

## American Government - POLI 2051, Sect 5

Spring 2015

McKinzie Craig Hall  
Office Hours: TR) 10:30am-11:30am  
and by appointment

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### Course Description

This course seeks to introduce students to the basic principals and study of the US government. Beyond simply identifying the rules and branches of government, this course will evaluate how the US government has evolved from the founding to the modern era. We will explore how politics and institutions shapes policy outcomes. Students will also be introduced to how political scientists study both American institutions and political behavior.

### Course Objectives

Upon the completion of this course, the student should be able to:

- Identify the institutions of the US government and understand how the foundations for these institutions derive from the US Constitution;
- Describe the basic principals of the US governmental system and how those principals have evolved from the founding into the present day;
- Describe the role of public opinion, electoral politics, and linkage organizations in US government;
- Evaluate policy outputs from the US government and identify how those outputs are influ-

## Quizzes

There will be 12 reading quizzes in this class. Each of these quizzes will cover the reading assigned for the course, they will be 5 questions long and will account for 10 points. **The two lowest quiz grades will be dropped.**

These quizzes are used for three reasons. First, periodic quizzes will encourage students to read and study the materials as course progresses. Second, these quizzes will help students pre-

Grades will be determined based on the following: **A: 450 points or higher, B: 449 to 400 points, C: 399 to 350 points, D: 349 to 325 points, F: less than 325 points.** All points awarded through out the semester are totaled together to arrive at the final grade. This includes (but may not be limited to) each portion of each exam, the highest quiz grades, all participation points, and the highest lab grades. In accordance with the Family Educational Rights and Privacy Act (FERPA), I am unable to discuss grades via email or on the phone. Specific grades can only be discussed in person.

## Tentative Test Dates

Test 1: Thursday, February 12, 2015

Test 2: Thursday, March 19, 2015

Test 3: Final exam time - Thursday, May 7, 2015 at 10am

## Tentative Schedule

Reading assignments are to be completed for class on the date on the syllabus. Students are responsible for entire reading assignment.

**R) Jan 15** - Course Intro, READ: Syllabus

**T) Jan 20, R) Jan 22** - Foundations, READ: Chapter 1

**Quiz 1** - Covers reading due on Tuesday Jan 27, made available on Moodle by 2pm on Jan 22 to be completed by 12pm on Jan 27

**T) Jan 27** - Foundations (cont) READ: Declaration of Independence, Articles of Confederation, and Federalist 51 (available on Moodle)

**Quiz 2** - Covers reading due on Jan 29, made available on Moodle by 2pm on Jan 27 to be completed by 12pm on Jan 29

**R) Jan 29** - The Constitution, READ: Chapter 2 and US Constitution (available on Moodle)

**Quiz 3** - Covers reading due on Feb 3, made available on Moodle by 2pm on Jan 29 to be

**R) Feb 26, T) Mar 3** - The Presidency and the Bureaucracy, READ: Chapter 7 and 8

**Quiz 6** - Covers reading due on Mar 5, made available on Moodle by 2pm on Mar 3 to be completed by 12pm on Mar 5

**R) Mar 5** - The Judiciary, READ: Chapter 9

**Quiz 7** - Covers reading due on Mar 10, made available on Moodle by 2pm Mar 5 to be completed by 12pm on Mar 10

**T) Mar 10, R) Mar 12** Civil Rights and Liberties, READ: Chapter 4 and 5

**T) Mar 17** Review

**R) Mar 19 TEST 2** - Institutions of American Government

**T) Mar 24** - Public Opinion - READ: Chapter 10

**Quiz 8** - Covers reading due on Mar 26, made available on Moodle by 2pm on Mar 24 to be completed by 12pm on Mar 26

**R) Mar 26** - Parties - READ: Chapter 11

**Quiz 9** - Covers reading due on on Mar 31, made available on Moodle by 2pm on Mar 25 to be completed by 12pm on Mar 31

**T) Mar 31, R) April 2** - Campaigns and Elections - READ: Chapter 12 and 13

## **Academic Dishonesty and Plagiarism**

High standards of academic integrity are crucial for the University to fulfill its educational mission. To uphold these standards, procedures have been established to address academic misconduct.

As a guiding principle, the University expects Students to model the principles outlined in the University Commitment to Community, especially as it pertains to accepting responsibility for their actions and holding themselves and others to the highest standards of performance in an academic environment. For example, LSU students are responsible for submitting work for evaluation that reflects their individual performance and should not assume any assignment given by any professor is a group effort or work unless specifically noted on the assignment. In all other cases, students must assume the work is to be done independently. If the student has a question regarding the instructors expectations for individual assignments, projects, tests, or other items submitted for a grade, it is the students responsibility to seek clarification.

Any Student found to have committed or to have attempted to commit Academic Misconduct is subject to the disciplinary sanctions set forth in Section 9.0. (*LSU Code of Student Conduct, Sect 8.1*)

## **Co-curricular Events Policy**