

AMERICAN NATIONAL GOVERNMENT

Department of Political Science
THE UNIVERSITY OF UTAH
Summer Semester 2007
May 21-June 19, 2007
Mondays-Fridays
7:30-9:00 a.m.
PS 1100-03
OSH 208

ASST. PROFESSOR/LECTURER: Tim Chambless, Ph.D.
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Office Hours: 9:00-10:00 a.m.
Mondays-Fridays + also by appointment

COURSE OVERVIEW

Welcome. I am Tim Chambless, the professor for PS 1100-003 for American National Government taught during Summer Semester 2007 from May 21st until June 19th from 7:30 a.m. until 9:00 a.m. Mondays-Fridays. I have taught classes in American National Government for years in addition to other courses in Constitutional Law, Mass Communication Law, American Civilization, Controversial Legal Issues: Post 9/11 Terrorism, Law and Politics, Political Parties and an unique one-week seminar in Washington, D.C. since 1994.

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, the Bill of Rights and subsequent amendments, and the 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. This course will be 4½ intensive weeks, and 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 understand their major behavioral patterns. Certain central questions/themes are studied:

- (1) What problems should the national government and states confront?
- (2) Why have the American people become so dissatisfied with government?
- (3) Can the U.S. economy succeed with unprecedented deficits and debt?
- (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?
- (6) As the world's #1 super power, what should be U.S. foreign policy?

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; for example, 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 & Sabato textbook. In our class meetings, I will proceed with the expectation you have already read the subject matter scheduled for that day's scheduled subject area. Frequently, we will consider new material and perspectives in lectures than subject matter encountered in the textbook. This new information will be provided by study sheets which will complement the required text. Be prepared! If you have questions about the textbook - or information on the study sheets - then please ask those questions during class discussion and/or to the course Teaching Assistant or to the Supplemental Instructor. PS 1100-002 will utilize the following reading materials:

READINGS

AMERICAN GOVERNMENT: Continuity and Change (2006)

Karen O'Connor & Larry J. Sabato

Course Study Sheets: Will be available to students electronically
New York Times, C-SPAN, CNN News, CBS 60 Minutes, NBC, ABC

PLAGIARISM and CELL PHONES

NOTE: All work done must be your original work. Plagiarism will NOT be tolerated. (Plagiarism is the use of other people's work without proper attribution.) Cheating on exams or papers is unacceptable behavior. Cheating will constitute grounds for a failing grade. Please do not cheat. Do your own work. Honesty is good personal (and public) policy.

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

COURSE REQUIREMENTS

Three 90-minute hour examinations and one paper will constitute grading the criteria for this course. Each exam features 100 multiple-choice questions for a total of 300 points + one required papers which will equal 100 points. Each examination will be equal in weight. The three multiple-choice examinations will have content questions with a-e choices/options. 400 points are possible for exams and papers. For example, here are possible exam question:

- | | |
|---|---|
| (1) Social Contract Theory and thinking of John Locke are apparent in what? | (2) WHO holds the most powerful position in the House of Representatives? |
|---|---|

- | | | | |
|----|-------------------------------|----|---------------------------|
| a. | The Magna Carta | a. | Majority Leader |
| b. | Declaration of Independence | b. | The Whip |
| c. | The Emancipation Proclamation | c. | Speaker |
| d. | The Articles of Confederation | d. | Pro Tempore |
| e. | ALL of the above are TRUE | e. | ALL of the above are TRUE |

Total points accumulated from three examinations and one paper will be considered on a 100 point grade scale. The grading scale will be the standard 100 point grading scale. There is no penalty for guessing. Note the class 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

<u>EXAMS:</u>	5/31 EXAM #1:	100 questions + 10 bonus questions	=	100 points
	6/8 EXAM #2:	100 questions + 10 bonus questions	=	100 points
	6/19 EXAM #3:	100 questions + 10 bonus questions	=	100 points
				<u>300 points</u>
<u>PAPER DUE:</u>	6/9:	Maximum paper score = 100 points	+	<u>100 points</u>
			=	400 points

The paper examines a governmental problem or political issue, requires critical thinking and problem-solving, and requires succinct analysis. The paper must be typed, have standard margins/standard print font, double-spaced, cite at least three outside credible sources other than the O'Connor & Sabato text, be submitted on time, and be 5-6 pages. Your introductory paragraph(s) should present thesis and methodology, your body of your remarks should address the essential questions posed, and your conclusion should be clear. No errors in spelling or grammar. Sources can be cited on a separate page. PAPERS WILL BE REVIEWED for POSSIBLE CHEATING. Zero points will be given for any paper in which sources are NOT cited in the work.

"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 subsequent make-up examination will be an essay exam, unless arranged PRIOR to the scheduled date; a late make-up exam will result in a full letter grade score being dropped - unless an explanation includes a physician's note signed/dated and on letterhead stationery.

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.

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 four major assignments (two exams and one paper) and the student submits a request for a grade of Incomplete in writing to the Instructor prior to the final class meeting + 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.

EXTRA-CREDIT POINTS

Class participation can earn extra credit IF the student's final grade is on the borderline, and if questions relate to American National Government. 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.

I will utilize the daily New York Times or other morning news sources at the outset of our class meetings in order to highlight current events which directly correspond to the subject matter considered in the textbook. Our discussion of current events will be discernible in the form of bonus questions in each of the three examinations.

INSTRUCTOR'S PERSPECTIVE

I believe it is important to get involved in the political process, and in the community. I have worked as an aide 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 8½ years). I served on the Salt Lake County Fine Arts Advisory Board and City Citizen-Police Review Board, have served on the executive board of the Utah Chapter of the American Civil Liberties Union, and am a member of the U.S. Supreme Court Historical Society. Since September 2001, I have served on the Salt Lake City Planning Commission -- appointed by the Mayor and City Council – as the Vice Chair, Chair, and active member.

As your Instructor 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.
Assistant Professor/Lecturer
Department of Political Science
THE UNIVERSITY OF UTAH

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<u>DATE</u>	<u>READINGS</u>	<u>LECTURES/DISCUSSIONS/EXAMS/PAPERS</u>
5/21	OS: 1-32	Introduction & Overview [OS = O'Connor & Sabato] The Problem: Natural Law, Social Contract Theory The Solution: Seek individual freedom in the New World
5/22	OS: 35-42 OS: 795-797	Reading of the Declaration of Independence Why is the Declaration of Independence historic? Significance of American Revolution/Articles of Confederation <u>DUE: SELF QUIZ @ end of class; Q & A discussion period</u>
5/23	OS: 798-806 PRE-TEST	U.S. CONSTITUTION: Articles? Bill of Rights? Amendments? (Ungraded and anonymous 50 multiple-choice quiz)
5/24	OS: 69-100 <u>CLASS PAPER</u>	FEDERALISM: An Experiment in Sharing Power(s) Paper topics distributed. <u>DUE on or before: June 8, 2007</u>
5/25	OS: 42-66 VIDEO:	J.D. Williams, "The Miracle At Philadelphia"
5/28		MEMORIAL DAY HOLIDAY - No Class Meeting
5/29	OS: 139-177	CIVIL LIBERTIES: What Are They? Are They Violated?
5/30	EXAM #1	100 Multiple-Choice Questions + 10 Bonus Questions
5/31	OS: 221-246	CONGRESS: Article I? Its Structure? Its Members?
6/1	OS: 246-267 OS: 269-288	CONGRESS: How Does a Federal Bill Become A Law? THE PRESIDENCY: Article II? Office and Its Powers?
6/4	OS: 288-311	THE PRESIDENCY: The Famous? The Infamous?
6/5	OS: 347-371	THE JUDICIARY: Article III? History? Federal Structure?
6/6	OS: 371-393	THE JUDICIARY: Historic Cases? Supreme Court/Justices?

6/7	1-144	THE 9/11 COMMISSION FINAL REPORT [PBS "Now" video]
6/8	EXAM #2 <u>DUE:</u>	100 Multiple-Choice Questions + 10 Bonus Questions <u>Paper on problem facing American National Government</u> <u>(5-6 pages in length, standard margins and print font)</u>
6/11	OS: 583-616 OS: 435-484 OS: 619-652	THE NEWS MEDIA: What Is It? Impact? Legal Role? POLITICAL PARTIES: Who Elects a President & Congress? INTEREST GROUPS: Who Are The Lobbyists?
6/12	OS: 489-535 OS: 397-430 OS: 539-580	VOTING and ELECTIONS: The Process, The Outcomes? PUBLIC OPINION and POLITICAL SOCIALIZATION: Why? THE CAMPAIGN PROCESS: Costs? Length? Alternatives?
6/13	OS: 701-745 OS: 655-697	ECONOMIC POLICY: Government & Business Together SOCIAL WELFARE POLICY: Social Security Program
6/14	OS: 103-136 OS: 315-344	STATE and LOCAL GOVERNMENT: Structure(s)? Mandates? THE EXECUTIVE BRANCH & FEDERAL BUREAUCRACY
6/15	OS: 181-218	CIVIL RIGHTS: History? Legal Protections? Today?
6/18	OS: 749-764 OS: 764-792	FOREIGN & MILITARY POLICY: The Historical Roots? FOREIGN & MILITARY POLICY: President & Congress?
6/19	EXAM #3	100 Multiple-Choice Questions + 10 bonus Questions

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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 BEST about American National Government?