

## AMERICAN NATIONAL GOVERNMENT

PS 1100-004

Department of Political Science

THE UNIVERSITY OF UTAH

Monday-Wednesday-Friday

Autumn Semester 2005

10:45-11:35 a.m.

LNCO 1110

ADJ. ASST. PROFESSOR: Tim Chambless, Ph.D.  
OSH 308 (801) 581-4965 [tchambless@csbs.utah.edu](mailto:tchambless@csbs.utah.edu)  
Hours: 9:30-10:30 a.m.+11:45 a.m.-1:00 p.m. MWF & by appointment

TEACHING ASSISTANT: Kristen Edwards (801) 585-5403 [kristenedwards@hotmail.com](mailto:kristenedwards@hotmail.com)  
Hours: 303 OSH Monday 11:35-1:00 p.m. & Tuesday  
1:00-2:00

SUPPLEMENTAL C.J. Hansen (801) 446-7357 [cjhansen777@yahoo.com](mailto:cjhansen777@yahoo.com)  
INSTRUCTOR: Hours: To be determined

### COURSE OVERVIEW

Welcome. I am Tim Chambless, the Instructor for PS 1100-004 American National Government taught during Autumn Semester 2005 at 10:45-11:35 a.m. Monday, Wednesday, and Friday. I have taught classes in American National Government for years in addition to other courses in Constitutional Law and Mass Communication Law, American Civilization and Controversial Legal Issues, and an unique one-week 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 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 (2006 Edition)  
Karen O'Connor & Larry J. Sabato, Addison Wesley Longman, Inc.  
Course Study Sheets: Will be handed out to students in class  
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 disrupt 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...

- (1) The first ten Amendments to the U.S. Constitution are known as WHAT?
- (2) WHO holds the most powerful leadership position in the House of Representatives?

- |                                |                              |
|--------------------------------|------------------------------|
| 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. 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

“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.

<u>EXAMS:</u>	9/16	EXAM #1:	75 questions + 10 bonus questions	=	75 points
	10/3	EXAM #2:	75 questions + 10 bonus questions	=	75 points
	11/16	EXAM #3:	75 questions + 10 bonus questions	=	75 points
	12/7	EXAM #4:	75 questions + 10 bonus questions	=	<u>75 points</u>
					300 points
<u>PAPERS DUE:</u>	9/26 & 10/24 :	5-6 pages/topics given 8/26 & 9/26	+ <u>100 points</u>		
		[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](http://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](http://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 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 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 - and now serve as the Chair.

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.

<u>DATE</u>	<u>READINGS</u>	<u>LECTURES/DISCUSSIONS/EXAMS/PAPERS</u>
8/24	OS: 3-30	Introduction & Overview [OS = O'Connor & Sabato]
8/26	OS: 33-41	WHY is the Declaration of Independence historic?
8/29	OS: 731-732; 41-43	Declaration of Independence and Articles of Confederation?

8/31	OS: 43-93	CONSTITUTION: Articles? Bill of Rights? Amendments?
9/2	OS: 43-93	VIDEO: J.D. Williams, "The Miracle At Philadelphia"
9/5		LABOR DAY National Holiday – No Class Meeting
9/7	OS: 95-107	FEDERALISM: An Experiment in Sharing Power
9/9	OS: 108-122	FEDERALISM: An Experiment in Sharing Power
9/12	OS: 157-176	CIVIL LIBERTIES: What Are They? Are They Violated?
9/14	OS: 157-176	CIVIL LIBERTIES: What Are They? Are They Violated?
9/16	EXAM #1	75 Questions + 10 Bonus Questions
9/19	OS: 214-259	CONGRESS: Its Structure? Its Powers? Legal Basis?
9/21	OS: 237-264	CONGRESS: How Does a Federal Bill Become A Law?
9/23	OS: 277-290	THE PRESIDENCY: The Office and Its Powers?
9/26	OS: 290-303 PAPER #1	THE PRESIDENCY: The Famous? The Infamous? WHY? DUE (5-6 typed pages; fully documented) = 50 Points
9/28	Video	Terrorism & U.S. Government Response
9/30	Video	How did U.S. Government Respond on 9/11/2001?
10/3	EXAM #2	75 Questions + 10 Bonus Questions
10/5	417-456	Political Parties: Who Elects President/Congress?
10/7		U of U FALL BREAK HOLIDAY -- No Class Meeting
10/10	459-507	Voting and Elections
10/12	OS: 343-367	THE JUDICIARY: Its History? The Federal Structure?
10/14	OS: 367-383	THE JUDICIARY: The U.S. Supreme Court/The Justices
10/17	VIDEO	HISTORIC JUDICIAL U.S. SUPREME COURT OPINIONS
10/19	OS: 557-580	THE NEWS MEDIA: What Is It? Impact? Legal Role?
10/21	Guest Speaker	Amb. Zhou Wenzhong of People's Republic of China to U.S.
10/24	OS: 557-580 PAPER #2	THE NEWS MEDIA: What Is It? Impact? Legal Role? DUE (4-5 typed pages; fully documented) = 50 Points

10/26	OS: 385-415	PUBLIC OPINION and POLITICAL SOCIALIZATION: Why?
10/28	OS: 385-415	PUBLIC OPINION and POLITICAL SOCIALIZATION: Why?
10/31	509-545	The Campaign Process: Is there a better way?
11/2	OS: 581-580	INTEREST GROUPS: Who Are The Lobbyists?
11/4	OS: 611-649	SOCIAL WELFARE POLICY: Social Security Program
11/7	OS: 611-649	SOCIAL WELFARE POLICY: Social Security Program
11/9	OS: 651-686	ECONOMIC POLICY: Government & Business Together
11/11	OS: 651-686	ECONOMIC POLICY: Government & Business Together
11/14	OS: 125-155	STATE & LOCAL GOVERNMENT: The Role of Planning?
11/16	EXAM #3	75 Questions + 10 Bonus Questions [Exam #3 includes the Judiciary/Federal Courts]
11/18	OS: 313-340	THE EXECUTIVE BRANCH & FEDERAL BUREAUCRACY
11/21	OS: 197-217	CIVIL RIGHTS: History? Legal Protections?
11/23	OS: 217-234	CIVIL RIGHTS: How Should A Civilized Society Behave?
11/25		THANKSGIVING DAY HOLIDAY -- No Class Meeting
11/28	Guest Speaker	Pending
11/30	OS: 689-729	FOREIGN & MILITARY POLICY: The Historical Roots?
12/2	OS: 689-729	FOREIGN & MILITARY POLICY: President & Congress?
12/5	Video	FOREIGN/MILITARY POLICY: Effects of 9/11/ 2001?
12/7	EXAM #4	75 Questions + 10 bonus Questions
PS 1100-004	MWF A'2005	Instructor: Tim Chambless, Ph.D.
American National Government		Hrs: MWF 9:30-10:30 a.m. + 11:45-1:00 p.m.
LNCO 1110	10:45-11:35 a.m.	tchambless@hinckley.utah.edu

### 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?