

# Sul Ross State University

## GOVT 2305 Spring 2024

### **GOVT 2305**

#### **Federal Government**

Spring 2024

Tuesday and Thursday, 8:30AM-9:45AM

Instructor: Dr. David Watson

Office: LH 308

Phone: 432-294-4849

Email: [dwatson@sulross.edu](mailto:dwatson@sulross.edu) (Please give me 24 hours to respond)

Office hours: Tuesday & Thursday 1 PM-3 PM, or by appointment

#### **Course Description**

This course is designed to introduce students to the basic concepts of the U.S. federal government. This involves understanding the fundamental principles of American government, the basic institutions that comprise American government, and the political participation of American people. In addition, we will examine the quantity and quality of American civil participation and how our political system and public opinion have changed.

#### **Course Learning Outcomes**

On successful completion of this course, you will be able to:

- Describe some of the most well-known political philosophers and their teachings
- Summarize what is included in the Constitution
- List and articulate your views on the big questions and great issues of government
- Explain and critically assess the formal and informal political institutions and their respective roles in American politics
- Summarize and explain several key Supreme Court rulings in our nation's history
- Assess the causes and consequences of different forms of political participation, and outline the ways in which individuals and groups can affect political outcomes in the United States
- Critically analyze information to discern its meaning and validity
- Explain how government impacts your daily life

#### **2023-2024 Core Assessment**

##### **• Critical Thinking**

Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

##### **• Communication**

Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

#### **Learning Outcomes**

##### **(Political Science):**

The graduating student will:

- Demonstrate knowledge of significant theoretical approaches of political science through written work and oral communication.
- Demonstrate the ability to analyze domestic and international political processes in written work and oral communication.

##### **Marketable skills for Political Science:**

- Students can effectively communicate ideas and information verbally, visually, and in writing.
  - Students can distinguish between credible/relevant information and information lacking credibility/relevance
- Students can identify critical and common institutions of political decision-making and policy-making across different nation-state settings.

- Demonstrate the ability to develop arguments about global equity and equality issues in politics through written work and oral communication.

- Students can engage with social and political problems and use critical thinking to develop logical solutions.

**Texas Domain III Competency 003  
(Geography & Culture)**

The teacher understands and applies knowledge of geographic relationships involving people, place, and environments in Texas, the United States, and the world: the teacher also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology, and society.

**Texas Domain III Competency 004  
(Economics)**

The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.

**Texas Domain III Competency 005  
(Government & Citizenship)**

The teacher understands and applies knowledge of concepts of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

**Assignments and Grading**

**Homework Assignments** (30% of your grade, 10% for each of the 3 assignments):

Students are required to complete three homework assignments. Assignments may include short essays on topics learned in the course, concept clarification, and your response to a particular issue. A student who does not turn in an assignment on time will receive a zero for the assignment.

**Exams** (70% of your grade):

There will be three exams for the course. Exams will include multiple choice questions as well as short essays on topics covered in the course. The first test is worth 20% of your final grade, the second test is worth of 20% of your final grade, and the final exam is worth of 30% of your final grade. Each exam will be available for students to take after topics are covered.

**Extra Credit Opportunities:**

A number (to be determined by the instructor) of extra credit opportunities, such as unannounced quizzes and papers, will be given occasionally. The earned score will be added to your grade as extra points.

Your letter grade will be determined based on the following grading scale: **Points**

	<b>Letter Grade</b>
100- 90.0	A
89.9-80.0	B
79.9-70.0	C
69.9-60.0	D
59.9 or less	F

### **Required Textbook**

The required textbook for this course is Keeping the Republic: Power and Citizenship in American Politics, by Christine Barbour and Gerald C. Wright. 8<sup>th</sup> Edition. CQ Press (January 2019). ISBN 1544316216

### **Tentative Course Schedule**

Below is a tentative schedule of topics and reading assignments for the course. Thus, items on this syllabus are subject to change per the discretion of the instructor. If I deem it necessary to make changes and/or modifications in the schedule, I will make an announcement in class.

**A. The Fundamental Principles of U.S. Government:** Our objective will be to review the agreements, principles, and basic institutions that comprise American Government.

**Week 1** (1/17): Course Guidelines and Expectations

- Chapter 1

**Week 2** (1/22): American Political Culture

- Chapter 2

**Week 3** (1/29): The Principles of American Politics

- Chapter 3

**Week 4** (2/5): Federalism in the United States

- Chapter 4

**Week 5** (2/12): **First exam week**

**B. To Participate or Not to Participate:** Our objective will be to examine the degree to which Americans participate in politics and the ways in which they do.

**Week 6** (2/19): Civil Rights and Civil Liberties

- Chapter 5 and Chapter 6

**Week 7** (2/26): Political Socialization, Participation, and Public Opinion

- Chapter 11

**Week 8** (3/4): How to Measure Public Opinion

- Chapter 11

**Week 9** (3/11): Spring Break!!

- No class meetings

**Week 10** (3/18): Political Parties

- Chapter 12

**Week 11** (3/25): **Second exam week**

**C. The Fundamental Institutions of U.S. Government:** Our objective will be to examine the structure and functions of the legislative, executive, and judicial branches of the U.S. government. In addition, we will review that comprises civil liberties in the United States

**Week 12** (4/1): Interest Groups and Movements

- Chapter 13

**Week 13** (4/8): Voting and Elections in the United States

- Chapter 14
- Extra credit paper due on 4/12, 11:59PM

**Week 14** (4/15): The U.S Congress

- Chapter 7

**Week 15** (4/22): The Presidency and The Federal Executive

- Chapter 8 and Chapter 9

**Week 16** (4/29): The Judiciary

- Chapter 10
- **Final Exam during the final exam week**

## **Other Course Policies & Resources**

### **Academic Integrity**

Intellectual development requires hard work. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

The policy can be found at: <https://www.sulross.edu/about/administration/university-policies/> In addition, please note that plagiarism detection software will be used in this class for written assignments.

### **Course Blackboard Resources**

There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of class.

### **Blackboard Technical Support**

SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055.

Email: [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

### **SUSR Library Services**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources

available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for Inter Library Loan (ILL) and Document Delivery from the Alpine campus.

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login.

Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

### **Classroom Climate of Respect**

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Commitment to Diversity**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.