

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

I. Course Instructor:

Marty P. Jordan, Ph.D.
Assistant Professor
Department of Political Science, Office: 346 S. Kedzie Hall
Email: jordan61@msu.edu OR marty.jordan@gmail.com
(*Please include PLS 100 in the subject line)
Office Hours: Tuesdays (1:00 – 3:00pm) or by Appointment

II. Course Teaching Assistants:

TEACHING ASSISTANT	EMAIL	OFFICE HOURS	OFFICE NUMBER
Chrissy Scheller	schell12@msu.edu	Mondays, 10am – 12pm or by Appointment	S. Kedzie 230
Emma Slonina	sloninae@msu.edu	None	S. Kedzie 234
Jasmine Jordan	jordan88@msu.edu	None	Undergraduate Learning Assistant

III. Course Description and Objectives:

Government—the set of rules that structures a society—matters. And politics—the process of debate about the set of rules, who should have authority and wield influence, and which policies leaders should pursue—equally matters. From tasks as mundane as repainting fire hydrants, requiring food labels to list ingredients and calorie counts, or printing worker safety manuals to issues as critical as deciding between a private or nationalized healthcare system, adjusting monetary policy to spur economic growth, or committing troops to go to war, *government and politics affect our daily lives and shape the world in which we live.*

This course is designed to provide you a comprehensive (although not exhaustive) overview of the politics of American government (and to hopefully convince you that, indeed, government and politics matter and explain why they matter). The topics covered include the historical development of American politics, federalism, civil liberties and civil rights, institutions, public opinion, the role of the media, campaigns and elections, political participation, political parties, state and local governments, and much more.

We will learn about the foundations and principles of American democracy. We will explore the structure of key American political institutions, and the various factors that affect political elites and citizens' political behavior. We will assess how political scientists study American politics and begin to investigate how political processes produce public policy outcomes. And we will also discuss and debate various contemporary issues. However, this class is not designed to teach you *what* to think about politics nor a venue for you to attempt to convince others of your political views. Rather, this class will try to teach you *how* to think about politics. The ultimate goal of this course is to help you gain a deeper understanding of the forces that shape American government and politics, and offer you greater knowledge of how to participate and effect change (if you so desire).

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

As such, you should leave this course with the following competencies:

- You should be able to discuss the foundations and principles of American government and democracy, including the Constitution, Bill of Rights, the separation of powers, federalism, and judicial review.
- You should be able to describe the inner workings of the key governmental branches, including executive, legislative, judicial, and administrative functions.
- You should appreciate the balance between civil liberties and civil rights and the power of government to enforce laws, as well as gain an understanding of how these rights have evolved over time.
- You should be familiar with contemporary policy debates, as well as how political parties, the media, and interest groups interact with political institutions to affect policy change in the United States.
- You should understand the factors that influence voters, policymakers, judges, elected officials, and bureaucrats' decisionmaking.
- You should appreciate the systematic forces—the rules, procedures, and institutions—that structure politics as practiced in the United States.
- You should learn how to become a more active and engaged citizen, and be able to articulate your perspective on a host of issues and debates.
- You should improve your ability to express your political views both verbally and in writing.

IV. Course Materials:

- Textbook and Readings:

REQUIRED: Please purchase, rent, borrow, or check out from the library the following (in hardcover or paperback):

- Lowi, Theodore J., Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. 2019. *American Government: A Brief Introduction. 15e Edition.* New York, NY: W. W. Norton & Company.

Using an earlier edition, such as the 14th edition, is also acceptable. However, if you decide to use an earlier edition, it is your responsibility to match the assigned chapters to the corresponding pages / chapters in earlier editions. There will also be additional assigned reading materials—e.g., book chapters, research articles, news reports—that I will make available via the course website on D2L.

There will also be additional assigned materials—e.g., book chapters, research articles, news reports, video links—that I will make available via the course website on D2L (<http://d2l.msu.edu>).

- Poll Everywhere:

We will also use the interactive platform, Poll Everywhere, to enhance your participation and engagement during lectures. Poll Everywhere will allow you to submit answers to multiple choice and survey questions during class in real time via your cellphone, tablet, or computer. A smart phone

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

is not required. If using your cellphone, you will be able to respond via text message or an app on your iOS or Android device. If using your computer or tablet, you will also be able to respond to polls by visiting PollEv.com/martypjordan.

REQUIRED: To participate in class using Poll Everywhere, you are required to register your device by clicking on the following link and filling in your information:

https://PollEv.com/martypjordan/register?group_key=6DM7Sl9nU3cqUDVV4O6wo27bz.

In addition, you must pay \$2—either via Venmo (www.venmo.com/martypjordan) or in cash / coin—by Wednesday, Sept. 4 to cover the cost of this service. Failure to do so may result in lost participation points for that lecture and subsequent lectures. I will provide more instructions on how to participate using Poll Everywhere on the first day of class.

➤ Course Website:

The course website is Desire2Learn (hereafter D2L): <http://d2l.msu.edu>. You can access the additionally assigned readings and activities on D2L. Grades will be posted periodically on the course website. I will also announce schedule or course changes here. And, any assignment submissions will be done electronically via the Dropbox feature on D2L. Please check our course website on a regular basis.

V. Course Requirements:

THREE EXAMS: (20% EACH). There will be three exams administered during the semester. The format of each exam will be described in a class session before the exam, but, in general, the exams will consist of a mixture of multiple choice, short answer, and/or longer answer questions. The exams will assess your knowledge of material contained within the assigned readings, from lecture, and from our course discussions. The exams will cover material from their respective thirds of the course. Although the second and third exams are not cumulative, content from earlier periods of the semester will certainly be helpful as we discuss information from the latter portions of the class.

FINAL PROJECT: (20%). I will ask you to write a 4-6 page final paper with appropriate references.

The prompt is designed to integrate material from the entire course and evaluate your understanding of American politics. Instructions for the Final Project are included at the end of this syllabus.

PARTICIPATION AND ATTENDANCE: (20%). The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you?: (1) Preparation, (2) Regular Attendance, and (3) Meaningful Participation.

(1) Preparation: I expect you to complete the assigned readings and activities for each class as scheduled and come prepared to answer quiz questions or discuss. I also encourage you to stay abreast of current events by browsing one or several of the following publications every day that we have class:

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

- RealClearPolitics: www.realclearpolitics.com/
- Politico: www.politico.com/
- The Monkey Cage: www.washingtonpost.com/news/monkey-cage/
- The Mischiefs of Faction: www.mischiefsoffaction.com/
- FiveThirtyEight: www.fivethirtyeight.com
- Washington Post: www.washingtonpost.com
- New York Times: www.nytimes.com/
- Wall Street Journal: www.wsj.com/
- National Review: www.nationalreview.com/
- Vox: www.vox.com

(2) Regular Attendance (10%): I also expect you to attend class on a regular basis. You will not do well in this course if you do not show up. If you miss a class, you bear the responsibility of getting notes, information about assignments, or changes to the syllabi from a classmate. See the section below on how to deal with Late Work, Make-Ups, Missed Quizzes or Exams.

We will use Poll Everywhere at the beginning of lectures to take attendance. **Each student will be allowed FOUR unexcused absences during lecture.** This will cover illness, missed alarms, gone to the movies, etc. Beginning with the 5th absence, students will lose 1 percentage point of their attendance grade for each subsequent absence (out of 5% total). Medical absences for more than one class session should also be brought to my attention to ensure that you are not falling too far behind in the course.

(3) Meaningful Participation (10%): Meaningful participation comes in a number of forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and current events, and offering respectful comments during class. Meaningful participation is not checking your cellphone, surfing the web, or chatting with your neighbor during class conversations or activities.

In other words, good participation is simply being a good member of our class community. Everyone's experience in this course is enhanced by regular attendance and active participation; conversely, everyone's experience suffers if individuals do not attend and participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week's readings. So, don't be afraid to speak up!

Your participation will also be gauged using Poll Everywhere. I will post several questions throughout each lecture to stimulate class discussion and review your understanding of key course material. You will need to answer (right or wrong) all questions during lecture to receive full credit for participation that class. If you answer zero questions, you will get no credit for participation. If you answer some but not all of the questions, you will get 50% credit for that day. Each class session will be treated as a separate grade, regardless of the number of questions that I ask.

I will drop your FOUR lowest scores during the semester and take the average of the rest for your lecture participation grade. This means, in other words, that you can completely miss four class sessions without being penalized in terms of your participation grade. Because of this

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

cushion, there will be no make-up points, excused absences, or any additional allowances made if you forgot your cell phone, tablet, computer, or anything similar.

You must be registered with Poll Everywhere and pay your \$2 cash before the start of lecture on Wednesday, September 4th. If you fail to register with Poll Everywhere, then you won't receive credit for class that day and any subsequent days where you are not registered and have paid your \$2.

You are prohibited from entering responses using the cell phones, tablets, or computers for classmates who are absent. Students caught engaged in this activity will receive a grade of zero for the entire participation portion of the course and may have formal disciplinary proceedings for academic dishonesty initiated against them. The same action will be taken against the student(s) whose cellphones, tablets, or computers are being used for this activity.

VI. Student Evaluation and Grading:

Grading Weights—your grade will be determined using the following weights:

- First Exam: 20%
- Second Exam: 20%
- Third Exam: 20%
- Final Paper: 20%
 - Proposed Amendment Topic and Initial Sources (4%)
 - Final Draft of Paper (16%)
- Participation (including PollEverywhere/quizzes) and Attendance: 20%
- TOTAL: 100%

Grading Scale:

4.0	90 – 100	2.5	75 – 79	1.0	60 – 64
3.5	85 – 89	2.0	70 – 74	0.0	Below 60
3.0	80 – 84	1.5	65 – 69		

*This is the grade scale that I will use to guide my grading decisions. If you earn the percentage listed above, you are assured at least that grade. However, I reserve the right to curve the final grades upward should I deem it necessary.

VII. Course Outline:

The outline below is subject to changes as necessary to account for the unique dynamics of our class. In the event that changes are made, they will be announced with ample notice during lecture, sent via email, and/or documented on D2L. The readings and activities assigned to a date will be discussed in class. You should be prepared to answer any questions about the material for that day.

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

Date	Topic	Assigned Readings and Activities / Due Dates
Wednesday, Aug. 28	Introduction and Review of Syllabus	
Monday, Sept. 2	Labor Day – NO CLASS	
Wednesday, Sept. 4	Making Sense of Government and Politics; Collective Action Problems	<p>*Read Lowi <i>et al.</i> Chp 1: Introduction: Governance and Representation (pages 2 – 21)</p> <p>*Read Brooks. 2014. “How Much of Our Time Should Politics Take?” http://www.rd.com/culture/david-brooks-politics-time/.</p> <p>*Read “Democracy Is Overrated: I want an Oligarchy.” FiveThirtyEight (pdf).</p> <p>Questions to consider: What is government; why do we have government? What is “politics?” Do politics matter? Who has power and how did they get it? What are “collective action problems” and why do they matter? What are the differences between divergent types of governmental systems?</p>
Monday, Sept. 9	The Founding and the Constitution I	<p>*Read Lowi <i>et al.</i> Chp 2: The Founding and the Constitution (pages 22 – 32)</p> <p>*Read the Federalist 10 & Anti-Federalist Essays (pdf)</p> <p>Questions to consider: What were the framers’ most important concerns when drafting the Constitution? How does the Constitution differ from the Articles of Confederation? What were the Federalists and Anti-Federalists’ arguments for or against a “pure” democracy? What were the opposing views of elected officials: should they act as delegates (following the expressed will of their constituents) or as trustees (using their judgement to decide what is best for the country)? Why is the Constitution “a bundle of compromises?”</p>
Wed., September 11	The Founding and the Constitution II	<p>*Read Lowi <i>et al.</i> Chp 2: The Founding and the Constitution (pages 32 – 51)</p> <p>*Skim Lowi <i>et al.</i> in Appendix: The Constitution of the United States of America / Amendments to the Constitution (pages A13 – A31)</p> <p>Questions to consider: What are the key parts of and powers laid out in the Constitution? How is political power divided in the United States? How are those divisions of power enforced? How have these divisions of power changed over time? What is the process to amend the Constitution?</p>
Monday, Sept. 16	Federalism and Separation of Powers	<p>*Read Lowi <i>et al.</i> Chp 3: Federalism and the Separation of Powers (pages 52 – 77)</p> <p>*Read Teles. 2014. “Kludgeocracy in America.” (pdf)</p> <p>Questions to consider: What are the advantages / disadvantages of federalism (in theory and</p>

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

		practice)? Who should have power, the states or the federal government? When? Who actually has power? Why? Which level of government is “most appropriate” to decide on which issues?
Wed., September 18	Civil Liberties	<p>*Read Lowi <i>et al.</i> Chp 4: Civil Liberties and Civil Rights (pages 78 – 97)</p> <p>*Read “Americans Feel the Tensions Between Privacy and Security Concerns” Pew Research Center. (pdf)</p> <p>*Read “Give the F.T.C. Some Teeth to Guard Our Privacy.” NYT (pdf).</p> <p>Questions to consider: What are civil liberties? What are civil rights? How do they differ? How have levels of civil liberties changed over time? What is the “right” balance between civil liberties and security? Do some liberties have to be “temporarily” sacrificed for the sake of security?</p>
Monday, Sept. 23	Civil Rights	<p>*Read Lowi <i>et al.</i> Chp 4: Civil Liberties and Civil Rights (pages 98 – 121)</p> <p>*Read “Segregation Now--How ‘Separate and Equal’ is Coming Back.” The Atlantic. (pdf)</p> <p>*Watch “Felony Disenfranchisement: Last Week Tonight with John Oliver”: https://www.youtube.com/watch?v=NpPyLcQ2vdl.</p> <p>Questions to consider: What are civil liberties? What are civil rights? How do they differ? How have civil rights changed over time? Are race relations improving or deteriorating in the country? If laws and other measures bar racial discrimination, has American society treated both races with justice? Or do further steps need to be taken to compensate for past racial injustices and to counteract subtly persisting prejudices? What would American society look like today if affirmative action programs had never been instituted? What will it look like tomorrow if affirmative action programs are abolished?</p>
Wed., September 25	First Exam	
Monday, Sept. 30	Congress: Representation and Organization	<p>*Read Lowi <i>et al.</i> Chp 5: Congress: The First Branch (pages 122 – 141)</p> <p>*Read “How Policymakers Ignore the Public’s Priorities.” The Monkey Cage – The Washington Post (pdf).</p> <p>Questions to consider: What is the tension between members’ representative and policymaking roles? Should legislators serve as delegates or trustees? What processes/procedures/rules must members follow in order for their bills to become law?</p>
Wednesday, Oct. 2	Library Research Session	Please bring your laptop or computational device (if you have one) for hands-on learning activities.

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

Monday, Oct. 7	Congress: Decisionmaking and Additional Powers	<p>*Read Lowi <i>et al.</i> Chp 5: Congress: The First Branch (pages 141 – 157) *Read “Ten Things I Wish Political Scientists Would Teach about Congress” Pi Sigma Alpha Lecture. (pdf)</p> <p>Questions to Consider: What motivates members of Congress in their legislative behavior? How do elections shape Congressional behavior? Are there other influences (e.g., lobbyists, campaign contributions) on their behavior? Is the resurgence of partisanship in Congress a healthy or unhealthy development? Does it clarify national issues and generate sharper national debates? Or does it promote petty conflict between legislative partisans that serves only to alienate citizens further from Congress? Why is Congress so inefficient? What kinds of reforms might be needed?</p>
Wednesday, Oct. 9	The Presidency: History, Power, and Evolution of Office	<p>*Read Lowi <i>et al.</i> Chp 6: The Presidency (pages 158 – 189) *Read “Is the Presidency Too Big a Job?” Newsweek. (pdf)</p> <p>Questions to Consider: How has presidential power changed over time? Which is the president’s most powerful role? What is the mismatch between public expectations and presidential power? How can presidents achieve success in office?</p>
Monday, Oct. 14	The Executive Branch: The Bureaucracy	<p>*Read Lowi <i>et al.</i> Chp 7: The Executive Branch (pages 190 – 217) *Read “The Rise of the Fourth Branch of Government.” The Washington Post. (pdf) *Read “Inside the brutal but bizarrely bureaucratic world of the Islamic State in Libya” The Washington Post. (pdf)</p> <p>Questions to Consider: How is the Executive Branch organized? Who is in charge of the bureaucracy? How does the bureaucracy work? What is the bureaucracy’s role? What is the nature of the “principal-agent” problem between Congress and the bureaucracy? How big is government? At which level has it grown the most?</p>
Wednesday, Oct. 16	The Judiciary: Court System and Judicial Review	<p>*Read Lowi <i>et al.</i> Chp 8: The Federal Courts (pages 218 - 236) *Read “Can the Courts Make Congress Declare War.” The Atlantic. (pdf)</p> <p>Questions to Consider: How are the courts and legal system structured? What is judicial review and what role does it review play in our democratic process?</p>
Monday, Oct. 21	The Judiciary: The Supreme Court	<p>*Read Lowi <i>et al.</i> Chp 8: The Federal Courts (pages 236 - 251) *Read “How to Read the Mind of a Supreme Court Justice” FiveThirtyEight. (pdf)</p> <p>Questions to Consider:</p>

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

		How do cases reach the Supreme Court and how do judges decide cases? How do judges interpret the Constitution? Is the Supreme Court (and courts in general) political? Is it possible to “depoliticize” the courts? Does the Court matter?
Wednesday, Oct. 23	State and Local Government	<p>*Read “Anatomy of Detroit’s Decline.” New York Times. (pdf). *Read “Yes, this is real: Michigan just banned banning plastic bags.” Washington Post. (pdf). #Watch “Special Districts” Last Week Tonight with John Oliver. At: https://www.youtube.com/watch?v=3saU5racsGE</p> <p>Questions to Consider What are some of the challenges / opportunities that state and local governments face? What is the relationship between state and local governments? What does “local government” even mean? Which level of government has more immediate impact on your daily life? Is this the level that you hear / learn the most about? What have we learned from the federal branches of government that might apply to the state and local contexts and what might not?</p>
Monday, Oct. 28	Second Exam	
Wednesday, Oct. 30	Public Opinion I	<p>*Read Lowi <i>et al.</i> Chp 9: Public Opinion and the Media (pages 252 – 273) *Read “How Memory Became Weaponized.” Psychology Today. (pdf). *Take these quizzes to assess your political ideology: http://www.selectsmart.com/FREE/select.php?client=Politicalideas. and https://www.theadvocates.org/quiz/quiz.php#</p> <p>Questions to Consider What does it mean to be a conservative, a liberal, a libertarian, a populist, etc.? What is political ideology? What influences our ideological formation? Are voters or politicians more extreme in their ideology?</p>
Monday, Nov. 4	Public Opinion II	<p>*Proposed 28th Amendment and Five Initial Sources Due (4% of final grade) *Read “How American Politics Went Insane.” The Atlantic. (pdf) *Read “Should We Get Rid of Polls?” The Monkey Cage – Washington Post. (pdf)</p> <p>Questions to Consider: How do we know what “the public” thinks? What is public opinion? What influences public opinion? How do we measure public opinion? What makes a poll “good?” What information do we need to be able to interpret a poll reliably? Do surveys reflect or drive opinion? Are public opinion polls beneficial or harmful to democracy?</p>
Wednesday, Nov. 6	The Media	*Read Lowi <i>et al.</i> Chp 9: Public Opinion and the Media (pages 273 – 285)

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

		<p>*Read “How Trump Hacked the Media.” FiveThirtyEight. (pdf)</p> <p>Questions to Consider: How have the media and the news changed over time? How are emergent social media mediums affecting politics? Does the media influence political elites or do elites influence the media?</p>
Monday, Nov. 11	Campaigns and Elections I	<p>*Read Lowi <i>et al.</i> Chp 10: Elections (pages 286 – 312)</p> <p>*Read “Hate our Electoral System?”: https://www.washingtonpost.com/graphics/politics/2016-election/election-outcome-other-systems/?hpid=hp_no-name_graphic-story-a%3Ahomepage%2Fstory</p> <p>#Watch “Primaries and Caucuses.” Last Week Tonight with John Oliver. At: https://www.youtube.com/watch?v=S2G8jhhUHg.</p> <p>Questions to Consider: What are the consequences of our current presidential nomination process? Are our election districts single-member districts or proportional representation? Does it matter? Who can vote? Who votes on election day? And how do voters decide? How does gerrymandering and different institutional rules affect which party can win a political majority?</p>
Wed., Nov. 13	Campaigns and Elections II	<p>*Read Lowi <i>et al.</i> Chp 10: Elections (pages 313 – 327)</p> <p>*Read “The New Price of American Politics.” The Atlantic.</p> <p>*Read “Do campaigns really change voters’ minds?” The Washington Post. (pdf)</p> <p>*Read “Everyone Knows Money Influences Politics—Except Scientists” FiveThirtyEight. (pdf)</p> <p>Questions to Consider: What role does money play in campaigns and elections? What are the different limits for financial contributions to campaigns? Do elections ensure accountability?</p>
Monday, Nov. 18	Political Parties I	<p>*Read Lowi <i>et al.</i> Chp 11: Political Parties (328 – 350)</p> <p>*Read “Differences Between Democrats and Republicans.” EnkiVillage. At: http://www.enkivillage.com/differences-between-democrats-and-republicans.html</p> <p>Questions to Consider: Why do we have two political parties? What are the main differences between the Democratic and Republican parties? What are the procedures for nominating and electing political candidates?</p>
Wed., Nov. 20	Political Parties II	<p>*Read Lowi <i>et al.</i> Chp 11: Political Parties (351 – 365)</p> <p>*Read “Why Democrats and Republicans Don’t Understand Each Other.” Vox. (pdf)</p> <p>Questions to Consider:</p>

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

		How has the role of political parties changed since our founding? Are our parties more polarized now than ever before? Why? Should we treat the Republican and Democratic Parties as mirror, opposing images of one another? Or are they different in fundamental ways?
Monday, Nov. 25	Interest Groups	<p>*Read Lowi <i>et al.</i> Chp 12: Interest Groups (pages 366 – 393) *Read “Inside the Power of the N.R.A.” The New York Times Magazine. (pdf). *Read “Why the NRA is struggling.” Vox. (pdf)</p> <p>Questions to Consider: What differentiates political parties and interest groups? How does each influence policymaking in the United States? What techniques do they use to achieve success? How have these roles changed over time?</p>
Wed., Nov. 27	Public Policy I	<p>*Read Lowi <i>et al.</i> Chp 13: Public Policy (pages 394 – 435) *Read “Twenty Years Since Welfare Reform: How has America Fared?” The Atlantic. (pdf).</p> <p>Questions to Consider: What is public policy? What are the different policy areas?</p>
Monday, Dec. 2	Public Policy II	<p>*Read Lowi <i>et al.</i> Chp 13: Foreign Policy (pages 436 – 463) *Read “China’s Two-Pronged Trade War.” The Atlantic. (pdf).</p> <p>Questions to Consider: How has American foreign policy evolved since our founding? Who makes and influences foreign policy? What are different goals of foreign policy?</p>
Wednesday, Dec. 4	Review: What have you learned?	*Final Paper Due Today
Monday, Dec. 9	Third Exam	3:00 – 5:00 pm

VIII. Course Policies and Procedures:

Classroom Decorum: Politics can be controversial. And we will discuss controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires from all of us mutual respect, a willingness to listen, and tolerance of opposing viewpoints. I expect that respect for individual differences and alternative points of view will be maintained at all times in this course. One’s words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work, Make-Ups, Missed Quizzes or Exams: I expect students to make every effort to turn in assignments, take required quizzes / exams, or complete other activities on time and as scheduled. The only exceptions that will be made pertain to medical emergencies experienced by you or someone in your immediate family that necessitate your absence from campus, participation in a University-sponsored event or activity, or observance of a religious holiday. If you know in advance

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

you will miss such a requirement, you must notify me in advance. If you are ill or other extenuating circumstances cause you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor's note) that allows me to verify the validity of your claim.

Please note that for those assignments or activities turned in after the deadline that do not meet the aforementioned exceptions, we will apply a 25% penalty to your assignment grade for every 24-hour period beyond the due date and time.

Communication with the Instructor and Teaching Assistants: We care about you and your success in this course, at MSU, and beyond. We welcome suggestions, comments, questions, and conversations about the course, political science, graduate school, or the professional arena outside academia. Feel free to stop by our offices (my office hours are listed above), set up an appointment, call, or email us. We will try to respond to all emails within 24 hours, although it may take longer on the weekends. We will also use email and our D2L site to frequently communicate with you about course assignments, activities, and any changes to the course schedule or syllabus. When emailing us, please be sure to include PLS 100 in the subject line.

Grade Appeals or Challenges: We are not infallible and make grading errors, including grading miscalculations, from time to time. We will use our course's D2L site to input attendance / participation and assignment scores. Be sure to check the D2L site to ensure that we have not made any mistakes and let us know as soon as possible if you believe we have.

If you have a question or concern regarding your performance on an assignment, quiz, or an exam, you should contact the individual responsible for grading that item. With the exception of arithmetic errors in calculating your score, all challenges must be presented in a written (or email) statement that concisely expresses why you believe your grade should be altered. This statement must reference the grading rubric (if there is one) to justify the grade change. All concerns – arithmetic or otherwise – relating to a specific exam or assignment must be raised within one week of when the assignment/exam was distributed (it is your responsibility to attend the class session in which materials are returned; the one-week clock starts when we make the initial attempt to distribute the exam/assignment *regardless* of whether you were there to collect it). After this one-week period, no grade challenges will be entertained. Also, please note that if you appeal a grade on an assignment and we decide to reexamine the assignment, the grade may go up *or* down. It will be treated as a new grade on the assignment, and all aspects of the assignment are open to reexamination.

Academic Integrity: Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course (unless you get explicit permission from me beforehand). All students at MSU are responsible for knowing and adhering to the academic integrity policies of this institution. Violations of this policy may include cheating, plagiarism (including "patchwriting"), aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member (including but not limited to a zero for the assignment and/or course, being reported to the Dean's office) and non-academic sanctions (including but not limited to probation, suspension, or expulsion from the university).

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)

Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Religious Observation Policy:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/religiousobservance.htm>

Sexual Harassment or Assault: Michigan State University and I are committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

I am available if you would like to speak to me about an incident of sexual harassment or assault that occurred while you are a student at MSU. However, it is important to note that all MSU faculty members (and teaching assistants) are mandatory reporters through Title IX (the law that prohibits sex discrimination, which includes harassment, domestic and dating violence, sexual assault and stalking). If you speak to me about a personal experience, I have a responsibility to report my knowledge of the incident to the Title IX coordinator.

PLS 100: INTRO TO AMERICAN POLITICS
Mondays and Wednesdays: 3:00-4:20pm (C107 McDonel Hall)
FINAL PROJECT ASSIGNMENT: THE 28th AMENDMENT¹

AMENDMENT TOPIC & INITIAL 5 SOURCES DUE VIA D2L: MONDAY, NOVEMBER 4
FINAL PAPER DUE VIA D2L: WEDNESDAY, DECEMBER 4, 2019

Overview: The United States Constitution has been amended 27 times in its history. These amendments are now a permanent part of the Constitution. In addition, there have been 6 amendments that have passed the US Congress but failed to receive the support from $\frac{3}{4}$ of the states. These are the six “failed amendments.” Finally, every year there are hundreds of amendments proposed, most of which never make it out of a Congressional committee.

Assignment: In this paper, your task is to write an essay articulating and defending the 28th Amendment to the US Constitution. Your paper should begin with the text of the Amendment itself. You may choose to defend one of the failed amendments, a proposed amendment that hasn’t won the support of Congress, or an entirely new amendment. Your paper should be a persuasive essay, meant to persuade members of Congress and state legislatures to vote for your amendment. You need to describe the issue (i.e., why the amendment is needed and what problem the amendment will solve) and explain specifically how the amendment will solve the problem.

Specifically you must do three things:

1. Present the full text of the Amendment.
2. Justify **why** the Amendment should be added to the Constitution, citing specific weaknesses in the laws, rights, or Constitution that exist right now that make this Amendment necessary and important.
3. Discuss the ratification process for the Amendment. What does your read of the current political climate suggest about the chances of the Amendment’s ratification? What political hurdles might you have to overcome to get your Amendment passed? Which groups/political parties/types of people will support it? Which groups/political parties/types of people will oppose it? How would you answer any potential criticisms to your Amendment?

Requirements:

- 4-6 pages, double-spaced, 12 point standard font with 1-inch margins (in addition to the Amendment text).
- Have *at least* 8 outside, reputable sources.
- Amendment text and initial five sources due at the beginning of class on November 4, 2019
- Final paper due at the beginning of class on December 4, 2019.

Breakdown of points (100 total):

- Present full text of Amendment and initial five sources (20 points) (due November 4, 2019)
- Argument and support for why Amendment should be added (see #2 above) (30 points)
- Discussion of ratification process (see #3 above) (30 points)
- Format, Chicago Style Formatting, Grammar, Clear Writing, Appropriate Sources (20 points)

¹ Adapted from Matt Filner, Metropolitan State University and Amanda Bryan, Loyola University.