Course Objectives
This course provides you with an overview of the American Government and politics. It is divided into four parts: the fundamentals, institutions, and political behaviors and attitudes. In the first section, we will discuss the Constitution, identify American political values, and review American political history. In the second section, we will examine how the three branches of the federal government—i.e., the Congress, the presidency, and the courts—operate and how they interact with one another. In the third section, we will study how civic society interact with the government and influence the policy-making process. In the last section, we will focus on public policy and how it relates to political process and briefly touch upon welfare policy as one of many important areas of domestic policy. It is the goal of this class that students gain a comprehensive understanding of American government and politics and empower you to become a critical and active participant in the American political process.

Political Science Learning Outcomes
Students who complete this course should be able to accomplish the following:

1. Identify and explain the central principles, institutions, procedures, and decision-making processes of the American political system
2. Evaluate the basic strengths and weaknesses of the American political system through the application of political concepts and ideas
3. Relate historical events and/or developments to contemporary political issues, debates, and outcomes in the United States
4. Develop an analytical, social science disposition toward American politics.

General Education Social Science Learning Outcomes
Students will earn social science general education credit for completing this course. Upon completion of this course, students should be able to: apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. These outcomes will be assessed on the Group Research Paper.
Course Delivery Format and Structure

The course will occur “synchronously” via Zoom. In other words, we will move through course material together as a class, week by week, and have live online sessions in designated class hours via Zoom. Except for the textbook, all the course materials (i.e., announcements, additional readings, videos, assignments, etc.) will be available in the Online Academic Knowledge System (OAKS), the College’s learning management system.

During a 16-week period, there will be a module that corresponds to each week. Each module represents a thematic topic that will be covered during each week. A new module will open at 3:00 pm on Fridays so that you can start working on course materials, quizzes, and assignments for the following week. Modules will remain open for the duration of the course once they are released. However, please note that your access to quizzes, discussion boards, and assignments will be limited after the due dates (See related details are under Course Requirements and Grading Policy). Within each module, there will be a checklist to assist you in staying organized. In a checklist, you will find various tasks including quizzes, discussion posts, and assignments in addition to readings. Specific instructions for each task will be described in checklist. I recommend you to start from reviewing this checklist each time you start a new module. Everything you will need for each module is linked inside each checklist.

Required Textbook

- All other required readings and materials will be posted in OAKS under the “Content” tab.

Student Responsibilities

To be successful in this course, it is important that you maintain an active presence in OAKS as well as in live sessions and don’t get behind. To maintain an active presence, you are expected to do the following:

- Log into the course, at minimum, 3-4 times a week. To be an active member of the online community and to avoid procrastinating, you should log in frequently and check your CofC email, OAKS announcements, view feedback, and read/reply to discussion board threads.
- Anticipate 6-10 hours of active work each week.
- Come ready to learn and talk about things in Zoom sessions. Do your readings before each Zoom session, and take a quiz before you come to a Zoom session on Fridays. Each member of our community is responsible for contributing to the information we will learn together. Each member must actively engage with the material, ask questions, and present new insights and information gained during our time together.
- Actively participate in the course. There will be opportunities for interaction via the discussion boards and during Zoom sessions.
Complete assignments on time. Assignment deadlines are clearly posted and will be strictly respected. Do not make the mistake of thinking that this is an easy class because we are in uncertain times and some material will be online. You can expect similar academic rigor as you would in a face to face class and completing assignments will take time. Please do not procrastinate!

Course Requirements

The final course grade is based on the sum of points earned from class participation, reading quizzes, discussion board posts, a group project and presentation, and three exams. Due dates for each assignment can be found in Course Schedule.

Participation (10%)
Students are encouraged to actively participate in discussions during Zoom sessions by being attentive, bringing information forward for dialogue, making comments about course-related materials, and asking relevant questions.

Quizzes (10%)
There will be ten quizzes given throughout the semester. Quizzes are designed to check your reading and understanding of the readings and lectured materials. Quizzes will consist of short answer, multiple choice, and/or true-false questions. They are due 9:50 am on Fridays, that is 10 minutes before our Friday Zoom sessions.

Discussion Posts (15%)
You will have five discussion prompts throughout the semester. The first discussion post is an individual assignment for you to introduce yourself to the class. The remaining four are content-related posts that you will submit as a group on OAKS. That said, to complete the group discussion posts, each student should post at least one individual post and a group will collectively come up with a single post that will be required to be submitted on your group discussion board. You will be randomly assigned into a group, and this group will stay together to complete all four discussion posts. For these group discussion posts, you will receive up to 5% of final grade as an individual and up to 10% as a group. Details on each discussion prompts will be provided in OAKS.

Group Research Paper and Presentation (20%)
At the end of the semester, you will submit a group research paper and give a presentation to the class. This assignment is to be done in a group of 4 to 5 students, and students will be randomly assigned into a group. Students will be asked to identify and examine an issue/problem of concern in American politics. Use the textbook and syllabus as a guide for acceptable topics. The group paper and the presentation will count as 10% and 5% of your final grade. The remaining 5% of your final grade will be based on peer-evaluation from your group members. More details on this assignment will be discussed in Zoom sessions and posted on OAKS.
Three Exams (45%)
You will have three online exams, and each counts as 15% of your final grade. Dates are listed on the course schedule. For each exam, students are responsible for all subject matter covered during Zoom sessions and in the assigned readings up to the point of each exam. The exams are non-cumulative; the second exam will cover all subject matter covered after the first exam up to the point of the second exam. Likewise, the last exam will cover all subject matter covered after the second exam up to the point of the last exam. All exams will have a mixed format which may include, but is not be limited to, multiple choice, short answer questions, and/or essays. They are open-book and open-notes, but you will be given a fixed time period to finish these exams.

Grading Policy

Late work
Course assignments, including discussion posts, exams, and other graded assignments, should be submitted on time as specified on OAKS and on the course schedule. If you anticipate difficulty in completing an assignment on time, you must let me know in advance of the due date by email and we will make specific arrangements together. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

- Quizzes: Each one will be left open in OAKS, allowing you to complete them, 48 hours after the due. However, a 30% deduction will be applied for every 24 hour-late completions. Quizzes completed more than 48 hours after the due will not be count toward your final grade.
- Discussion Posts: Although each discussion forum will be left open throughout the semester, late posts completed will have a 20% deduction every 6 hours. Individual posts that are completed more than 18 hours after the due and group posts that are completed more than 12 hours after the due will not be graded.
- Group Research Paper and Presentation: Late final paper submission will result in a 10% deduction of your group grade per one day late. Presentation should be given on an assigned date.
- Three Exams: Make-up exams will only be given in extreme circumstances (e.g. prolonged illness, family emergency). Notice should be given to the instructor before the exam dates so we can arrange a make-up assignment. If your absence is unexpected, please contact me as soon as possible, no later than 24 hours following the exam.

Grading Distribution & Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% (pts)</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10% (50 pts)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10% (50 pts)</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>15% (75 pts)</td>
</tr>
<tr>
<td>Group Project and Presentation</td>
<td>20% (100 pts)</td>
</tr>
<tr>
<td>Three Exams</td>
<td>45% (225 pts)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100% (500 pts)</strong></td>
</tr>
</tbody>
</table>
A = 93% or above
A- = 90-92.99%
B+ = 87-89.99%
B = 83-86.99%
B- = 80-82.99%
C+ = 79.99-77%
C = 73-76.99%
C- = 70-72.99%
D+ = 67-69.99%
D = 63-66.99%
D- = 60-62.99%
F = 59.99% or below

* There will be no rounding up and extra credit.

Incomplete

Grades of “Incomplete” (I) are reserved for those students who for some unexpected reason are unable to complete final requirements for the class. Students requesting an “I” must contact me as soon as they learn of their inability to complete the assigned work. The Last day to withdraw from full semester classes is October 28th, 2020.

Course Policy

Syllabus Change

This syllabus is a guide for the course and is subject to change with advance notice, as necessary. Any changes will be reflected in the content in OAKS, announced in OAKS, and/or discussed in class.

Absences

Attendance at scheduled Zoom sessions is expected. It is quite likely that you will perform better on assignments and tests if you are part of the conversation. Remember, a college course is a cooperative, collegial learning experience. Please be ready to participate in Zoom sessions in front of your computer at least 5 minutes prior to the scheduled time. If you need to leave class early for any reason, you should let me know ahead of time. Given the unique circumstances posed by COVID-19, however, “attendance” will not be considered in overall evaluations of performance. Nonetheless, you should contact me immediately before or after your absence so that we can discuss an accommodation for your missed session.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Accommodations for Documented Disabilities**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**OAKS**
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**Recording of Classes (via ZOOM)**
Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction**
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Mental & Physical Wellbeing**
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843-953-5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (http://counseling.cofc.edu or 843-953-5640, 3rd floor, Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd floor, Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.
Inclusion
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies (http://gender-sexuality-equity.cofc.edu/campus-resources/index.php). I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Religious Accommodations
The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

Food & Housing Resources
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Communication Expectations
Outside of Zoom sessions, communication with me can occur via email and virtual office hours. I encourage students to keep in mind the following procedures.

1. **Ask three, then me**
   Sometimes, answers to your questions could be easily found by reading syllabus or asking your classmates. Thus, before emailing me, please 1) consult the syllabus and class schedule, 2) check OAKS announcements, assignment instructions on OAKS, and Course Lounge, and 3) ask three classmates.

2. **If your question is still not answered, please reach out to me for assistance.** My preferred method of initial communication is email. When corresponding using email, please:
   - Include “POLI 101” in the subject line followed by concise subject describing your question.
   - Include a respectful greeting and please spell my name correctly (e.g., Dear Dr. Kwak, Hello Dr. Kwak, Hi Dr. Kwak, or simply Dr. Kwak). Do not start your email with the word “Hey”, “Hi, there” or by simply launching into an explanation of whatever issue you might need addressed.
   - Use complete sentences and standard spelling, and do not use Internet slangs.
   - Fully sign your name.
   - Proofread your email before you send.

3. **Virtual office hours**
   I will have regular office hours via Zoom on Tuesdays and Thursdays from 10 am to 11:30 am. During this designated office hours, you might be put in a waiting room inside Zoom if I am seeing another student. If this office hour schedule does not work for you, please send me an email ahead of time so that we can find convenient time for both of us.

   * *You can expect responses from me within 36 hours (it is likely to be earlier) on weekdays and 48 hours on weekends. It is unlikely that I will reply to emails after 10 p.m.*

**Netiquette**

Netiquette combines the word “net,” slag for the internet, and “etiquette” and refers to codes of online conduct. Over the semester, we are going to interact with one another often via online communication. Without the usual non-verbal cues in face-to-face interaction, misunderstanding and conflict can easily arise in a digital environment. Thus, please abide by the following netiquette rules to make sure you sound respectful, polite, and knowledgeable when you post to OAKS discussion boards and communicate with your instructor and colleagues online.

- **Be a reader first, then post.** Before you respond to a discussion prompt, read the other comments in the discussion board first. If someone else made the point you wanted to make, you can agree with them and elaborate further, expand on the idea, take it in a different direction, or come up with a different approach altogether. Before posting your question to a Q&A board, check if anyone has asked it already and received a reply.
- **Use appropriate capitalization.** USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
• **Use clear subject lines** in emails, discussion boards, and Course Q&A boards.
• **Stay on topic.** Avoid taking the conversation away from course content.
• **Be brief.** If you write a long dissertation in response to a simple question, it’s unlikely that anyone will spend the time to read through it all.
• **Think before you hit the post (enter/reply) button.** You can't take it back!
• **Avoid sarcasm.** Don’t write anything that sounds angry or sarcastic. Remember that you are relying on your words to show the tone you intend. If in doubt, leave it out.
• **Cite your sources.** When you share opinions, it’s important to support your claims with sources. Providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. This doesn’t mean that you must have a citation for everything you post, but whenever you are using the intellectual property of others, you must always cite your sources.
• **Respect disagreement.** Great discussions often include disagreements. I expect everyone in the class to respect others’ rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument.
• **Help each other.** If you notice a colleague has asked a question or written about a problem, jump in and offer assistance. This is especially true in the Course Lounge discussion board.
• **Be forgiving.** If your classmate makes a mistake, don’t badger him or her for it. Anyone can make a mistake.

### Center for Student Learning and Writing Lab

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Among others, I encourage you to take advantage of the Writing Lab in the Center for Student Learning. Trained writing consultants can help with writing for all courses. They offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call 843-953-5635.

### Technology

Please ensure that you have access to OAKS which can be accessed through MyCharleston. All you need for this course except the textbook will be available in OAKS (e.g., announcements, additional readings, quizzes, assignments, etc.). In addition, it is required that you have technologies listed below.

### Hardware

- A computer with Internet access
  - You must have a **reliable** Internet connection (i.e., consistent high speed internet), especially when you come to Zoom classes.
• Microphone and an external speakers or a headset with a microphone
• A webcam or a laptop camera
  I strongly encourage you to turn on a camera so that everyone in a Zoom session can see one another. Also, please be respectful and have your shirts on when you come to sessions (No pajamas, please!). If you feel uncomfortable displaying your living space, you could use virtual or blurred backgrounds (To protect ourselves from eye fatigue, please avoid using videos or moving images as your background). At the minimum, I ask you to set up your profile picture so that we all have virtual audience to talk to even if your camera is off.

**Software**

• Zoom for virtual classes and office hours
• Adobe Acrobat Reader
• Microsoft Word: A copy of MS Word (and Excel, PowerPoint on and other MSOffice software) is available to you as a CofC student, free of charge.
• Chrome or Firefox Internet browsers are strongly recommended.

**Technical Support**

Visit [here](#) and/or [here](#) for tutorials about the technical tools mentioned above. If you have technical problems, please contact Student Instructional Technology Services (SITS) or IT Service Desk. Please be sure to promptly resolve technical problems. Computer failure/unavailability does not constitute an excuse for not completing or submitting work by the due date.
Course Schedule

Listed below are assigned readings from the textbook and the assignment schedule. Additional learning materials may be assigned and will be posted on OAKS. The instructor reserves the right to modify this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be notified of any schedule changes during Zoom sessions, via OAKS announcements, and/or emails.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Week 1 8/26-8/28</td>
<td>• Course Overview&lt;br&gt;• Ch.1: American Political Culture</td>
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<tr>
<td>Week 2 8/31-9/4</td>
<td>• Ch.1: American Political Culture (con’t)&lt;br&gt;• Ch.2: The Founding and the Constitution</td>
<td>• Quiz #1&lt;br&gt;• Discussion Post #1</td>
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<tr>
<td>Week 3 9/7-9/11</td>
<td>• Ch.3: Federalism&lt;br&gt;• Quiz #2&lt;br&gt;• Discussion Post #2</td>
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<tr>
<td>Week 4 9/14-9/18</td>
<td>• Exam #1 (9/21), 10:00 am – 10:50 am&lt;br&gt;• Ch.12: Congress</td>
<td>• Exam #1 (9/21)</td>
</tr>
<tr>
<td>Week 5 9/21-9/25</td>
<td>• Ch.13: The Presidency&lt;br&gt;• Quiz #4&lt;br&gt;• Discussion Post #3</td>
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<tr>
<td>Week 6 9/28-10/2</td>
<td>• Ch.14: Bureaucracy in a Democracy&lt;br&gt; • Quiz #5&lt;br&gt;• Discussion Post #3</td>
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<tr>
<td>Week 7 10/5-10/9</td>
<td>• Ch.15: The Federal Courts&lt;br&gt;• Quiz #6</td>
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<tr>
<td>Week 8 10/12-10/16</td>
<td>• Exam #2 (10/19), 10:00 am – 10:50 am&lt;br&gt;• Ch.6: Public Opinion</td>
<td>• Exam #2 (10/19)</td>
</tr>
<tr>
<td>Week 9 10/19-10/23</td>
<td>• Ch.8: Political Participation and Voting&lt;br&gt;• Quiz #7&lt;br&gt;• Discussion Post #4</td>
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<td>Week 10 10/26-10/31</td>
<td>• Ch.10: Campaigns and Elections&lt;br&gt;• Quiz #8</td>
<td>• Quiz #9&lt;br&gt;• Discussion Post #5</td>
</tr>
<tr>
<td>Week 11 11/2-11/6</td>
<td>• Ch.7: The Media&lt;br&gt;• Quiz #9&lt;br&gt;• Discussion Post #5</td>
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<tr>
<td>Week 12 11/9-11/13</td>
<td>• Government and Public Policy</td>
<td>• Group Research Paper</td>
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<tr>
<td>Week 13 11/16-11/20</td>
<td>• Government and Public Policy (con’t)&lt;br&gt;• Thanksgiving Break (11/25-11/27)</td>
<td>• Group Presentations</td>
</tr>
<tr>
<td>Week 14 11/23-11/27</td>
<td>• Student Presentations</td>
<td>• Group Presentations</td>
</tr>
<tr>
<td>Week 15 11/30-12/4</td>
<td>• Reading Day (12/7)&lt;br&gt;• Exam #3 (12/9), 8:00 am – 10:00 am</td>
<td>• Exam #3 (12/9)</td>
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