment of a failing grade for this course. Please do not cheat. Do your own work.

Please turn off all cell phones during our class meetings. A ringing phone is highly disruptive to the learning environment. Please be considerate.

COURSE REQUIREMENTS

Four 50-minute hour examinations and two papers will constitute the grading criteria for this course. Each exam features 75 multiple-choice questions for a total of 300 points + two required papers which will equal 100 points. (Each paper will have 50 points possible.) The four multiple-choice examinations will have content questions with a-e choices/options. For example, here are possible examination questions...

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|---|--|
| (1) The <u>first ten Amendments</u> to the U.S. Constitution are known as WHAT? | (2) WHO holds the most powerful leadership position in the <u>House of Representatives</u> ? |
| a. Magna Carta | a. Majority Leader |

- | | |
|--------------------------------|------------------------------|
| b. Declaration of Independence | b. The Whip |
| c. Bill of Rights | c. The Speaker |
| d. Articles of Confederation | d. Pro Tempore |
| e. ALL of the above are TRUE | e. ALL of the above are TRUE |

Points accumulated from the four examinations and two papers will be considered on a 100 point grade scale. The grading scale will be the standard 100 point grading scale.

Standard scale, based upon 100 points earned:

| | | | |
|------------|------------|------------|------------|
| A = 100-93 | A- = 92-90 | B+ = 89-87 | B = 86-83 |
| B- = 82-80 | C+ = 79-77 | C = 76-73 | C- = 72-70 |
| D+ = 69-67 | D = 66-63 | D- = 62-60 | E = 59-00 |

Total Points Possible = 400 points divided by 4

“Make-up” exams will NOT be given – unless a student makes a special arrangement prior to the scheduled exam date, or cannot work with a special accommodation offered. Any make-up examination will be an essay exam unless arranged PRIOR to the exam date; a late make-up exam results in a full letter grade being dropped each day after the exam date – unless an explanation includes a physician’s note signed/dated and on letterhead stationery.

The dates for all four examinations as well as the two papers are identified below.

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| <u>FOUR EXAMS:</u> | 9/10 | EXAM #1: | 75 questions + 10 bonus questions | = | 75 points |
| | 10/5 | EXAM #2: | 75 questions + 10 bonus questions | = | 75 points |
| | 11/9 | EXAM #3: | 75 questions + 10 bonus questions | = | 75 points |
| | 12/7 | EXAM #4: | 75 questions + 10 bonus questions | = | <u>75 points</u> |
| | | | | | 300 points |

PAPERS DUE: 9/21 & 11/5 : 5-6 pages/typed/double-spaced + 100 points
 [Maximum paper score = 50 points] = 400 points

Each paper examines a governmental problem/political issue, requires critical thinking and problem-solving, and requires succinct analysis. Papers must be typed, have standard margins/standard print font, double-spaced, cite at least three outside credible sources other than the O’Connor & Sabato textbook, and have a minimum length of five pages and a maximum length of six pages. Please give attribution to an idea which is not your own; that is, if the conclusion originated with someone else, then please cite the appropriate individual or publication in your paper as part of your critical thinking problem-solving.

Extra-credit points can be gained by participation in class. Students who speak up during class discussion can definitely help their final grade. Also, Middle East experts will speak on campus on certain afternoons. Students can earn 3 points if they attend, sign the Instructor’s clipboard, and remain for the full 1½ hours. 3 points can also be earned for each substantive and relevant question asked. [The schedule of speakers will be available soon.]

Class participation is important IF the student’s final grade is on the borderline. It requires appropriate question & answer dialogue. The answer can never be known if the question is not asked. And I believe that there is no such thing as a bad question. I value meaningful/substantive questions which relate directly to American National Government.

The Supplemental Instruction Program (“SI”) is offered to provide organized study sessions, are free and open to all students, and led by an undergraduate who has done well

in this subject. Your SI leader will attend classes, read the material, and be prepared for the SI sessions. SI gives students the opportunity to do well. SI sessions review, organize, and clarify the material from lectures, teach effective ways to study, and help prepare for exams. The SI leader will schedule 3 meetings/week convenient to the majority of your schedules. Attendance is voluntary; however, the Instructor will note who is attending and studying hard. To determine the best times to offer SI and assess your learning goals for SI, please complete the 5-minute on-line survey soon at www.studentvoice.com/utah/si.html It is very important for the effectiveness of SI that you complete the survey – even if you are not participating. And at the end of the semester, please complete the post-survey to give important feedback at www.studentvoice.com/utah/si.html. Your candid comments are valued and important. Please indicate what worked well for you, and how the SI Program could function better.

A grade of “Incomplete” will only be given in certain extraordinary circumstances. Incompletes can be given only if the student has completed at least three of the five major assignments (two exams and one paper, or one exam and two papers) and the student submits a request for a grade of Incomplete in writing to the Instructor prior to the final class day + a note on letterhead from a physician/counselor. All Incompletes must be approved by the Instructor – otherwise, a final grade will be submitted. The student must indicate a plan to complete the necessary examinations/papers – and the course.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodation in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

I believe it is important to get involved in the political process, and in the community. I have worked for a U.S. Senator and Congressman, for a Governor of Utah and a Mayor of Salt Lake City. I have participated in about 25 Utah political campaigns. I served (1990-2001) on the Salt Lake City Board of Adjustment (hears/decides planning disputes, and was Board Chair for 8 years). I served on the Salt Lake County Fine Arts Advisory Board and City Police-Citizen Review Board, and am a Utah board member of the American Civil Liberties Union. Since September 2001, I have served on the Salt Lake City Planning Commission -- appointed by the Mayor and City Council. I have served as Vice Chair and Chair.

As your professor and a former student at the University of Utah, I look forward to getting to know you during the semester. Please feel comfortable in contacting me if and when you have a question about American National Government, or about any interest in a political internship with the University’s Hinckley Institute of Politics. Come see me.

Good luck!

Tim Chambless, Ph.D.

| <u>DATE</u> | <u>READINGS</u> | <u>LECTURES/DISCUSSIONS/EXAMS/PAPERS</u> |
|-------------|-----------------|--|
| 8/20 | OS: 3-29 | Introduction & Overview [OS = O'Connor & Sabato] |
| 8/22 | OS: 31-41 | WHY is the Declaration of Independence historic? |
| 8/24 | OS: 734-735 | Declaration of Independence and Articles of Confederation? |

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| 8/27 | OS: 41-64 | CONSTITUTION: Articles? Bill of Rights? Amendments? |
| 8/29 | OS: 66-93 | VIDEO: J.D. Williams, "The Miracle At Philadelphia" |
| 8/31 | OS: 95-121 | FEDERALISM: An Experiment in Sharing Power |
| 9/3 | | NO CLASS MEETING - LABOR DAY HOLIDAY |
| 9/5 | OS: 157-195 | CIVIL LIBERTIES: What Are They? Are They Violated? |
| 9/7 | OS: 157-195 | CIVIL LIBERTIES: What Are They? Are They Violated? |
| 9/10 | EXAM #1 | 75 Questions + 10 Bonus Questions |
| 9/12 | OS: 239-260 | CONGRESS: Its Structure? Its Powers? Legal Basis? |
| 9/14 | OS: 260-277 | CONGRESS: How Does a Federal Bill Become A Law? |
| 9/17 | OS: 279-294 | THE PRESIDENCY: The Office and Its Powers? |
| 9/19 | OS: 294-313 | THE PRESIDENCY: The Famous? The Infamous? WHY? |
| 9/21 | Video PAPER #1 | 9/11/2001 - "The Public Was Not Warned" DUE (5-6 typed pages; fully documented) = 50 Points |
| 9/24 | Video | Impeachment: When Should It be Used? Today? |
| 9/26 | OS: 347-371 | THE FEDERAL JUDICIARY |
| 9/28 | OS: 371-386 | THE FEDERAL JUDICIARY |
| 10/1 | Video | The U.S. Supreme Court - The Justices |
| 10/3 | OSH 255 | SLC Mayoral Debate (live on KUER 90.1 FM radio) |
| 10/5 | EXAM #2 | 75 Questions + 10 Bonus Questions |
| 10/8-12 | | NO CLASS MEETINGS - U of U SEMESTER BREAK |
| 10/15 | Hinckley Forum | Brian Adam, Scotland's Ambassador to United States |
| 10/17 | 419-459 | Political Parties: Who Elect President/Congress? |
| 10/19 | 461-504 | Voting and Election |
| 10/22 | OS: 545-578 | THE NEWS MEDIA: What Is It? Impact? Legal Role? |
| 10/24 | OS: 545-578 | THE NEWS MEDIA: What Is It? Impact? Legal Role? |
| 10/26 | OS: 389-417 | PUBLIC OPINION and POLITICAL SOCIALIZATION: Why? |

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| 10/29 | OS: 507-543 | The Campaign Process: Is there a better way? |
| 10/31 | Hinckley Forum | Lee Hamilton, Vice Chair of 9/11 Commission Co-Chair of the Iraq Study Group |
| 11/2 | OS: 581-612 | LOBBYISTS/INTEREST GROUPS: Who Are They? |
| 11/5 | OS: 615-654 PAPER #2 | SOCIAL WELFARE POLICY: Social Security Program DUE (4-5 typed pages; fully documented) = 50 Points |
| 11/7 | OS: 615-654 | SOCIAL WELFARE POLICY: Social Security Program |
| 11/9 | EXAM #3 | 75 Questions + 10 Bonus Questions |
| 11/12 | OS: 657-690 | ECONOMIC POLICY: Government & Business Together |
| 11/14 | OS: 657-690 | ECONOMIC POLICY: Government & Business Together |
| 11/16 | OS: 123-155 | STATE & LOCAL GOVERNMENT: The Role of Planning? |
| 11/19 | OS: 315-344 | EXECUTIVE BRANCH & FEDERAL BUREAUCRACY |
| 11/21 | OS: 197-218 | CIVIL RIGHTS: History? Legal Protections? |
| 11/23 | | NO CLASS MEETING - THANKSGIVING DAY HOLIDAY |
| 11/26 | OS: 218-236 | CIVIL RIGHTS: How Should A Civilized Society Behave? |
| 11/28 | Hinckley Forum | Pending/To Be Announced |
| 11/30 | OS: 693-707 | FOREIGN & MILITARY POLICY: The Historical Roots? |
| 12/3 | OS: 707-724 | FOREIGN & MILITARY POLICY: President & Congress? |
| 12/5 | OS: 724-732 | FOREIGN & MILITARY POLICY: U.S. as WORLD SUPERPOWER |
| 12/7 | EXAM #4 | 75 Questions + 10 bonus Questions |

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Office Hours: MTWHF 9:00-10:00 a.m.
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INFORMATION SHEET

Your Name:

Mailing Address:

Telephone #:

E-mail address:

Prior Education:

[Name of high school]:

[Name of college(s)]:

Academic Major:

Career Goal:

Language(s) spoken:

Other nations lived in:

What do you like best about American National Government?

What do you NOT like about American National Government?