

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **POLS**
- F. Course number: **101**
- G. Credit hours: **3**
- H. Title of course: **U.S. Politics**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **Yes**
If “Yes”, please provide a detailed explanation: **Every second summer semester**
- L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Social Responsibility within a Global Context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved Not Approved


Department Chairperson Signature

20. Dec., 2018
Date

Faculty Senate General Education Committee Approved Not Approved

Faculty Senate General Education Chairperson Signature

Date

Faculty Senate Approved Not Approved

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

Monday, Wednesday, and Friday 9:00-9:50
Russ Hall 301

PROFESSOR: Dr. Darren Botello-Samson
OFFICE: Russ Hall 306F
PHONE: 4334
OFFICE HOURS: MWF 11:00-12:00; W 1:00-2:00; and by appointment
CONTACT: Please use Canvas to contact the professor

REQUIRED TEXT:

- *American Government*, by Glen Krutz and Sylvie Waskiewicz. OpenStax Books. Available online: <https://openstax.org/details/books/american-government>

COURSE OVERVIEW: This course is intended to provide the student with knowledge of the political institutions and processes that develop and implement laws and policies in the United States. The main focus of this introductory course is on the basic components of federalism and the separation of powers. Specifically, this course is designed to develop structural and critical knowledge. The development of structural knowledge means that, instead of memorizing the various components of the government and what they do, the student should attempt to see these components in terms of their relationship to a larger structure. When the student successfully understands this template of governance, new information about American politics can be more quickly and easily understood, since the student will be better equipped to understand this new information within a larger political context. Critical knowledge refers to the ability to understand the inherent assumptions behind particular claims, and the ability to see consequences of those assumptions or substitutes for those assumptions.

COURSE OBJECTIVES:

- Students should demonstrate an understanding of the basic governmental institutions of the United States
- Students should demonstrate an understanding of the principles underlying democracy
- Students should demonstrate an awareness of the impact of public policy on people's lives
- Students should demonstrate an understanding of the global context in which the political system of the United States operates

COURSE OUTCOMES

Pitt State Pathway Outcome

MISSION STATEMENT

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal

responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

Learning Outcome: *Students will explore global systems consciously.*

POLS 101: U.S. Politics is part of the Pitt State Pathway. It fulfills the requirement for the element **Human Systems within a Global Context** (within *Essential Studies*).

Humans organize themselves in very complex ways: socially, culturally, economically, politically, etc. In this course, the nature of these systems will be explored in a political context with a focus on the United States.

Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnect at all levels.

Upon completion of this course, students will accomplish the following:

- Describe human organizational systems using a variety of disciplinary and interdisciplinary perspectives (Benchmark)

Kansas Board of Regents Core Outcomes

- Identify, distinguish, and analyze the roles, powers, and relationships among the 3 branches of government (legislative/judicial/executive).
- Identify forms of political participation, differentiate among organizations engaged in the political process, and analyze participation in US democracy
- Understand and analyze how policy decisions are made and the impact of policy on the public.
- Explain the origins and the evolution of United States constitutional democracy

Assessment

- Multiple choice exams will be the main form of assessment for Benchmark in this class.

Companion Element: *Social Responsibility*

This course fulfills the *Social Responsibility within a Global Context* companion element requirement of the Pitt State Pathway. The ability to recognize one's accountability to society—locally, nationally, and globally—is a key component of U.S. Politics. Active citizenship requires an understanding of concepts like equality, inclusiveness, collaboration, and constituency building within political systems, as well as the ability to analyze the consequences of past and current policies on the political and material lives of people.

Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:

- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems.

Assessment

- Multiple choice exams will be the main form of assessment for Benchmark in this class.

SAMPLE OF QUESTIONS RELATED TO SOCIAL RESPONSIBILITY for Benchmark IN POLS 101

Examples of exam questions included here deal with concepts related to representative democracy, individual liberties, rights of minorities, and political values.

1. One of the justifications for having a government is to provide public goods that individuals could not provide on their own. One reason for this is that access to some such goods cannot practically be limited to those who paid for the good. What term refers to this type of problem?
 - A. Coercion
 - B. Free Riding
 - C. Tyranny of the Majority
 - D. Authoritarianism
2. What term describes a form a government that exercises power without any formal limits, but may exist alongside other social institutions that are allowed to exist?
 - A. Autocracy
 - B. Authoritarian
 - C. Constitutional
 - D. Totalitarian
3. Which political ideology is marked by an increased belief in the ability and necessity of government to solve social problems?
 - A. Democracy
 - B. Social Darwinism
 - C. Progressivism
 - D. *Laissez Faire*
4. Which term describes a form of government in which legal limits are placed upon the government?
 - A. Totalitarian
 - B. Democracy
 - C. Constitutional
 - D. Authoritarian
5. In which decision did the Supreme Court declare that the denial of marriage rights to same-sex couples was unconstitutional?
 - A. *Griswold v. Connecticut*
 - B. *Obergefell v. Hodges*
 - C. *Mapp v. Ohio*
 - D. *Lemon v. Kurtzman*
6. Which case overturned the Separate but Equal Doctrine?

- A. *Plessy v. Ferguson*
 - B. *Gideon v. Wainwright*
 - C. *Brown v. Board of Education*
 - D. *Obergefell v. Hodges*
7. Privacy rights have been dealt with by the U.S. Supreme Court using what judicial concept?
- A. Substantive Due Process
 - B. Suspect Classification
 - C. Habeas Corpus
 - D. Amicus Curiae
8. What term refers to the practice of designing legislative districts to help one party over the other?
- A. Filibustering
 - B. Gerrymandering
 - C. Logrolling
 - D. Realigning
9. The process of making yourself eligible to vote is called:
- A. Representation
 - B. Electoral College
 - C. Registration
 - D. Socialization
10. According to Madison, “Among the numerous advantages promised by a well-constructed Union,” the most significant is the ability _____ . (Note: this is not a quote)
- A. To control the effects of an overbearing majority
 - B. To prevent the factions from occurring
 - C. To make efficient decisions
 - D. To protect majority rule

CLASS FORMAT: Classes will generally be in the lecture format, although nothing can substitute for the power of involved learning. To this end, I will attempt to make lectures interactive. Questions during the lectures are permitted and encouraged. It is your own involvement with the learning material that will make it interesting and memorable, which is most important come test time. However, I will usually have a few issues that I would like to cover. Therefore, if time becomes an issue, I do reserve the right to delay questions in order to cover all the material. The student is expected to have read the assignment listed on the calendar for that lecture day. This is essential, for not all material can be covered and an understanding of the reading assists in comprehending the lectures. Likewise, reference to issues not discussed in the text may be discussed by the professor.

GRADING: Grades will be determined by six equally-weighted exams:

First Exam – September 7
Second Exam – September 24
Third Exam – October 15

Fourth Exam – October 31
Fifth Exam – November 19
Final Cumulative Exam – December 12

NOTE: BRING A NARROW, GREEN SCANTRON FORM TO EACH EXAM

Final Grade Policy – Final course grades will be assigned based on your performance using the following assessment rubric of the various letter grades:

A: Excellent
B: Above Average
C: Average
D: Below Average
F: Unsatisfactory

To that end, a grade curve will be used to assess your performance in relation to reasonable expectations, as established by the rest of the class. Grades will be determined by the distribution of performance of both sections of this class, using the following percentiles:

A: Top 10%
B: Next 20%
C: Next 40%
D: Next 20%
F: Bottom 10%

There is, however, an exception to this curve. Achieving a percentage above these grade minimums guarantees the associated grade, regardless of the performance of the rest of the class. Those minimum percentage values are as follows:

A: 90%
B: 80%
C: 70%
D: 60%

Make-up and extra credit work will not be available. Exam rescheduling can only be done in the event of a documented emergency or scheduling conflict. Please let me know about any potential conflicts as soon as you know about it. Likewise, I do not give points for attendance, nor do I take attendance. Whether you attend is your choice, but you are responsible for all information either way.

Finally, the size of this class makes scheduling and organization imperative. **Therefore, exams must be completed in a timely manner. Unexcused missed exams will be assigned a grade of zero. Excused missed exams must be completed before the next class meeting.** It is your responsibility to be aware of the exam schedule and to communicate conflicts to the professor in as timely a manner as possible.

CLASS POLICIES: There are certain class policies that are in place with the intention of assuring a beneficial learning environment. The first and most important of these, which applies to both the students and the professor, is the policy of respect. This means that every effort should be made to embody the characteristics of attentiveness, responsiveness, and punctuality. The general rule is, if a particular behavior is going to distract you, your classmates, or the professor, please refrain from such behavior unless necessary and, if it is necessary, do so with as little distraction as possible.

Furthermore, it is my belief that every student has the right to a comfortable learning environment. This can be tricky in a course dealing with political subject matters, because such a subject involves questioning and often criticizing values, which can make a holder of those values uncomfortable. Academic learning is rarely benefited by declaring such topics off limit. However, there is a great deal of difference between being respectfully critical and personally attacking someone's values. Personal attacks directed towards an individual's religion, gender, ideology, ethnicity, race, sexual orientation, etc. will not be tolerated.

PROBLEMS: If you are having difficulty with the class or a particular component of the class, do not hesitate to ask me for help. This not only goes for outside of the classroom, but inside as well. If you not following something, chances are, someone else is not following it either, and may also be afraid to ask. Even if you are the only person in the classroom that does not understanding a topic, and you ask that something be repeated or explained again, everyone will be benefited by revisiting the topic. Additionally, students that require special arrangements are encouraged to meet with the professor in private to work out details to assure a beneficial educational environment. Exams will be administered using the overhead projector. If this presents a difficulty to you, please see the professor to arrange for alternative testing.

For important information, including PSU's Academic Integrity Policy and various scheduling matters, see the Syllabus Supplement – Fall 2018, available on Canvas on the syllabus page.

CLASS SCHEDULE

August 20 First Day of Class – Administration of Assessment

Section 1: Government and Policy

August 22, 24	Chapter 1
August 27, 29, 31	Chapter 16
September 3	LABOR DAY – NO CLASS
September 5	Chapter 17
September 7	First Exam
September 10	Exam Review

Section 2: Constitutionalism and Federalism

September 12, 14	U.S. Constitution, (Found in the Appendix) Chapter 2
September 17	<i>Federalist 10 & 51</i> (Found in the Appendix)
September 19, 21	Chapter 3
September 24	Second Exam
September 26	Exam Review

Section 3: The Legislative and Executive Branches

Sept. 28, Oct. 1	Chapter 11
October 3, 5	Chapter 12
October 8, 10	Chapter 15
October 11-12	FALL BREAK – NO CLASS
October 15	Third Exam
October 17	Exam Review

Section 4: The Judicial Branch and Civil Liberties

October 17, 19, 22	Chapter 13
October 24, 26, 29	Chapter 4 Chapter 5
October 31	Fourth Exam

Section 5: Participatory Democracy

November 2, 5	Chapter 10
November 7, 9	Chapter 9
November 12, 14, 16	Chapter 7
November 19	Fifth Exam
November 21-23	THANKSGIVING BREAK – NO CLASS
November 26-30	CONFERENCE – NO CLASS
December 3, 5, 7	Course Review
WEDNESDAY, DECEMBER 12, 9:00 A.M.: FINAL EXAM	

