

POLS 2305
National Government
Fall, 2011
Killgore Center, Room 119

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Course Description:

Origins, structure, and functions of national government of the United States and the principles which underlie American democracy.

Course Goals:

There are three major goals of this course: 1) Create an academic understanding of American national government; 2) knowledge that will be helpful in the practice of effective leadership; 3) an understanding of ways in which national government interacts with other systems in American society.

Educational Goals:

- a) To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
- b) To examine social institutions and processes across a range of historical periods, social structures, and cultures through different branches of government and subgovernments
- c) To use and critique alternative explanatory systems or theories
- d) To develop and communicate alternative explanations or solutions for contemporary social issues;
- e) To analyze the effects of historical, social, political, economic, cultural, and global forces of the area we study
- f) To analyze, critically assess, and develop creative solutions to public policy problems and the system outputs on social, economic, regulatory, and foreign policies
- g) To identify and understand differences and similarities between and among cultures and the political inputs these groups have on elections

Why I Love Teaching National Government and Honors

Quite simply, you challenge me!! You make me think and teach me. Learning is circular and I am very proud to be part of that process with all of you.

I *strongly* encourage you to bring those attributes to class. I *strongly* encourage you to challenge your classmates and me in class. Being with very intelligent, open-minded students, discussing government and the day's events, is quite enjoyable to me. However, I expect everyone to be respectful as well. Challenging someone or yourself may be uncomfortable for some (all of us at some point in time) but it does not have to be demeaning or personally degrading. Furthermore, it does not infer that one must think like me or someone else in your family, hometown, or class. No one will challenge your personal beliefs or values. I do expect you to change them. However, I hope the class will help you understand those persons whose opinions differ from your thoughts. I also hope this class helps you understand why government is so important to all of our lives, our careers, and our world.

As your instructor, I will challenge you by asking questions and creating scenarios that will (hopefully) stimulate you. At times, we will discuss topics that could make you uncomfortable because we are looking at these issues from viewpoints you have not previously considered. I will ask you questions that will cause you to interpret, analyze, infer, evaluate, explain, and regulate your responses. You are college freshmen and sophomores so you may not understand everything about college life. I hope that I can provide insight to that process for you as well.

REQUIRED TEXTS:

Edwards, G. C., M.P. Wattenberg, and R. L. Lineberry. (2010). *Government in America: People, politics, and policy* (15th ed). New York: Longman Pearson.

Recommended Text:

Lipson, C. (2005). *How to write a BA thesis*. Chicago: University of Chicago Press.

This text is an *excellent* resource that will help you with all aspects of a paper. From brainstorming to the final product, the book will help you plan not only for your paper but also for all of the situations that life can throw your way when writing it. It also has MLA, APA, and Chicago citation styles included in the back of the text. The book will quickly become an essential component of your entire undergraduate education and you are encouraged to purchase the text. Paperback copies cost approximately \$10 to \$15. Nook copies are available.

Library Resources

Students can access information through the WT Library. It has a variety of full-text databases which provide complete article texts from thousands of journals, magazines and newspapers. It also has access to Interlibrary Loan so the student can access articles and books that are not currently in our holdings.

Access to all databases is allowed from visiting the library or accessing it on your home computer. Please consult a librarian about accessing this information either in the library or from your home computer.

All WTAMU library resources can be accessed through <http://www.wtamu.edu/library/>

APA is the Required Style Manual for this Course

The American Psychological Association Guide, 6th edition, or APA Guide, is preferred by the professor. My reasoning is very simple and not self-serving. APA is used most widely in all social science fields, including emergency management. It provides referencing and typing guidelines and accepted by most political science journals. Therefore, students are expected to follow this guide.

For basic information on how to use the APA, MLA, or other guides, please go to WTAMU Library's website at <http://www.wtamu.edu/library/reference/citationbasics.shtml>

Students will be required to take an online APA examination offered through the University of Southern Mississippi's library website. The results of your examination must be sent to me at dvick@wtamu.edu by the required date. The website is <http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html>

Students Rights to Assistance or Accommodations and Americans with Disabilities Act (ADA)

The purpose of Student Disability Services is to provide assistance and accommodations to students with disabilities. West Texas A&M University is committed to providing all students with equal access to a quality education. In addition to serving as an advocate for students with disabilities, the office also works very closely with faculty and staff members in order to monitor students' progress and encourage a positive educational experience.

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This university will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations to afford an equal education opportunity for all students. It is the

student's responsibility to register with the Student Disability Services VHAC 218 and to contact the faculty member in a timely fashion to arrange for suitable accommodations. If the student does not register with the local office, Dr. Vick will not recognize or make any accommodations for the student.

If a student does experience a situation that may require accommodation, i.e. death in the one's family, a temporary medical or emotional situation, etc., I will accommodate the student as much as possible. If the situation appears to be one that could impact the student throughout the semester, he or she will be advised to visit the Student Counseling Office, Student Disability Services, or any other campus-based or professional organization. If the student does not follow through with the recommendation to consult with Disability Services, I will consider the initial accommodations to be sufficient and no further support will be provided past the initial offering.

For information, please contact Mendy Paye, Counselor/Coordinator, Student Disability Services, WTAMU, Box 60923, Canyon, TX 79016 by phoning 806.651.2335 or e-mailing her at mpayne@wtamu.edu.

Academic Honesty and Integrity

Academic Dishonesty

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a make up; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. (CODE OF STUDENT LIFE, Rules and Procedures for Students, West Texas A&M University). A complete statement regarding scholastic dishonesty can be found in the Student Code of Life at:

http://www.wtamu.edu/administrative/ss/doce/code/css/code_17.html

I spoke with Dr. Harry Hueston, associate criminal justice professor here at WTAMU, about academic plagiarism on campus. He loaned me a copy of his syllabi. In them, he outlined thoughts on academic dishonesty inside and outside the classroom. I agree with him and thought I would add them to this syllabus.

- I expect all of you to actively participate in all classes, prepare individually, and support your views with academically-sound resources from a public or university library.

- You are expected to equally contribute to any group project. Please follow the guidelines taught by your English Composition professors on how to write research papers. This includes proper footnoting using the APA Guide, finding reliable sources, and developing your own research topics and ideas.
REMEMBER – When using websites as a source, make sure it is an unbiased source. If it discusses one view only, make sure you find an opposite viewpoint so as to cover all sides.
- I have created an audio, Power Point slide based upon chapters included in the Lipson text that will assist you with your academic needs in the course.
- If one is caught violating any of these principles, I will discuss these concerns with the person. While I realize that many of you are new to college and you are here to learn, I also realize that you were taught basic research skills in high school and the same standard exists for all WT classes. If one makes a mistake, we will talk about it so the same situation will not re-occur. I may reduce your grade but I will not fail you. However, if the situation re-occurs after we talked or it appears that one blatantly copied another person's work, I will dismiss the student from the class, provide a full written report to the head of my department, the Vice-President of Academic Affairs, and place the report in one's academic file. If this occurs again, the university may take action to expel the person from the university.
- Of course, if you have any questions, please do not hesitate to contact me. It is much easier for us to discuss the situation *before* one submits one's paper than afterwards. It prevents confusion on all parts.

Plagiarism Examination

Every student is required to take an Internet exam at this web address: <http://www.lib.usm.edu/research/plag/plagiarismtutorial.php> Each student will take the exams and have their answers sent to me by electronic mail. My address is dvick@wtamu.edu. Failure to take this course will result in a five-percent deduction from your overall grade.

Common Grammatical Errors

Often times, students do not run Spell Check prior to submitting any paper. I run Spell Check and read through documents and find mistakes that I wrote. We are all guilty of such actions. But that does not exclude us from reading through a paper as well as running Spell Check prior to submitting a paper.

Remember, you are smarter than the computer's Spell Check program. It seems that students have relied upon computers so much that they believe the computer knows more about the paper than the author. The author, in this case, is the student. As a result, if a wavy red, blue, or green line appears underneath the word, then it must be incorrect. Be smarter than the computer. It is a tool, not a teacher or textbook.

I spoke with Dr. Patricia Tyrer, association professor of English at WTAMU, about the most common problems she experienced with her students. They are similar to the ones I experience in writing assignments.

- If your topic makes little use of numbers, you may spell out numbers written one or two words. Otherwise, use Arabic numerals. Write: one, five, twenty-one, one hundred, eighteen hundred, but write 5½, 101, 3,810. If your writing contains the recurrent use of numeric statistical or scientific data, use numerals for those numbers but write out other numbers in the text if you can do so in **one or two words**. Note the following rules:
 - Hyphenate compound numbers from twenty-one to ninety-nine, compounds with a number as the first element (e.g., three-way light bulb), and the written form of fractions.
 - When numbers or a date are required to open a sentence, write them out. For example: "Five girls and 125 boys tried out for the varsity soccer team." If you can, rewrite the sentence.
 - Do not mix numbers that are spelled out with symbols, write out the term for the symbols as well. For example, write: 45%, or forty-five percent; \$20 or twenty dollars.
 - Do not mix numerals with written numbers when they refer to similar things. For example, "Only 10 of the 150 people on the tour (not ten of the 150 tourists) were willing to visit the city after the riot." But also write: "The President got 1.3 trillion of the 1.6 trillion dollar tax cut he proposed."
 - Use numerals with symbols and abbreviations (e.g., %, \$, ¢, ft., lbs., p.m., ed. vol.) when these appear frequently in your text or are used in references. For example, write: 25%, \$25, 50 lbs., 3rd ed., vol 5. Otherwise write out numbers with measures in your text (but not in references) when you can do so in three words or less, twenty-five percent, twenty-five dollars, fifty pounds.

Other problems students present:

- Writing sentences with no verbs
 - Example: "Jack and Jill up the hill, you know".
- Excessive reliance upon passive voice and not writing in active voice
 - Example: She has been trying to buy that necklace for weeks.
 - She bought the long-desired necklace.
- Use of run-on sentences
 - "Four score and seven years ago, our forefathers brought forth to this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."
 - The sentence is infamous but it also a run-on.

- Use this rule as a guide: If the sentence is longer than 40 words, edit it down using correct punctuation and grammar.
- Capitalizing nouns that do not require capitalization while proper nouns that should be capitalized are ignored.
- Using any Internet source as a reliable one, particularly Wikipedia.
 - Use our library, our online databases, books, etc. instead
- Writing paragraphs that are over one page in length or only one sentence short. Both are extreme and most probably incorrect.
- It seems that many students arrive on the college campus from high school thinking that a free-flowing, conscious-driven paper is acceptable. While expressing one's ideas is often encouraged, these thoughts must be expressed in an organized manner.

The academic writing style requires students to write in simple essay form:

- An introductory paragraph that is comprised of an introductory sentence, supporting sentences, and a conclusion that leads one to the next paragraph.
- All subsequent paragraphs should refer to the supporting sentences mentioned in the introductory paragraph and expanded upon within the paragraph
- A conclusion should look similarly to the introduction but discuss the topic in greater detail because of the additional information added to the essay.
- I expect all answers to all essay questions to follow this format.
- Academic papers that contain slang or informal phrases that can be better written. There are times when slang and informal language is appropriate and necessary. But an overreliance upon such things can diminish the quality of a paper.
- Having no clear understanding about the proper use of commas, semi-colons, and colons.
 - Commas
 - Use a comma to separate the elements in a series (three or more things), including the last two.
 - Use a comma + a little conjunction (and, but, for, nor, yet, or, so) to connect two [independent clauses](#)
 - Use a comma to set off introductory elements
 - Use a comma to set off parenthetical elements. By "parenthetical element," we mean a part of a sentence that can be removed without changing the essential meaning of that sentence.
 - Use a comma to separate coordinate adjectives
 - Use a comma to set off quoted elements.
 - Use commas to set off phrases that express contrast.
 - Grammar English's Famous Rule of Punctuation: Never use only one comma between a subject and its verb.
 - Semicolons

- to help sort out a monster list:
- to separate closely related independent clauses:
My grandmother seldom goes to bed this early; she's afraid she'll miss out on something.
- Colons
 - Use a **colon** before a list or an explanation that is preceded by a clause that can stand by itself. Think of the colon as a gate, inviting one to go on:

(Source: <http://grammar.ccc.commnet.edu/grammar/marks/colon.htm>)

Acceptable Student Behavior, aka Netiquette.

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (*Code of Student Life*). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team (BIT). This prohibition applies to all instructional forms, including electronic, classroom, labs, discussion groups, field trips, etc.

Acceptable classroom behavior includes, but not limited to: asking questions, making comments about a statement, asking a classmate to clarify their statements (they may not be inappropriate but uninformed), being humorous (without being degrading), accepting classmates where they are in their lives without degrading them because they are on a different path if you will. Unacceptable behavior includes, but not limited to: using racial, sexual, political, or ethnic comments that are degrading to another student or group. Here's my thought on the subject. If most people would consider a term derogatory, it probably is. Students choose another word to express your thoughts. In these cases, it is not the question that may be inappropriate but the way the statement is made.

Internet Concerns:

Many students have reported in my online classes that they found the frequent interaction to be both beneficial and demanding. In some cases, they thought the frequent online chat and access to students allowed them to learn more than they would in a face-to-face class. Others thought the frequent interaction was too much and believed the class should work more like a correspondence course – read the chapter, take a test, and move on. Students who want to read ahead may do so. However, students will assigned to groups and you will be expected to discuss the cases and chapters with your groups each week. Some of you will be able to chat with them more frequently than others. NOTE: I grade on quality of comment far more than quantity. Writing “yes”, “I agree”, “okay”, etc. all of the time is not conversing.

Also, I have encountered students who will write statements they would never say face-to-face to another student, faculty member, staff member, etc. I have personally experienced students writing some of the most degrading things about other students and me in an online class that warranted direct action. However, I have learned that if students have the opportunity to see my face or another student's face online, the likelihood of having grossly inappropriate behavior decreases. As a result, I encourage you to create a free Skype account that will allow you to use the camera. You can call for free and discuss any questions or concerns with me or another student while looking at their faces. The program also allows for some video conferencing. When I have had difficulties in class, I have often used the program and found that it was better than a telephone. It is relatively easy to install and use. One may experience minor difficulties but there should not be too many problems.

I have chosen a text that will allow you to purchase a copy, rent a hard copy, rent an online copy, or purchase access to the online copy. All of your learning needs should be met.

When submitting work to a drop box in the online course, **you MUST ATTACH your paper as a Word or .rtf file unless instructed otherwise.** If you paste your work into a drop box, the formatting is erased and your paper is almost impossible to read (and not very professional). I will not accept major projects/papers that are pasted into the drop box.

Make-up Policy

Under extenuating circumstances, the instructor will cooperate with students in assigning appropriate make-up work to ensure that the instructional value of the time lost is compensated. However, the student is responsible for notifying the instructor *prior* to the absence so appropriate work can be assigned. All make-up exams and acceptance of missed assignments will be negotiated with the professor and duly administered by the professor in his office or after class. Any missed exam will be administered in the department's conference room.

Many of our students are online, non-traditional students at WTAMU. Most students work full-time both on the job and at home. As a result, I will not require students to attend *all* chat sessions and/or face-to-face classes. However, I do *expect* to read the chat sessions and our discussions. I expect you to read your text prior to coming to class. Often times, I do not lecture directly from the text but provide supplemental information in the lecture to expand your reading knowledge. I will divide the sections so students will have some time to complete the assignments within each block. Once the assignments for those blocks are closed, they will not be re-opened *unless* the student has an extenuating circumstance that requires assistance. Situations include, but not limited to: physical ailment, sick child, death of immediate family member, automobile accident, etc.

Technology and the Problem of Divided Attention

In recent years the saturation of cell phones, text messaging, and laptops, combined with the broad availability of wireless in classrooms, has produced something that can be called *the problem of divided attention*.

A March 25, 2008 article in the *New York Times* summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people *more than 15 minutes* to re-focus on the “serious mental tasks” they had been performing before the interruption. Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally *cannot do it*. The brain has got to give up on one of the tasks in order to effectively accomplish the other. Hidden behind all the hype about multitasking, then, is this sad truth: *it makes you slower and dumber*.

For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another reason, too: technology often causes us to lose our senses when it comes to norms of polite behavior and, as a result, perfectly lovely people become unbelievably rude. For both these reasons, then, turn off your cell phones or set them on silent mode when you come to class; it is rude for our activities to be interrupted by a ringing cell phone. Similarly, text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited (quite publicly) to make a choice either to cease the texting or leave the classroom. If a student is caught text messaging or using any electronic communication device during an examination, the student will receive a zero. The act will be considered a form of plagiarism and subject to all rules and regulations stated in the Student Handbook.

You are welcome to bring your laptop to class and use it to take notes, access readings we’re discussing, and the like. You are *not* welcome to surf the web, check email, or otherwise perform non-class-related activities during class. If the professor finds that a student is “surfing the web during class”, one will be publicly confronted about their actions.

Since cell phones and laptop computers contain camera and video capabilities, no one will be allowed to video or audio record lecture *unless* the student has a documented medical or learning situation that requires such support.

If a student serves with an emergency response team and is on-call during class, please notify the professor *prior* to class and sit near the exit so one can leave the room as quietly as possible. If a student has a medical or family concern that requires them to keep their cell phones on during class, the student is asked to please notify the professor *prior* to class about the situation and place their cell phones on vibrate.

Here’s my best advice: If you aren’t using it to perform a task specifically related to what we are doing in class at that very moment, *put it away*. *Turn off the ringer*.

METHOD OF EVALUATION:

Assignments	Percentage of Overall Grade
Plagiarism Assignment	5 percent
APA Assignment	5 percent
Syllabus Examination	5 percent
<i>How to Write a BA Thesis</i> lecture	5 percent
Citizenship Test	5 percent
2-page report on political views	5 percent
Civil rights paper	5 percent
Bureaucracy paper	5 percent
Mid-Term Examination	25 percent
Final Examination	25 percent
Class Participation	10 percent

The professor uses as 10-point grading scale.

Grade Scale

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

Grading is based upon the following criteria

- Answering all questions relevant to the assignment;
- Adhering to rules of grammar, correct punctuation, spelling and referencing;
- Using correct format including an introduction, a thesis statement, supporting arguments, a summary and conclusions, and references where appropriate;
- Incorporating sources and references judiciously;
- Presenting your arguments in a logical, organized manner;
- Supporting your points with examples;
- Demonstrating comprehension of the subject matter included in assigning readings and class discussions;
- Reflecting critical thinking by applying appropriate models of analysis, indicating differing viewpoints, and attempting a rigorous evaluation;

- Creativity – a little humor, interesting graphs and charts, acting in case roles; In oral presentations, creativity is not reading from a prepared speech or relying on fancy overheads. In written papers, creativity is not using long quotes. Direct quotes should be limited to two per page. If you have a question about the appropriate length of a quote, contact the professor.

Method of instruction

POLS 4357, like all upper-level undergraduate and graduate courses, requires active student participation. It is very important for the student to have completed all required reading before class so that input is based on knowledge as well as experience. As most of you are working in or are familiar with the public sector, your experiences should be shared, thus giving additional meaning to the text, the lectures, and in-class discussions.

The students will be required to sign the attendance sheet which will be distributed on random dates or at every class.

Schedule of Readings and Assignments

Date	Lecture
29 August	Chapter 1: Introducing Government in America Students take the U.S. Citizenship test. Copies will be provided by the instructor. Information is available at www.uscis.gov .
31 August	Chapter 1: Introducing Government in America (continued) Begin Internet Activities: Write a two-page report based upon your observations of these two websites <ol style="list-style-type: none"> 1) From Wikipedia’s list of national constitutions (http://en.wikipedia.org/wiki/List_of_national_constitutions) look at two national constitutions for specific features such as an independent judiciary, civil liberties, and features that might indicate a democratic government. Your analysis of these other constitutions must be compared to the American Constitution. 2) Compare countries with different economic systems on various measures of economic development and social equality. Look at sites that display measures such as infant mortality rates, health and education expenditures, military spending, etc. Check www.unfpa.org/swp/2006/english/notes/indicators/e_indicator2.pdf. Do you find any differences? Similarities? 3) Students are required to refer to the following websites and take the tests. Write a two-page paper that incorporates the results of all three tests. The analysis should include a discussion of the overall findings. Each person is expected to discuss if these findings are different from the views one had prior to taking the tests and if

	<p>these results challenged or confirmed their thoughts. Lastly, the person should identify the source of their views and the influence they had on their lives.</p> <p>http://typology.people-press.org/typology/ http://www.moral-politics.com/ http://www.politicalcompass.org/</p>
5 Sept.	<p>Chapter 2: The Constitution</p> <p>Submit Internet Activities paper today</p>
7 Sept.	<p>Chapter 2: The Constitution</p> <p>APA, Syllabus, and PLAGARISM Exam due today</p> <p>These must be e-mailed to me at dvick@wtamu.edu They will not be accepted after midnight.</p>
12 Sept.	Chapter 12: Congress
14 Sept	Chapter 12: Congress (cont)
19 Sept.	<p>Chapter 16: Federal Courts</p> <p>Complete the <i>BA Thesis</i> lecture series and complete the examination</p>
21 Sept.	Chapter 16: Federal Courts (Cont)
26 Sept.	Chapter 13: Presidency
28 Sept.	Chapter 13: Presidency (Cont)
3 Oct.	Chapter 15: Bureaucracy
5 Oct.	<p>Shea - Chapter 9: Bureaucracy (Cont)</p> <p>Write a one- to two-page essay on three advantages of using a bureaucratic system to implement laws and public policies. When writing your paper, consider your major area of study. Find the federal agency that oversees your field of study or area of interest. Review its purpose and impact on your field. Write a paragraph for each advantage and be prepared to discuss them in class. The paper must be submitted after class.</p>
10 Oct.	<p>Chapter 6: Public Opinion and Political Action</p> <p>Discussion: Political and cultural values tend to change across generations. Can you identify issues where you values diverge from those of your parents that might signal different values across generations? What causes those changes? Are they drastically different from the fundamental values most Americans share? We will use examples to explain who we can share values but support conflicting policy choices. These questions will be discussed in your groups along with your articles</p>
12 Oct.	Chapter 7: Mass Media and the Political Agenda
17 Oct.	Chapter 11: Interest Groups
19 Oct.	Chapter 8: Political Parties
24 Oct.	Chapter 9: Nominations and Campaigns

26 Oct	Chapter 10: Elections and Voting Behavior
31 Oct.	Chapter 4: Civil Liberties and Public Policy
2 Nov.	<p>Chapter 5: Civil Rights and Public Policy</p> <p>Interview someone who lived as a child or adult between 1945 and 1973. Chances are they were children or adults prior to or during this era.</p> <p>Everyone is required to ask them questions about their experiences relating to racial, sexual, religious, and economic discrimination the interviewee experienced or witnessed during their lives. Ask them questions about what life was like for them during this period of American history and how things have changed for them personally. One may hear different viewpoints about this period of time from a person of non-Caucasian heritage or a woman.</p> <p>You may chose to interview more than one person (it is strongly encouraged). Write and submit a one to two page paper on your findings at the next class meeting.</p>
7 Nov.	Chapter 13: The Congress, the President, and the Budget
9 Nov.	Chapter 13 (continued) with Chapter 17: Economic Policymaking
14 Nov.	Chapter 17: Economic Policymaking
16 Nov.	Chapter 18: Social Welfare Policymaking
21 Nov.	Chapter 19: Policymaking for Health, Energy, and the Environment
23 Nov.	Chapter 19: Policymaking for Health, Energy, and the Environment
28 Nov.	Chapter 20: Foreign and Defense Policymaking
30 Nov.	Chapter 20: Foreign and Defense Policymaking
5 and 7 Dec.	Cover chapter the class votes as the one of most interest that has not been discussed. We may be delayed in covering some chapters because of discussion. Personally, I think this is a good thing. If this situation occurs, we have one week to adjust the syllabus to meet our needs.

Grading Rubric

CATEGORY	A (90-100)	B (89-80)	C (79 – 70)	D to F (69 – 0)
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Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Paragraph Construction	All paragraphs include introductory sentence, explanations or	Most paragraphs include introductory sentence, explanations or	Paragraphs included related information but were typically not constructed	Paragraphing structure was not clear and sentences were not typically

	details, and concluding sentence.	details, and concluding sentence.	well.	related within the paragraphs.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

SAMPLE