

UNIVERSITY OF SOUTH DAKOTA
COLLEGE OF ARTS AND SCIENCES
SPRING 2019 COURSE SYLLABUS

POLS 100 – AMERICAN GOVERNMENT, 3 CREDIT HOURS - ONLINE

COURSE DURATION – JANUARY 7 – MAY 3

LAST DAY TO DROP CLASSES WITH A REFUND – JANUARY 16

LAST DAY TO DROP FULL TERM CLASSES WITH A "WD" – APRIL 1

SYLLABUS

Catalog Description:

A study of the basic principles of the American system of government with emphasis on problems relating to governmental structure and policies.

Additional Course Description:

Students will be presented with different explanations of the development of our system of government.

I. Instructor:

Joshua Houy, Esq., Ph.D. Candidate

(605) 721-3882 (I will, by appointment only, be happy to schedule telephonic meetings with students. If you would like to schedule such an interview, please just email me and we can work to find a mutually agreeable time to visit.) **If you email me, I will get back to you within 48 hours unless I have an emergency.**

Joshua.Houy@usd.edu (I do not hold office hours; however, if a student wishes to visit with me, I will make every effort to visit with that student as soon as possible – you deserve nothing less). Please note that, according to Board of Regents policy, if you email me, you must do so from your university-issued account. Students must use their university-issued email to be informed about their courses, related campus communications, and how to access and complete the IDEA course evaluation at the end of the term.

Instructional Methods: This course is delivered online via Desire2Learn (D2L) (<http://d2l.sdbor.edu>). Through D2L, you will be able to access the discussion forum, grades, examinations and everything else you need for this course. Although this is an online course, it is not a self-paced course. Instead, you will be required to complete a number of bi-weekly discussion forum posts as described in detail in subsequent sections of this syllabus.

Prerequisites: There are no prerequisites for this course; however, the following information should be kept in mind:

Because USD is one of six Regental institutions, general education follows SD Board of Regents policy. Incoming freshmen must complete 30 credit hours of System General Education Requirements in their first 64 credit hours. The following 18 (21 recommended) of the System General Education Requirements must be completed in the first 48 hours.

Credit Hours	Course Requirement
3	Composition (Goal #1)
3	Oral Communication (Goal #2)
3	Social Science (Goal #3)
3	Humanities and Fine Arts (Goal #4)
3	Mathematics (Goal #5)
3	Natural Science (Goal #6)*
	*6 hours recommended

Transfer students with more than 18 credit hours entering from outside the Regental system must complete the above specified 18 credit hours of general education within the first 30 hours taken at a Regental institution.

II. The required text for this course is:

American Government, Thirteenth Full Edition (with policy chapters)
Theodore J. Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, Et al.;
Hardcover ; ISBN: 978-0-393-92244-8

Please purchase the text as soon as possible - this is not a class where you are asked to purchase a book for an outrageous sum only to never use it – we will rely heavily on this text.

Additionally, students are encouraged to stay abreast of government related issues as presented in the media.

Technology skills – Internet: It is expected that each student will have access to the Internet, email and Microsoft Word or Word Perfect. If this is an area of concern for you, please see me as early as possible in the semester. Moreover, USD has established minimum technological requirements for participation in online courses. You learn more about these requirements in the “Technology Support and Requirements” section in the CDE Online Orientation document available at <http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx>

This document also contains important information which pertains to registration information, as well as other university services and policies.

If you require technical assistance with Desire2Learn, please submit a request online to the ITS Help Desk, or contact them at 605- 658-6000 or 877-225-0027.

III. **Attendance:**

Attendance is measured by your successful and timely completion of course assignments. If you fail to make the required number of posts for a posting period, I will treat you as absent for that time span. I reserve the right to facilitate an instructor-initiated drop (that is, the right to dismiss you from the course). As mentioned elsewhere in this syllabus, late discussion postings will not be counted for credit. It is, therefore, critical for your success in class to complete your assignments in a timely manner. If you have any immediate questions about this topic, please email me.

Withdrawal: If you wish to withdraw prior to the last day of the enrollment period you must contact the Continuing Education office by phone (800-233-7937) or in writing (cde@usd.edu).

IV. **Preparation Policy:**

Every student will be expected to be adequately prepared for each week of class. Class preparedness is demonstrated by discussion forum posts responsive to the guidelines set forth in this syllabus. In other words, being “prepared” means that you have read the materials assigned and have studied such materials to the point where you are able to discuss them with the clarity and intelligence expected of a University of South Dakota student.

V. **Make-up policy:**

Except in the case of a documented emergency, or an absence caused by a university-sponsored activity, no late submissions will be accepted. The burden of proof regarding the reason for the late submission rests with the student.

VI. **Academic Integrity**

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

VII. Classroom Decorum:

All students are expected to behave in a professional manner. This means, in the discussion forum posts, no foul language and no name-calling.

VIII. Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

IX. Disability Accommodation:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

X. **Course Goals:** We will work to meet the following goals and learning outcomes by utilizing the textbook, learning from outside sources and discussing the questions and issues that arise:

Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

- 1) Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines,
- 2) Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts, and
- 3) Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.

The above enumerated learning outcomes and others will be satisfied as follows:

1. Outcome One: *Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the basic concepts, terminology and theories attendant with American government. Through these same means, students will be required to discuss the basic concepts, terminology and theories implicated by American government. As an example, students will be asked to employ the comparative method to identify and explain the similarities and variance of a concept, such as the role of democracy, in various regions or states which possess different geographic features, lengths of existence, cultural norms and institutional features.
2. Outcome Two: *Apply selected social science concepts and theories to contemporary issues.* Through examinations and discussion forum posts, students are required to apply selected social science concepts and theories to contemporary issues. As an example, the students will be asked to assess suggestions that democratic consent has been manufactured.
3. Outcome Three: *Identify and explain the social or aesthetic values of different cultures.* Through examinations and discussion forum posts, students are required to identify and explain the social or aesthetic values of different cultures. As an example, the students will be asked to identify and describe various and competing rationales concerning interpretation of the United States Constitution.
4. Outcome Four: *Gain knowledge of the origin and evolution of human institutions.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the origin and evolution of various eras of American law, such as the development of media coverage of politics.
5. Outcome Five: *Gain knowledge of the allocation of human or natural resources within societies.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the allocation of human or natural resources within societies. As an example, students will be asked to assess various public expenditures and assess the impact of such expenditures on “who gets what, when, why?”

6. Outcome Six: *Gain knowledge of the impact of diverse philosophical, ethical or religious views.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the impact of diverse philosophical, ethical or religious views. As an example, students will be called upon to demonstrate an understanding of the philosophical beliefs which underlined the development of the Bill of Rights.

Moreover, the following student learning outcomes will be accomplished by the assessments as described below:

Learning Outcomes:	Assessment
1. Incorporate research into writing.	Discussion forum.
2. Identify and discuss the importance of critical thinking.	Reading about and then discussing <i>The Lantern</i> .
3. Write in accordance with a deadline	Discussion forum.
4. Enhance social science vocabulary	Examinations.
5. Communicate professionally within a learning community	Discussion forum.
6. Assess and appreciate historical events and their interplay with politics.	Modules one, two, three, four and nine.
7. Discuss the interpretation of primary social science documents such as the Constitution.	Module one.
8. Assess the reach of various rights by review of their applications to various scenarios.	Module one.
9. Thoughtfully discuss normative policy issues.	Question set two on the discussion forum.
10. Review and discuss accounts of political corruption.	Module five
11. Enhanced awareness of American imperialism	Module Three.
12. Review and discuss various economic policies.	Module seven.
13. Review, analyze and discuss application of constitutional powers on citizens.	Module one.
14. Enhanced awareness of media bias and other	Module six.

media related issues.	
15. Explain various political philosophies as they relate to the attitude of lawmakers.	Question set one on the discussion forum.
16. Identify and discuss political conflict through American political development	Question set one on the discussion forum.
17. Identify and discuss a leading conception of the political spectrum.	Question set one on the discussion forum.
18. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.	Discussion forums.
19. Evaluate information and its sources critically	Discussion forums.
20. Write logically	Discussion forums.
21. Enhanced awareness of historical state of civics education.	Question set six on the discussion forum.
22. Enhanced awareness of temporal treatments of the 1st Amendment.	Module two.
23. Enhanced awareness of the military industrial complex.	Module four.
24. Enhanced awareness of contemporary relationship between military and media.	Module six
25. Enhanced awareness of explanations for voter apathy.	Question set two on the discussion forum.
26. Enhanced awareness of civil rights in a different temporal context.	Question set three on the discussion forum.
27. Enhanced awareness of issues related to American Indians in different temporal, spatial contexts.	Question set three on the discussion forum.
28. Enhanced awareness of historical negative campaigning.	Question set four on the discussion forum.

XI. Grading

The final grade will be based on your performance in the discussion forum posts, which accounts for 20% of your final grade as well as your performance on the midterm examination which is 40% of your grade and a final examination which is also 40% of your grade. After I issue the examinations in the dates provided in the syllabus, you will have, at least, one month to complete the exam and return in to me in on the date named in the syllabus. As will be noted on the examinations, the examinations are open book in nature and absolutely no collaboration is permitted. Further and important details regarding the discussion forum posts and examinations are presented below.

Course Grading:

Discussion forum participation	20%	(20 points – each discussion is worth approximately 3.33% of your final grade)
Midterm Examination	40%	(40 points)
Final Examination	40%	(40 points)

When do you get your grades for your examinations? I strive to grade all examinations and discussion forum post assignments within 10 days of the due date, sometimes far earlier.

What are the examinations like? They are largely fill in the blank and multiple choice questions. While open book, it is critically important that you stay abreast of the assigned readings where most of the questions will be drawn from. Some of the questions will also be sourced in the videos we view. Many of the questions will be challenging. Examinations are open book and each student will have to affirm that they took the examination without resort to any outside assistance other than the textbook or other approved course materials. Well before the examination is due, it will be placed in the course news section for you. Make sure to read all the directions, sign the honor code statement, save it and turn it in on time via dropbox – **late examinations will not be accepted. In order to prepare for the exam,** I suggest you keep abreast of the assigned readings. The exams will be disseminated to you, at least, a month in advance of the due date. Once you get the exam, I suggest you carefully review the questions and then read all the assigned readings over again. Those who turn their exams in early, tend to perform much better on the exams. In sharp contrast, those who tend to turn the exams on the due date tend to have lower scores than those who turned their exams in early.

Library Resources:

As a student of The University of South Dakota, tremendous library resources (online journal databases, ebooks, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University's website. Go to:

www.usd.edu/library. To use any of the materials listed on the site, you can log in using your myU username and password. If you need help with your myU login credentials, please contact the USD Help Center Desk at helpdesk@usd.edu, Phone: (605) 868-8940 or 605.677.5028. If you need assistance locating information or using the library's resources, please contact the library at library@usd.edu, Phone: (605) 677-6085, or SMS (text) to (605) 868-8940.

Discussion Forum Participation:

Participation that generates meaningful class discussion will be positively reflected in your final grade. Ideal class participation is exemplified by a student who consistently a) plays an active role in discussions b) makes comments that reflect familiarity with the assigned readings, and c) responds to peer comments and makes substantive contributions to the discussion. It should be noted that student participation is measured both qualitatively and quantitatively; however, frequent participation which does not reflect familiarity with the assigned readings or relate closely to the substantive issues attendant with the study of American Government will be negatively reflected in your grade as will any comments which personally attack another member of the class.

Biweekly, five questions will be posed . You will generally have two weeks to respond to each of these five questions. Your first response for the posting period should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Good grammar and reference to the text, where appropriate, is expected. Notice will be taken of those who make their initial post early in the posting period (posts early in the posting period are favored). In addition to your initial post of the posting period, you are expected to make 3 additional posts which provide a meaningful and respectful reply to one of the posts made by your classmates. A simple, "I agree with what Joey said" will not suffice. Instead, you are expected, to take the example of Joey, to state why you agree or disagree with Joey or what questions or insights were generated within you after reading Joey's post. **I will be monitoring your discussion posts. I will also provide you with regular feedback on your posts and may "jump in" from time to time to ask questions, make comments or direct you to resources which may be of interest. Several times in the semester, I will let you know how you are doing with your discussion forum posts. Moreover, throughout the semester, I will send individual assessments of your postings which, if needed, will include suggestions to improve your posting grade.** Above all else, please put your best foot forward when making discussion forum posts. I want you to do well, but, if you do not do your best, you likely will not do well. If you seek a good grade, you need to closely adhere to the guidelines and deadlines set forth in this syllabus. These guidelines include the grading criterion for discussion forum posts:

Discussion Forum Criterion

Criteria	Possible	Actual Points

Restatement of each question	Must have or zero points for the entire discussion	
Substantive Content	Must have or points will be reduced at my discretion	
Style	Must have or points will be reduced at my discretion	
Civility	Must have or zero points for the entire discussion	
Number of posts and timeliness of posts	Must have or zero points for the entire discussion	
Length of post	Must have or zero points for the entire discussion	

1. **Restatement of each question:** In your initial post for each posting period, please restate the questions posed in the order in which they are posed. **You may copy with “control c” and paste by using “control v”**

2. **Substantive Content:** It is hoped that, at least, some of your posts will take into account alternative points of view. That is, if there is an obvious split of opinion on an issue, I will check to see if you take multiple points of view into account. For example, if you are asked: “Should everyone pay more in taxes to extend health-care to low-income citizens?,” a good answer might note, on the one hand, some of the benefits of universal health care and, on the other hand, some of the arguments which are made against an increase in taxation. Assigned readings or readings from other approved sources should be meaningfully discussed in, at least, some of your posts. In your postings, you should demonstrate an understanding of the course materials and, where applicable, cite facts and figures to support the points you advance.

3. **Style:** Good grammar should be used and sentences should make sense. Your postings should also have a strong voice and be interesting to read (no points will be taken off for any viewpoint expressed).

4. **Civility:** While you are welcome to challenge any point of view expressed, please do so in a respectful way. This means no swearing or name-calling.

5. **Number of posts and timeliness of posts:** As mentioned, in addition to your initial post of the posting period, you are expected to make 3 additional posts which provide a meaningful and respectful reply to one of the posts made by your classmates. A simple, “I agree with what Joey

said” will not suffice. Instead, you are expected, to take the example of Joey, to state why you agree or disagree with Joey or what questions or insights were generated within you after reading Joey’s post. Please remember, your first response for the posting period should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Please also keep in mind the schedule for posting as listed in this syllabus. **No late posts will be counted for credit. Those who make their posts early in the posting period, will be looked upon favorably** – if everyone waits to post until near the conclusion of the posting period, the quality of the discussions will suffer.

6. Length of posts: Long posts are encouraged, but shorter posts will be fine too. Please make sure, at a minimum, that each response to a question is accompanied by three sentences.

I will be monitoring your discussion posts. I will also provide you with regular feedback on your posts and may “jump in” from time to time to ask questions, make comments or direct you to resources which may be of interest. Several times in the semester, I will let you know how you are doing with your discussion forum posts. For example, within the first ten days of your initial discussion forum posts, I will let you know your grade for your initial discussion forum posts. Moreover, throughout the semester, I will send individual assessments of your postings which, if needed, will include suggestions to improve your posting grade. **If, at any time, you have questions about the course, all you have to do is email me!**

The bi-weekly discussion posts will “close” (typically) by 11:59pm Central Time on the days designated in the course schedule. Any posts must be made by that time, unless I note otherwise. Bi-weekly discussion posts generally will “open” on 11:59pm Central Time on the dates indicated in the syllabus. As such, you generally will have nearly two weeks to make your 4 postings

Grade Distribution:

A	90-100%	Superior, outstanding work
B	80-89%	Excellent, high quality work
C	70-79%	Average, satisfactory work
D	60-69%	Below average, passing work
F	below 60%	Failing

XII. Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](#).

USD Campus Resources:

The following departments provide confidential services to enrolled USD students:

Student Counseling Center - Cook House

Phone: 605-677-5777

Email: scc@usd.edu

<http://usd.edu/scc>

Psychological Services Center

South Dakota Union, Room 112

Phone: 605-677-5354

Email: psc@usd.edu

<http://usd.edu/psc>

Counseling & School Psychological Services Center

Delzell Education Center, Room 20

Phone: 605-677-5250

Email: cspsc@usd.edu

<http://usd.edu/cspsc>

Victim Advocacy Services

Phone: 605-677-5777 (*Cook House office number*)

<http://www.usd.edu/student-life/scc/victim-advocacy>

Student Legal Aid

Muenster University Center, Room 143

Tuesdays & Wednesdays 11:30 am – 2pm

Phone: 605-677-6845 (*Student Government Association office number*)

The following offices are not confidential campus resources, but can assist with interim measures (such as modifying class schedules, housing assignments, no-contact orders, etc.)

Title IX Office / Equal Opportunity

Slagle Hall, Room 205

Phone: 605-677-5651

Email: equalopp@usd.edu

Vice President & Dean of Students

Muenster University Center 218

Phone: 605-677-5331

Email: deanofstudents@usd.edu

Reporting Information:

Title IX Office / Equal Opportunity
Slagle Hall, Room 205
Phone: 605-677-5651
Email: equalopp@usd.edu

Vice President & Dean of Students
Muenster University Center
Phone: 605-677-5331
Email: deanofstudents@usd.edu

University Police Department
Davidson Building
Phone: 605-677-5342
Email: pubsafe@usd.edu

Report a Crime
<http://www.usd.edu/administration/university-police/report-a-crime>

Vermillion Police Department
15 Washington Street
Phone: 605-677-7070
Email: info@vermillionpd.org

Off-Campus Resources and Reporting Options:

The following off campus resources provide confidential services:

Sanford Vermillion – Hospital & Clinic
20 South Plum Street
Clinic Phone: 605-624-9111
Hospital Phone: 605-624-2611
Domestic Violence – Safe Options Services
Local Sexual Assault Advocate
Phone: 605-624-5311
Email: dvsosdirector@qwestoffice.net

Lewis & Clark Behavioral Health Services
28 East Cherry Street

Phone: 605-624-9148

South Dakota Domestic Violence Hotline

Phone: 1-800-430-SAFE (7233)

XIII. Tentative Course Schedule

JANUARY 7

First day to access D2L course homepage

JANUARY 11

By 11:59pm central time please post an introduction for yourself in the discussion forum.

JANUARY 25

Readings: Chapters one and two.

Discussion One. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

Midterm will be posted in the “news” section of the course

FEBRUARY 8

Readings: Chapters three and four.

Discussion Two. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5**

paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates). Please try to make as many posts as early as possible.

FEBRUARY 22

Readings: Chapters five and six. Discussion Three. By (11:59pm central time) – Make all of your postings for the discussion board (**as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates**). Please try to make as many posts as early as possible.

MARCH 8

Midterm due by 11:59pm central time. Please turn it into the course dropbox – click “assessments” and then select “dropbox” from the menu.

MARCH 22

Readings: Chapters seven and eight.

Discussion Four. By (11:59pm central time) – Make all of your postings for the discussion board (**as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates**). Please try to make as many posts as early as possible.

Final will be posted in the “news” section of the course- probably by October 13

APRIL 5

Readings: Chapters nine and ten.

Discussion Five. By (11:59pm central time) – Make all of your postings for the discussion board (**as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates**). Please try to make as many posts as early as possible.

APRIL 19

Readings: Chapters eleven, twelve, thirteen and fourteen.

Discussion Six. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

APRIL 26

Final due by 11:59pm central time. Please turn it into the course dropbox – click “assessments” and then select “dropbox” from the menu. No late submissions will be accepted!