UPDATED SYLLABUS-
January 18, 2022

The College of Charleston
Spring 2022

POLI 101.05 – American Government
Tu-Th- 10:50 A.M.- 12:05 P.M.
Maybank 307

Instructor:	Marguerite Archie-Hudson, Ph.D.
Office Hours:	Wednesdays - by appointment
Telephone:	843-571-7291
E-mail:	mjasper11@aol.com

Course Description and Objectives:

As Americans we live under a constitutional form of government as defined by the United States Constitution. The legislative enactments, executive decisions and judicial rulings made by the three branches of government have broad implications for how we define, experience and express our roles as citizens in a democracy.

Our constitutional form of government provides distinct roles for both the federal government and for the 50 states under the concept of federalism. States, in turn, influence the affairs of 97.000 local governments. All of these inter-related government activities have profound impact and consequences on the lives, welfare and freedoms of 350+million Americans.

As major shifts occur in the geographic, cultural, political and social landscapes of America we look to our governmental institutions for rational solutions to major challenges - including the environment, voting rights, civil rights, immigration, global conflicts and our relationships with the rest of the world. At the same time our government appears so polarized by party preferences and political ideology that even the deadliest threat we have seen in 100 years- COVID-19- has become a pawn in the ideological wars.

This semester we will explore the evolution of our American system of government, including the principles and founding documents and the historic and continuing struggles to achieve this "more perfect union."

Political Science Department Learning Outcomes:

Students who complete this course should be able to (a) identify and explain the central principles, institutions, procedures and decision-making processes of the American political

system; (b) evaluate the basic strengths of the American political system through the application of political concepts and ideas; (c) relate historical events and/or developments to contemporary political issues, debates and outcomes in the U.S. and (d) develop an analytical, social science disposition toward American politics.

General Education/Social Science Learning Outcomes:

Students will earn social science general education credit for successfully completing this course. Upon completion, students should be able to: apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. Students will be assessed on this outcome on the fourth assignment.

Required Textbook: Ginsburg, Lowi, Weit, Tolbert and Campbell: **We, The People** , 2021 Essentials Edition.

Additional Required Readings:

- The United States Constitution and Amendments (In Text)
- The Declaration of Independence (In Text)
- The Emancipation Proclamation: https: www. Archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.hmtl/
- Essays from the Federalist Papers (Nos. 6,9,10,47,48)
- The Oxford Frederick Reader, Chapter Four (pp.108-119): Frederick Douglass' Fourth of July Speech: "What to the slave is the Fourth of July?", 1852.
- Dr. Martin Luther King, Jr.: "Letter from A Birmingham Jail." 1963. https://billofrightsinstitute.org.
- John Lewis' Speech at the March on Washington, August 28, 1963. https://voices of democracy. umd.edu/Lewis-speech-at-the-march-on-Washington-speech-text/
- Ida B. Wells: The Red Record- Tabulated Statistics and Alleged Causes of Lynching in the United States-1895- Chapters 1,7 and 10. https://www.gutenberg.org. 1/4/9/7/14977.
- *Plessy v. Ferguson,* 1896.
- " Improved race and ethnic measures reveal U.S. population much more multiracial." https://www. census. gov/library/stories/2021/08./
- PEW Research Center: The Changing Racial and Ethnic Composition of the U.S. Electorate.9/23/2020.

Graded Assignments

Over the course of the semester, you will complete the following graded assignments: five short analytical essays, a Midterm Examination, one short research , a position paper and a Final Examination.

The grade distribution for these assignments will be as follows:

- Essay # 1 10%
- Essay # 2 10%
- Essay #3 10%
- Essay # 4 10%
- Essay #5 10%
- Midterm Examination 15%
- Research Assignment 10%
- Position Paper 10%
- Final Examination 15%

Grade Policy:

93-100 = A	90-92.9=A-	87-89.9= B+	83-86.9=B	80-82.9= B-	77-79.9=C+
73-76.9=C	70-72.9=C-	67-69.9=D+	63-66.9=D	60-62.9=D-	Below 60=F

Students With Disabilities

The College abides by Sec 504 of the Rehabilitation Act of 1974 and the American Disability Act. If you have a documented disability that may have some impact on your work in this class and for which you may require special accommodations, please see an administrator at the Center for Disability Services (SNAP) or contact me so that accommodations can be made.

Center For Student Learning

Students are encouraged to utilize the Center for Student Learning (CSL) academic support services for assistance in study strategies, writing papers, etc. These services are available at no cost. Visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating and plagiarism are violations of the College's Honor Code that will be investigated. Each incident will be investigated to determine the degree of deception. Incidents where the instructor determines the student's actions reflect misunderstanding and/or confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repasting the error. The response is recorded on a form, is signed by both the instructor and the student, and is forwarded to the Dean of Students and placed in the student's file. Cases of significant academic dishonesty will be reported directly to the Dean of students. A student found responsible by the Honor Board will receive an XXF in the course, indicating failure of the course due to academic dishonesty. The 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. For any question, please consult the Student Handbook.

Course Schedule

January 2022

Tu 11 Introductions and Semester Overview

The Foundations of Government

Introduction: The Citizen and Government- Ginsburg, Chapter 1

Th 13 What Government Does- and Why it Matters

Tu 18 What Government Does- and Why it Matters
Discussion- Poll: The McCourtney Institute for Democracy – The Pennsylvania State University:" What Americans are worried about. "(Nov. 30-December 7, 2021).

Th 20 Federalism

Tu 25 Who are the Americans- We the People? (Pages 11-17).

Assignment # 1- Identify the ethnic, age and geographic changes in the American electorate between the 2010 and 2020 U.S. census.

Th 27 Lecture: 150 Years of Self-Government

February 2022

The Founding and the Constitution – Ginsburg, Chapter Two

Tu 1 Lecture and Handout- 150 Years of Self-Government (1607-1773)

Th 3 The First Founding- Interests and Conflicts
Assignment # 2- Identify and discuss the five sectors of society that were prominent in colonial society and the issues that created conflict among them.

Tu 8 The Declaration of Independence

Th 10 The Declaration of Independence
Assignment # 3- " The Self-Evident Truths: Discuss 10 grievances against King George in the Declaration of Independence

Tu 15 The Articles of Confederation

Th 17 The Articles of Confederation
Assignment # 4- Analysis: Discuss the impact of Shay's Rebellion on assessing the strength of the -Articles of Confederation

Tu 22 The Constitutional Convention

Th 24 **Midterm Examination – In Class**

March 2022

Tu 1 The Constitutional Convention

Th 3 The Constitutional Convention
Assignment # 5- The Question of Slavery – the 3/5th Compromise (pp.36-39) Explain the reasons why this compromise was necessary to adopt the Constitution.

Tu 8 **Spring Break – No Classes**

Th 10 **Spring Break – No Classes**

Civil Liberties – Ginsburg, Chapter Four

Tu 15 The Bill of Rights – Amendments 1-2

Th 17 The Bill of Rights- Amendments 3-4

Tu 22 The Bill of Rights – Amendments 5-6

Th 24 The Bill of Rights – Amendment 10

Civil Rights – Ginsburg, Chapter Five

Tu 29 The end of Slavery – Amendment 13

Assignment # 6 – Frederick Douglass's Article- What to the slave is the Fourth of July?"

Th 31 Civil Rights- Amendment 14

April 2022

Tu 5 Civil Rights- Amendment 15
Assignment # 7 – Ida Wells Barnett – The Red Book of Lynchings.

The Institutions of Government

The Congress- Ginsburg, Chapter Ten

Th 7 Constitutional Powers and Authority
U.S. Constitution, Article One

Tu 12 The United States Congress

The Executive Branch- Ginsburg, Chapter Eleven

Th 14 The President- Constitutional Powers and Authority
U.S. Constitution, Article Two

Tu 19 The Executive Branch

The Federal Judiciary- Ginsburg, Chapter Thirteen

Th 21 The Federal Courts-Constitutional powers and authority
U.S. Constitution, Article Three

Tu 25 **Final Examination**

Tu 26 **Reading Day**

Template for graded assignments:

- Each of your graded assignment is designed to assess your reading and understanding of the issues covered in class and in your textbook.

- Each assignment must be submitted to the assigned Drop Box folder in OAKS by 12 midnight on the due date.

- Each of these assignment accounts for 10% of your semester grade. Each will be graded with a maximum of ten (10) points . Your grade will be published in the evaluation and feedback section in OAKS.

- The maximum points available for all of your semester graded assignments and examinations combined is 100%.

- Each assignment has a maximum of four double-spaced pages, excluding charts and/or graphs.

- The MLA citation format should be used for references and works cited.

The requirements for your assignments follow:

- **Assignment # 1- Research : Identify the ethnic, age and geographic changes in the American electorate between the 2000, 2010 and 2020 census**
  - State the growth – in numbers -in the nation's electorate between 2000 and 2020.
  - State the primary factor in the growth of the Hispanic electorate between 2000 and 2020.
  - State the percentage point changes nationally in the following groups of the U.S. electorate between 2008 and 2018(the years when the 2010 and 2020 U.S. census was administered):
    - White
    - Hispanic
    - Black
    - Asian
    - Others
  - Name five states when Hispanic voters showed the greatest population growth.

- **Assignment # 2:**
  - Identify and describe the five sectors of colonial society.
  - Identify and explain the specific issues that caused the conflicts among these groups.
  - Describe how political strife radicalized the colonialists.

- **Assignment # 3: Read the Declaration of Independence and answer the following:**
  - Summarize the two reasons why the colonialists felt it was necessary to write the Declaration of Independence.
  - State the recipient of the Declaration.
  - State the number of charges being made.

- Name ten (10) of the charges made in the Declaration of Independence.

- **Assignment # 4 – Analysis : Shay's Rebellion**
  - Identify Daniel Shay
  - Describe the rebellion he led and the factors that inspired it
  - Provide an analysis of the impact of Shay's rebellion on the assessment of the Articles of Confederation as a Constitution.

- **Assignment # 5 – The 3/5ths Compromise**
  - Identify the initiator of the 3/5ths compromise.
  - Explain why this compromise was necessary to adopt the Constitution.
  - Identify the opponents and proponents of the Compromise.
  - State the agreement made by adopting the 3/5ths Compromise.

- **Assignment # 6 – Frederick Douglass" "What to the slave is the Fourth of July?"**
  - Describe the occasion and the purpose of Douglass' speech.
  - Describe Douglass' summation of the holiday to slave and free.
  - Describe Douglass' comparison between the patriots of 1776 and the abolitionists of 1852.
  - State why Douglass felt "hopeful" about America's future.

- **Assignment # 7 – Ida Wells Barnett- The Red Book of Lynchings.**
  - State the time period covered in Wells Barnett book.
  - Explain why the book was written and to whom it was addressed.
  - State the number of lynchings recorded.
  - State what, in your judgment, was the impact of the Red Book of Lynchings.