



**Mississippi Valley State University
Department of Social Sciences
PS 201: American National Government
Spring 2019**

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Spring 2019 Office Hours

**Tuesday (T) 11:00 a.m. – 6:00 p.m.
Wednesday (W) 3:00 p.m. – 6:00 p. m.
Thursday (R) 4:00 p. m. – 6:00 p.m.**

Spring 2019 Virtual Office Hours

Thursday (R) 4:00 p. m. – 6:00 p.m.

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OFFICE HOURS

Office hour time provides an opportunity for students to receive essential assistance with assignments and for selecting journal articles for the article critique assignments. Students are expected to meet individually with the professor at least once during the semester. Office hours are the following: **TUESDAYS (T) 11:00 a.m.– 6:00 p.m.;** **WEDNESDAYS (W) 3:00 p.m. – 6:00 p.m.;** and **THURSDAYS (R) 4:00 p.m. – 6:00 p.m.** For students, unable to visit during the week to attend office hours, virtual office hours via Skype are available: **THURSDAYS (R) 4:00 p.m. – 6:00 p.m.** Additional times are by appointment only and are scheduled using Doodle. Please sign up in advance using the Doodle link provided to students. While you are welcome to stop by during office hours, most slots fill up in quickly. If you are unable to keep an appointment, please send an email or text to the professor cancel it on Doodle, as early as possible so that another student may have the slot.

CATALOG COURSE DESCRIPTION

This course surveys the basic structures and processes of American Government and politics. Course coverage includes Congress, the Presidency, the courts system, federalism, parties and pressure groups, campaigns and elections, public opinion, and public policy analysis.

REQUIRED TEXTBOOK

Morone, J. A. and Kersh, R. (2019). *By the people: Debating American Government (4th ed.)*. New York, NY: Oxford University Press.

SUPPLEMENTARY TEXTS

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

ADDITIONAL READINGS

Other readings will be required for this course. Follow the course schedule of activities, which indicates which readings are required. Most readings are available online or through the library. Students are responsible for downloading journal articles that are available electronically through the library. Additional readings will be made available through the course web page on Blackboard. If the reading is not readily available, the professor will provide an electronic version of the reading.

STUDENT LEARNING OUTCOMES

Critical Thinking

Upon successful completion of the course, students will be able to demonstrate critical thinking through the following actions:

1. Transform into a more active learner with stronger ownership and control of the learning process.
2. Connect the fundamental concepts of the discipline of political science and basic political philosophy.
3. Compile information from multiple sources to address a specific topic in political science.

Research

Upon successful completion of the course, students will be able to demonstrate critical thinking through the following actions:

1. Support ideas with examples and details from related literature.
2. Synthesize previous knowledge with an understanding of issues to assemble research, which justifies critical and analytical thinking.
3. Evaluate the required textbooks, optional textbooks, additional readings, technology, and other supporting resources.

Exceptional Communications

Upon successful completion of the course, students will be able to demonstrate exceptional communications skills by performing the following actions:

1. Analyze the ideas presented in written, oral, and visual formats.
2. Utilize supplementary materials to strengthen their research and writing skills.
3. Demonstrate written ability to integrate course material on application assignments.
4. Deliver effective-multi-media presentations.

Service Learning

Upon successful completion of the course, students will be able to demonstrate being service-oriented skills by performing the following actions:

1. Participate in a professional organization through active membership.
2. Engage in community service activities.
3. Become an informed voter.

Master the Discipline

Upon successful completion of the course, students will be able to demonstrate mastery of the discipline by performing the following actions:

1. Critique current political, social, and economic issues confronting the American polity.
2. Describe the federal system of government in the United States.
3. Identify the powers of each branch of the national government.
4. Define interest groups and their role in the system.
5. Examine the concepts of civil rights and civil liberties and their impact on American society.

STUDENT PERFORMANCE CRITERIA:

Upon completion of this class, students will be able to:

1. Identify major political parties, the core beliefs, and the impact special interest groups can have on their actions.
2. Examine the basic concepts of democratic thought.
3. Review the structures and processes of American government.
4. Prove the importance of voter participation in democracy.
5. Confidently and competently construct a research prospectus on a chosen topic and identify a theoretical or practical political issue.
6. Appreciate the value of technological tools and be comfortable with these tools to produce research, which illustrates competent knowledge of the research process.
7. Consistently produce a writing product, which uses the writing process and demonstrates an expanded and improved vocabulary.
8. Easily instruct others of the research fundamentals in a peer-tutoring environment.
9. Possess a clear vision of where they are going in order to fully appreciate their matriculation and its impact on their life's journey.
10. Complete the Verification of Syllabus Receipt Form.

INSTRUCTOR PERFORMANCE CRITERIA:

To ensure students' success, the instructor will:

1. Deliver tools and techniques for students within a reasonable amount of time.
2. Provide quality and assessment evaluation of writing product or academic performance.
3. Strive for excellence by remaining prepared and putting forth full effort.
4. Communicate effectively with students.
5. Establish high learning expectations for student achievement.

PROFESSOR RESPONSIBILITIES

Your professor will provide additional help in locating various resources, as needed, to assist students in learning, especially regarding writing and researching. Your professor will seek to help students improved a selected set of learning skills, educational techniques, and tools, by providing the following: guidance, opportunities, and mentoring.

STUDENT RESPONSIBILITIES

As a student, you have specific responsibilities, including but not limited to the following:

1. Respect others and maintain proper order in the classroom environment.
2. Participate actively in class and engage in the challenge of personal growth.
3. Seek excellence by remaining prepared and putting forth full effort.
4. Constantly desire to improve personal performance.
5. Use technology for learning purposes only within the classroom.

INSTRUCTIONAL STRATEGIES

The instructional strategies for this course incorporates the following, but are not limited to just these: lecture, peer-partner learning, freewriting, journaling, quizzes, reading for meaning, global inquiry, active learning, discussion, homework, activating prior knowledge, analyzing perspectives, coaching model, reading for information, inquiry, blogs, self-directed learning, tutorial, service learning, learning communities, supplemental texts and materials, faculty-student interaction, read aloud, self-selected reading, interactive writing, multi-cultural events, the writing center, individual conferences, research, reflective discussion, case studies, learning logs, storytelling, reading logs, surveys, focused imaging, didactic questions, collaborative learning environment technology, and technology-assisted instruction.

REQUIRED COURSE MATERIALS

The student is required to purchase the following materials to be successful in this class:

1. 3-ring binder to maintain all of your materials, notes, and handouts.
2. Journal
3. 2 GB USB or cloud-storage account
4. Computer access
5. Internet access
6. MVSU email account
7. Webster Dictionary/Thesaurus
8. Blue or black ink

9. Highlighters
10. Notebook Paper (NO SPIRAL NOTEBOOK PAPER)

MOBILE APPLICATIONS

1. Dropbox: <https://db.tt/CkchpePL>*
2. YouTube: <http://youtube.com>*
3. Dictionary: <http://dictionary.com>*
4. Prezi: <http://www.prezi.com>*
5. TED Talks: <http://ted.com/talks>*
6. Microsoft Word*
7. Microsoft OneNote*
8. Paper 53: <http://fiftythree.com>
9. DocsToGo: <http://dataviz.com>
10. Evernote: <http://www.evernote.com>*
11. Penultimate – Digital Handwriting: <http://www.evernote.com>
12. Grammarly: <http://www.grammarly.com>*
13. Dictionary: <http://dictionary.com>*
14. Mendeley: <http://www.mendeley.com>*

**Mobile applications offer websites to access information.*

WEBSITES

1. Rural Sociological Society: <https://www.ruralsociology.org/>
2. American Society for Public Administration: <https://www.aspanet.org/>
3. Public Management Research Association: <https://pmranet.org/>
4. American Political Science Association <https://www.apsanet.org>
5. Plagiarism: <http://www.plagiarism.org>
6. Purdue Online Writing Lab: <http://owl.english.purdue/owl>
7. Turnitin - <http://www.turnitin.com>
8. Typing Practice - <http://www.sense-lang.org/typing/games/EN.php>
9. Time Management: <http://www.studygs.net/schedule/weekly.htm>
10. Punctuation Practice: <http://www.gamequarium.com/punctuation.html>

SOFTWARE RESOURCES

1. OpenOffice: <http://www.openoffice.org/download/> - Free office productivity software
2. Adobe Flash Player: <http://get.adobe.com/flashplayer/>
3. Adobe Reader: <http://get.adobe.com/reader/>

EVALUATION CRITERIA

The following criteria contribute to a student's overall grade:

Assignment	Percentage of Final Grade
Class Participation in Discussions	44%
Application Assignments	26%
Professional Organization Membership	10%
Midterm and Final Exams	20%
Total	100%

Grammatical Errors

Grammatical Errors will involve the following deductions:

- Spelling errors = 1 point each
- Minor errors (subject-verb agreement, verb tenses, pronouns, adjectives, adverbs, punctuation, mechanics) = 2 points each
- Lack of development/supporting details = 2 points each
- Lack of unity, cohesiveness, clarity = 2 points
- Poor organization = 2 points
- Major errors (fragments, run-ons, comma splices) = 5 points each
- Ineffective topic sentence/thesis statement = 5 points

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Automatic Point Deductions

The following errors will incur the following automatic point deductions:

- No Name (NN) - 10 points (other work), no grade (test)
- Not Following Directions (NFD) 10 points for each incident
- No Date (ND) 10 points for each incident
- Text Lingo (TT) 5 points for each incident
- Incomplete Thought (IT) 10 points for each incident

Written Assignments

For written assignments, letter grades (rather than points) are customarily used. The following meanings should help you understand the available letter grades:

Grade	Explanation
A	A superior paper. Well-written with an interesting and insightful argument and a clear central thesis. A serious attempt to use reliable evidence. Use of primary sources to buttress the argument (if the paper is primarily empirical) or thorough consideration of major theoretical approaches (if the paper is more conceptual).
B	A good paper, but with an argument that is not as well-structured as it should be. A few interesting ideas, but the paper could have been improved with more thought, organization, and imagination. Little actual research. Reliance is more on secondary sources than on appropriate primary sources. Minor problems of structure and organization.
C	An average paper. Based entirely on secondary sources, with sometimes unclear and uninspired writing. No real central thesis. A few major problems of structure and organization.
D	A very poor paper. Based on only a few secondary sources, perhaps taken only from the required readings for the course. Serious problems of expression, with numerous passages that are simply not understandable. No central argument.
F	An unacceptable paper. Based on few or no secondary sources, or parroting of one or more secondary sources, bordering on plagiarism.

POLICY AND PROCEDURES

Class Attendance

This class is a combination of lecture and discussion. Students are expected to attend all class sessions and to participate in class actively. Discussions are a great way to clarify your understandings and to assess your conclusions. Differences exist between instruction in a traditional classroom and an online classroom. Successful participation in this course requires sufficient time management. Resources can be accessed online at any time,

which provides unique convenience for your current schedule. Consequently, setting aside a specific time each week to complete coursework will ensure that you meet the attendance requirement for this class. You may access Blackboard at any time during the week; however, when you start early on any assignment, you can seek the necessary assistance earlier.

Professional Organization Membership

Students are required to join an academic, professional organization that fits well with their academic interests. Students must submit documentation of membership by the designated deadline. Belonging to a professional organization accounts for ten percent (10%) of your final grade. The academic, professional organizations have discounted student membership rates and member discounts for conferences. You should review abstracts in your key journals on a regular basis. Key organizations include, but are not limited to:

- Organization: American Society of Public Administration; Journal: Public Administration Review
- Public Management Research Association; Journal of Public Administration Research and Theory
- Association of Public Policy and Management; Journal of Public Policy and Management
- Rural Sociological Society; Journal: Rural Sociology
- American Political Science Association; Journal: American Political Science Review

Threaded Discussions

Discussion postings are due by **Day 4** and responses are due by **Day 6**. Adhere to the weekly time frame to allow others ample time to respond to your posting. A Discussion Board is available in Blackboard. Pay close attention to the schedule of activities. Manage your time to ensure that you are on task. You will be able to ask questions about course content and share information. A classmate may be able to answer a question about content more quickly than your professor. Also, posting content questions in the Discussion Board will allow everyone to view the answers to frequently asked questions. Discussion created as assignments deem required contributions to the discussion board. Students are expected to post responses to module questions and peers' postings on a regular basis. Utilize the discussion rubric as it will be used in evaluating your discussion board postings. Discussion board postings should be of quality rather than quantity. For example, a response that says "I agree" with no additional information or documentation will earn 0 points.

Furthermore, responses that possess a higher standard of quality will be graded accordingly. No credit will be given for discussion postings made after the week in which they are due unless prior arrangements are made

with the professor. Exceptions will be made for those rare situations that legitimately prevent a student from posting on time. Your post must align with the Discussion Board for the week. Do not email posting to your professor. Make sure the first sentence of your first Discussion post reads **"Main Question Post."** For your response to your peers' posts, make sure the first sentence of your response reads **"Response."**

The professor monitors the Discussion Board with the intention of responding every workday when deemed necessary. The professor logs in to evaluate and respond to class discussions approximately 3 – 5 days per week. Unless there are specific questions, your professor will not respond to every posting from each student. The professor reads every post and expects students to read every post, including the professor's posts and classmates' posts. At times, the professor will choose to respond to a post to address concerns and important issues. The professor responds to course-specific questions or concerns within 48 hours of receiving them in an email or course posting. Questions related to the course and assignments should be posted in the Class Café to allow other classmates the benefits of the response from the professor.

Diagnostic Writing Assessment

Students will complete a diagnostic writing assessment at the beginning of the semester. This assessment will not receive a grade. This assessment is designed to assess the student's writing and critical thinking capabilities.

Late Work

All writing assignments must be received by the professor on or before the due date, by the beginning of the class period, or as indicated by the course schedule of activities. Assignments submitted via Blackboard or electronically must meet the designated due to date, and all assignments submitted in any form other than specifically instructed or otherwise late will NOT be accepted. Excuses such as "crashed computers," "lost flash drives," or "empty printer ink cartridges" will not be accepted. All students will be required to save all assignments and readings on a computer's hard drive and again on removable storage devices. Also, students are required to use Dropbox to back up copies of submitted work. Dropbox is accessible as an application on mobile devices and as a website on computers and laptops. The link for Dropbox is <https://db.tt/CkchpePL>.

Plagiarism

ZERO TOLERANCE FOR PLAGIARISM. PLAGIARISM OF 30% OR MORE WILL RESULT IN FAILURE OF THE CLASS. Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, like yours; quoting without acknowledging the actual source of the quoted material; copying and handing in another person's work with your name on it, and similar

infractions. Even indirect quotations or paraphrasing can be considered plagiarism unless sources are appropriately cited. Plagiarism will not be tolerated, and students could receive an F grade on the test/assignment or an F grade for the course. Students must turn in their assignments and not a representation of their assignment completed by someone else. The Academic Honesty policy is strictly followed.

Class Communication

Unless otherwise noted, you should only contact your professor using your MVSU email account. All e-mail correspondence must contain a subject line in the following format: [Course ID]-[section number]- Your Name followed by a brief description of the subject. For example, Jasmine Wilson enrolled in section 1 of RP 508, would submit her e-mail with the following subject line: RP508 01-Jasmine Wilson followed by a brief description of the subject. This subject line convention ensures that your e-mail will be easily identified and responded to promptly. Common procedural or curricular questions that arise each semester are answered on the syllabus. If you are unable to find the answers you need, you may contact the professor. Be sure to follow the course netiquette rules mentioned when composing emails. If your primary email account is a non-MVSU address, make sure to forward your MVSU email to your non-MVSU account. Other means of communication include using Skype, Twitter, Facebook, Remind, and Google Voice.

Student to Student Etiquette

There are course expectations concerning etiquette or how we should treat each other. It is essential that we consider the following values during class discussions and when emailing fellow students:

- **Respect:** Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion diplomatically. Do not use profanity or offensive language at any time.
- **Confidentiality:** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.
- **Student to Professor Etiquette:** In addition to the above values, I expect that each student will submit completed assignments promptly. Professor to Student Etiquette: Students can expect that the professor will also follow the values listed above by checking and responding to emails and grading assignments on time.

Minimum Student Technical Skills:

Participation in this requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Blackboard (see Blackboard Student Orientation, if you need assistance).
- Understand basic computer usage, including keyboard, mouse, CD drive, and printer.
- Access the Internet via DSL, cable modem, or a network interface.
- Use the computer operating system (Windows/Mac OS) to:
 - Create folders.
 - Find, copy, move, rename, and delete files.
 - Launch, run, and switch between software applications.
- Use a word processing program to (see Word 2010, Word 2007 or 2003 tutorials for PC users; Word 2008 for Mac users, if you need assistance):
 - Create, format, edit, spell check, save, print, and retrieve a document.
 - Cut, copy, and paste information within and between documents.
 - Save a word processing document in text or RTF format.
- Use a Web browser to open, print, and save Web pages to a local or removable storage drive.
- Open and save Adobe Acrobat files (PDF files).
- Create, maintain, and manage a list of Web pages (Favorites/Bookmarks).
- Use a search engine's basic features to find information on the Web.
- Download and install programs from remote servers.
- Use email to send, receive, store, and retrieve messages.
- Send, receive, and open file attachments.

Mississippi Valley State University

Students are required to read and adhere to all policies, rules, regulations of Mississippi Valley State University, as outlined in the Student Handbook and Student Catalog, at all times, including outside of the classroom environment.

Diversity

Mississippi Valley State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. All persons are encouraged to respect the individual differences of others.

Special Needs Learners

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. Visit the Disabilities Office located inside the Social Sciences Building in Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Kathy Brownlow via phone (662-254-3443) or email (kbrownlow@mvsu.edu).

Academic Accommodations

You may need special arrangements to meet your academic obligations during the semester. For an accommodation request, provide a written request during the first two weeks of class or as soon as the need for accommodation is known to exist.

Quizzes

Quizzes cannot be made up. If you miss a quiz due to an absence or tardiness, that grade will be a zero. The lowest quiz grade will be dropped at the end of the semester.

Resubmissions

Any failed assignment may be resubmitted and revised at the discretion of the professor. Strict adherence to deadlines for resubmission is expected. Assignments, which have a passing grade may be resubmitted and revised if a student has met with the professor during office hours to discuss resubmission. Resubmissions may not be merely a corrected version of the original assignment, but all resubmissions must be substantially revised and must be submitted with the original graded assignment or draft stapled. Evidence of substantial revision may result in an improvement in a grade. If you did not submit an assignment at the appropriate time, the assignment could not be offered as a "resubmission."

Presentation Assignments

Students have the option to use PowerPoint or Prezi to present their presentations. Handouts are expected for each presentation. Rescheduling of presentations will only be at the discretion of the professor and only as class schedule permits. Please submit all presentation assignments to the correct submission links. Do not email your assignment without prior consent from the professor. Please be sure to save all presentation assignments using Dropbox (<https://db.tt/hgmtHjkn1>), cloud storage service or an external USB.

Course Readings

Readings may include any of the following but are not limited to: eBooks, journal articles, books, blogs, or newspaper articles. Students are responsible for reading all course readings and completing all reading assignments. Journal articles, handouts, textbooks, and other reading materials must be readily available in class at all times. Students should prepare reading summaries for assigned readings and bring to each class session.

Application Assignments

All work must be typed in 12-point Times New Roman or 12-point Georgia. Other fonts will NOT be accepted. All work must be double-spaced, with one-inch margins. Follow the APA Format for writing. You must include a title page for all submitted work. Work not stapled will not be accepted. In-class writing assignments must be neatly printed in blue or black ink on loose-leaf composition paper or in Blue Books purchased from the Bookstore. In-class writing assignments must be double-spaced (skip every other line). Please submit all writing assignments using the correct submission links. Do not email your assignment without prior consent from the professor. Please be sure to save all writing assignments using Dropbox (<https://db.tt/hgmtHjkn1>), cloud storage service, or an external USB.

Tutorial

Tutorials can assist students in being academically successful. Students are encouraged to receive writing assistance from the campus writing center. Additionally, tutorial sessions for the entire class on a specific topic may be designed by the professor. Students can schedule tutorial appointments with the professor.

Extra Credit

Students can earn a maximum of 100 points in extra credit. Visit a museum. Write a critique of the exhibit. (25 points possible for each one, maximum 50 points). Attend a community service event. (50 points possible for one, maximum 100 points). Write a review on a film/television/video related to public policy, rural policy, agriculture policy, or public administration (25 points possible each, maximum 50 points).

Remind

Students can sign up for Remind accounts by visiting remind.com or downloading the app at rmd.me. Students can join my class with the unique class code: ps201mvsu. Students can also text the class code to the phone number 81010. Standard text messaging charges can apply if a student signs up using text.

Caveat

In the event of extenuating circumstances, the schedule and requirements for this course may be modified.

Note

This document does not constitute a contract with the University. It contains guidelines. The instructor reserves the right to make changes as necessary.

EMERGENCY PROCEDURES

Students are expected to monitor Mississippi Valley State University website and application carefully, social media (Facebook and Twitter), or local media for an announcement of the class being canceled due to weather or any other emergencies.

TENTATIVE SEMESTER SCHEDULE

Week	Topic
Week One	Course Introduction; The Spirit of American Politics
Week Two	Federalism and Nationalism
Week Three	Civil Liberties
Week Four	The Struggle for Civil Rights
Week Five	Public Opinion
Week Six	Political Participation
Week Seven	Mid-Term Exam
Week Eight	Campaigns and Elections
Week Nine	Political Parties
Week Ten	Spring Break
Week Eleven	Interest Groups
Week Twelve	Congress
Week Thirteen	The Presidency
Week Fourteen	The Judicial Branch
Week Fifteen	Public Policymaking and Budgeting
Week Sixteen	Final Exam

Caveat: In the event of extenuating circumstances, the syllabus, schedule, and requirements for this course may be modified. Students will be notified of any changes.

REMIND

Sign up for important updates from Dr. Hawkins.

Get information for **Mississippi Valley State University** right on your phone—not on handouts.

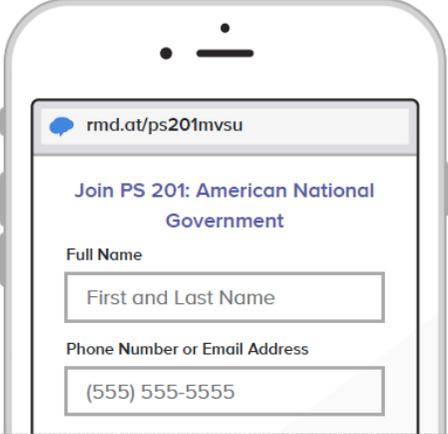
Pick a way to receive messages for **PS 201: American National Government**:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/ps201mvsu

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message [@ps201mvsu](https://twitter.com/ps201mvsu) to the number **81010**.

If you're having trouble with **81010**, try texting [@ps201mvsu](https://twitter.com/ps201mvsu) to **(662) 985-7415**.

* Standard text message rates apply.



Don't have a mobile phone? Go to rmd.at/ps201mvsu on a desktop computer to sign up for email notifications.

WEEKLY COURSE SCHEDULE

The weekly course schedule below outlines the assignments and due dates for the course. For full assignment details and directions, see each corresponding weekly area. All assignments are due weekly by 11:59 p. m. Central Standard Time (CST) on the day assigned. Each class begins on Monday and ends on Sunday.

Week 1	Course Introduction; The Spirit of American Politics	Due	Time Commitment
	<p>Handout:</p> <ul style="list-style-type: none"> • Research Prospectus Assignment Sheet • Syllabus • Verification of Enrollment <p>Course Text: Morone, J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> • Chapter 1: <i>The Spirit of American Politics</i> <p>Optional Text: American Psychological Association. (2010). <i>Publication manual of the American Psychological Association (6th ed.)</i>. Washington, DC: Author.</p> <ul style="list-style-type: none"> • Chapter 1: <i>Writing for the Behavioral and Social Sciences</i> • Chapter 2: <i>Manuscript Structure and Content</i> <p>Media:</p> <ul style="list-style-type: none"> • USA.gov Channel http://www.youtube.com/user/USGovernment 		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Diagnostic Writing Assessment.	Day 7	
Week 2	Federalism and Nationalism	Due	Time Commitment
	<p>Handout: Brown v. Board of Education and Federalism.</p> <p>Course Text: Morone, J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th</i></p>		160 minutes

	<p>ed.). New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 4: <i>Federalism and Nationalism</i> <p>Media:</p> <ul style="list-style-type: none"> Timeline of Federalism in the United States (Link: http://www.education.ne.gov/SS/CSAP%20Modules/CSSAP%20First%20Phase%20Modules/federalism/timeline.html) 		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Federalism and McCullough v. Maryland case assignment.	Day 7	
Week 3	Civil Liberties	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government</i> (4th ed.). New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 5: <i>Civil Liberties</i> <p>Media:</p> <ul style="list-style-type: none"> TED Conversations: "What Are the Implications of Domestic Drones?"(Link: http://www.ted.com/conversations/12005/what-are-the-implications-of-d.html) <p>Website:</p> <ul style="list-style-type: none"> Civil Liberties Monitoring Project http://www.civilliberties.org/ 		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit the Fourteenth Amendment assignment.	Day 7	
Week 4	The Struggle for Civil Rights	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government</i> (4th</p>		160 minutes

	<p>ed.). New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 6: <i>The Struggle for Civil Rights</i> <p>Handout:</p> <ul style="list-style-type: none"> Brown v. Board of Education <p>Website:</p> <ul style="list-style-type: none"> James Madison's Federalist no. 10 and the American Political System http://cstl-cla.semo.edu/renka/renka_papers/madison.htm 		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit the Civil Rights Act of 1964 assignment.	Day 7	
Week 5	Public Opinion	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 7: <i>Public Opinion</i> <p>Media:</p> <ul style="list-style-type: none"> "Poll Bearers," from The Daily Show http://www.cc.com/video-clips/xd8n18/the-daily-show-with-jon-stewart-poll-bearers <p>Website:</p> <ul style="list-style-type: none"> CNN Politics Polling Center http://www.cnn.com/POLITICS/pollingcenter/index.html 		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Political Socialization assignment.	Day 7	
Week 6	Political Participation	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th</i></p>		160 minutes

	<p>ed.). New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 8: <i>Political Participation</i> <p>Website:</p> <ul style="list-style-type: none"> Center for Civic Engagement http://www.engage.northwestern.edu 		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Exhibit Critical Review Analysis Presentation on Political Participation.	Day 7	
Week 7	Midterm Exam	Due	Time Commitment
ONLINE	Review Midterm Exam Study Guide.		160 minutes
Application	Submit Midterm Exam.	Day 7	
Week 8	Campaigns and Elections	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 10: <i>Campaigns and Elections</i> <p>Website:</p> <ul style="list-style-type: none"> Political Resources Online http://politicalresources.com/ 		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Election assignment.	Day 7	
Week 9	Political Parties	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 11: <i>Political Parties</i> <p>Media:</p> <ul style="list-style-type: none"> Annenberg Learner's series on Democracy in America 		160 minutes

	http://www.learner.org/courses/democracyinamerica/dia_12/dia_12_video.html Website: <ul style="list-style-type: none"> Democratic National Committee http://www.democrats.org/ Republican National Committee http://www.gop.com The Libertarian Party http://www.lp.org/ The Green Party http://www.gp.org/index.php 		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Political Parties assignment.	Day 7	
Week 10	Spring Break		
Week 11	Interest Groups	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 12: <i>Interest Groups</i> <p>Media:</p> <ul style="list-style-type: none"> Hot Coffee investigates why special interest groups want to restrict the constitutional rights of Americans to trial by jury and to fair and reasonable compensation when they have been wronged. http://www.hotcoffeethemovie.com/Default.asp The Dallas County Community College District provides a virtual roundtable on the subject of interest groups, which can be accessed for free at http://gln.dcccd.edu/GOVT2301_Pilot/Lessons/Lesson14/htm/video.htm <p>Website:</p> <ul style="list-style-type: none"> The Federation of Public Interest Research Groups or U.S. PIRG http://www.uspirg.org/ 		160 minutes

	<ul style="list-style-type: none"> Open Secrets http://www.opensecrets.org/industries/index.php 		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit research paper on lobbying.	Day 7	
Week 12	Congress	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 13: <i>Congress</i> <p>Website:</p> <ul style="list-style-type: none"> Congress.org http://www.congress.org/congressorg/directory/congdir.tt Real Clear Politics http://www.realclearpolitics.com/welcomead/?ref=http://www.realclearpolitics.com/ 		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Exhibit Passage of a Bill Oral presentation.	Day 7	
Week 13	The Presidency	Due	Time Commitment
	<p>Course Text: Morone. J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 14: <i>The Presidency</i> <p>Website:</p> <ul style="list-style-type: none"> The White House http://whitehouse.gov and http://www.whitehouse.gov/about/presidents National Archives Executive Orders http://www.archives.gov/federal-register/executive-orders 		160 minutes

	<ul style="list-style-type: none"> National Archives Executive Orders Disposition Tables Index http://www.archives.gov/federal-register/executive-orders/disposition.html Maps of War http://www.mapsofwar.com/ 		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Executive Order assignment.	Day 7	
Week 14	The Judicial Branch	Due	Time Commitment
	<p>Course Text: Morone, J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 16: <i>The Judicial Branch</i> <p>Media:</p> <ul style="list-style-type: none"> Stare decisis and precedent in the Supreme Court https://www.khanacademy.org/humanities/ap-us-government-and-politics/interactions-among-branches-of-government/legitimacy-of-the-judicial-branch/v/stare-decisis-and-precedent-in-the-supreme-court Ruth Bader Ginsburg, Brooklyn's Own Supreme Court Justice https://www.youtube.com/watch?v=AsbjuX0YxzY <p>Website:</p> <ul style="list-style-type: none"> The Supreme Court of the United States http://www.supremecourt.gov/ The Supreme Court of the United States http://www.supremecourt.gov/about/biographies.aspx United States Courts http://www.uscourts.gov The Supreme Court Historical Society http://www.supremecourthistory.org Supreme Court www.oyez.org 		160 minutes

Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit current events assignment.	Day 7	
Week 15	Public Policymaking and Budgeting	Due	Time Commitment
	<p>Course Text: Morone, J. A. and Kersh, R. (2019). <i>By the people: Debating American Government (4th ed.)</i>. New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> Chapter 17: <i>Public Policymaking and Budgeting</i> <p>Website:</p> <ul style="list-style-type: none"> The Brookings Institution www.brookings.edu/ Inter-university Consortium for Political and Social Research http://www.icpsr.umich.edu/icpsrweb/landing.jsp Institute for Women's Policy Research www.iwpr.org/ Rand Corporation http://www.rand.org/ Urban Institute http://www.urban.org/?gclid=CKSe8eCxpLMCFcaDQgod1AUAnw 		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit the policymaking process assignment.	Day 7	
Week 16	Final Exam	Due	Time Commitment
	Submit Final Exam.	Day 7	160 minutes