Welcome to POLS 2305! I congratulate you for choosing to study American Government! This will be an exciting course taught from a “global” perspective! I am thrilled to have you in this course! We will have a wonderful semester together as we focus our efforts on the critical analysis and the communicating a clear and coherent understanding of American government and politics as well as our social and personal rights, duties, and responsibilities!

Course Description: Through our government, we shape our society and the lives of people all over the world. In this course we will explore some basic analytical frameworks – culture, social structure, and institutions – that will enable us to better examine American politics. We will then use these frameworks to increase your interest in and understanding of important questions, issues, and viewpoints relating to the American government and political processes. In this course, I will invite you to examine American politics from a global perspective. We will address questions about the structure and function of government in the United States and around the world. We will examine the cultural and ideological perspectives of Americans and others around the world. Placing the United States in a comparative perspective, we will examine central features of American government, including constitutionalism, institutions, elections, political parties, and bureaucracy.

We will use theoretical arguments, empirical data, and a wide range of case studies to address several important questions:

1) What is politics?
2) How does political culture shape political outcomes?
3) Do people hold different perspectives on the scope and purpose of government around the world?
4) What are “American values”?
5) What are the basic values of American political culture and how are our values and beliefs created?
6) What are the connections between your life in East Texas, American Government and the rest of the world?
7) What lies behind policy? Justice? Efficiency?
8) How do we as individuals relate to our government?
9) How are policy decisions made?

As this course will be taught from the global perspective we will use examples from a wide range of countries including Japan, Argentina, Brazil, Germany, Iraq, Italy, Mexico, and, of course, the United States. The lessons drawn from these countries will prepare you to analyze the US government from a global perspective. At the end of the course, you should have substantial
knowledge of the American government, current global concerns, understand where to go to get information, and readily distinguish fact and opinion in the presentation of politics.

Learning Outcomes (What I hope you will learn and accomplish in this course):

Students will demonstrate:
1. an orientation to national, state, and local government and to stimulate interest in participation in the public sector;
2. understanding of the linkage between political socialization, individual values, and government and policy;
3. an understanding of various political systems, ideologies, and policy processes; and
4. a global perspective (with respect to both cross-cultural and comparative United States studies) of political phenomena.
5. familiarity with terminology used to study political science and American government
6. a basic knowledge of the historical evolution of American governmental structures
7. an understanding of the constitutional, institutional, political and legal processes and structures of the United States
8. a comprehension of the interrelationships of American governmental institutions
9. an awareness of basic values of American political culture and that values and beliefs are culturally-created
10. an understanding of the connection between major global issues and the East Texas region.
11. an understanding of current world events (political, economic, social, geographic and technological).
12. Students will demonstrate the ability to explain the practices (beliefs, values, perspectives, practices) of other cultures and states (this will be reflected in the student’s MUN position paper).

Following the THECB 2014 Core Requirements this course also places special emphasis and assessment on these four learning outcomes:

1. Critical Thinking Skills – this learning outcome includes creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
2. Communication Skills – this learning outcome includes effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Social Responsibility – this learning outcome includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.
4. Personal Responsibility – this learning outcome includes the ability to connect choices, actions and consequences to ethical decision-making.

Each of these four outcomes will be assessed by in-class projects and participation, written assignments, and the more traditional assessment of learning – examinations. This course will provide students with daily opportunities to learn and use these four learning outcomes.

Method of Instruction: The primary method of instruction will be professor-led discussion lectures, which will be open-form style, with students expected to participate in a dialogue fashion. The outline of the textbook will serve as the basic outline for the course, although we will no doubt roam far a field and chase ideas before we are done. Come prepared to discuss the chapter of that class day. Simple rules: 1) BE ON TIME, 2) READ THE MATERIAL, 3) PARTICIPATE. It is vital that you keep up with the reading! You must come prepared! I have added a participation segment to the final grade!!
Assignments and Grading: Your grade in this course will be based on the following:

**Examination # 1 20%**
**Examination # 2 20%**
**Examination # 3 20%**
**MUN Position Paper 10% (due 5 March)**
**Final Exam 20%**
**Class Attendance & Participation 10%**

Exams: There will be four examinations, including the comprehensive final examination, on the dates that are indicated below, covering the assigned materials. The exams will be drawn from the material covered in the most recent section of the course: for example, Exam 2 will cover material studied after Exam 1. The final examination is comprehensive and will cover all of the course materials. During exams, no discussion among students is permitted of any kind, and all electronic devices (cell phones, calculators, pagers, computers, etc.) must be switched off.

Attendance and Participation: The remaining 10% of your final grade will be based on your level of participation and attendance in class. Unannounced, in-class participation assignments and quizzes will make up a portion of this grade.

Exam Content: Questions on examinations may be drawn from your textbook, materials presented in lecture, and/or additional materials provided by the instructor as announced in class. Just reading the book, or just attending class, will likely be insufficient to earn a good grade in the course.

Class Policies: I make it a general policy to treat all students as adults. While this affords you, the student, greater freedom, it also means that you must take a greater personal responsibility for your performance in the course. I am always happy to meet with students to discuss their concerns about the course, but I will not necessarily assume that you are in difficulty simply because you perform poorly on assignments or disappear from class for a few days.

Please provide a respectful learning environment for your fellow students. Repeated tardiness, cell phone disruptions, reading materials unrelated to the course (such as Facebook), and abuse of communication technologies (e.g., web browsing/IMing/texting during class) during class will adversely affect your grade; per university policy, repeated disruptive behavior may result in your involuntary withdrawal from the course. Please arrive at class on time and mute (or switch off) all cell phones, and alarms during class.

Make-up examinations: Please see me if you miss an examination. I will work with you to get it made up.

Any extra-credit opportunities offered by the professor will be offered to all students on an equal basis. Please do not ask the professor for individualized extra credit opportunities.
Model United Nations – Position Papers

This course will be taught from a comparative perspective. As such we will be learning about two specific Asian countries in addition to the United States. We will be studying, American government, Japanese government, and Korean governments.

Each student will write a position paper (10% of the course grade) and post it in Blackboard. Instructions for the position paper are in Blackboard. The students with the best seventeen (17) position papers will be selected to attend the Southern Regional Model United Nations meeting in Charlotte, North Carolina from April 9th to the 12th (UT Tyler will pay for student registration, flights, and hotel – students are responsible for meals).

Position papers are due: 5 March 2015 – late papers will be docked one letter grade.

1. Republic of Korea - Minimum Delegates: 5 / Maximum Delegates: 9
2. Japan - Minimum Delegates: 4 / Maximum Delegates: 8

Committee: General Assembly Plenary
Topic I: Communicable Diseases: Countering the Threat of the Ebola Virus Disease
Topic II: Enhancing Water Quality Management and Sustainability

Committee: International Criminal Police Organization (Interpol)
Topic I: Developing an International Response to Thwart Cybercrime
Topic II: Combating Transnational Firearms Trafficking

Committee: African Development Bank
Topic I: Addressing the Youth Employment Challenge
Topic II: Strengthening Intra-African Trade through Investment and Infrastructure Development

Committee: United Nations Human Rights Council
Topic I: Improving Self-Determination Amidst Religious and Inter-Sectarian Tensions
Topic II. Deterring Human Rights Violations in Post-Conflict Zones

Korea Committee: Security Council Open Agenda

Grade Appeals: If you wish to dispute a grade on a particular assignment for any reason other than an obvious arithmetic error on my part, you will need to type a clear explanation of your position and turn it in, along with the original graded assignment, at least one week after the assignment is returned to you. I will then consider your appeal and make a determination.

Class participation: This course is meant to challenge the way you to think (and even be fun)! For that to happen, you need to attend class, be familiar with the readings when we discuss them, express your opinions on them, actively join in our discussions, and ask questions when you are unsure of the course material and requirements. Since you are UT Tyler students, I have no doubt that you will. As a rule of thumb, you should plan to spend about an hour going over your notes from the readings and preparing for class each week after you have completed the readings. If you must miss a class, please notify Dr. Sterken in advance. More than two unexcused absences will jeopardize your class participation grade. Be respectful of the professor and your classmates.

BlackBoard: This class will heavily utilize Blackboard. This is where all course materials, your reading quizzes, and your grades will be posted. You will need to log in to Blackboard and make sure that this course is listed as one of your courses. If this course does not appear, let me know as soon as possible. To save class time, I will often use Blackboard for administrative reminders and background information, so please check your email regularly. In addition, you are invited to post substantive comments and questions about readings, lectures, or section discussions. In this way, Blackboard can help us to have the kind of exchanges and conversations that are otherwise difficult or impossible in a large class.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services: In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.
Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not reenter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Course Outline: Any changes to this schedule will be announced in class and will be posted to the course calendar and in Blackboard. We will not necessarily read book in the order they appear on the syllabus; please be sure you read the correct chapters in advance of the designated class dates. While the professor may periodically remind students of upcoming scheduled events, it is your responsibility to be familiar with this schedule and any changes to it.

<table>
<thead>
<tr>
<th>DATES</th>
<th>DISCUSSION TOPIC AND READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 January 2015</td>
<td>Introductions and Definition of Politics – this will be a full class day. © This is water. United States, Japan, and Korea An Introduction</td>
</tr>
<tr>
<td>Week 1</td>
<td>The United States as a Global Partner – Ideology and values!</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 1, Gateways to American Democracy</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 2, The basic law Constitutions Around the World</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 3, Systems of Government - Federalism Examination #1</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 4, Civil Liberties Around the World – UDHR</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 5, Civil Rights</td>
</tr>
<tr>
<td>Week 7</td>
<td>Examination # 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 6, Public Opinion</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 7, The News Media and the Internet in China and the US</td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 8, Interest Groups – Fast Food Nation</td>
</tr>
<tr>
<td>Week 11</td>
<td>Examination # 3</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 9, Political Parties in the United States and Europe</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 11, Congress Chapter 12, The Presidency and Prime Minister</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 14, The Judiciary</td>
</tr>
<tr>
<td>April</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>