

**San José State University**  
**Department of Political Science**  
**Pols 170V. American Politics in Global Perspective**  
**Class number: 48235**  
**Section: 2**  
**Fall 2018**

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Office hours: Tuesdays & Thursdays, 8-8:40 am or Tuesdays & Thursdays 1:30-2:00 by prior appointment

Class days and time: Tuesday-Thursday, 9-10:15

Classroom: Dudley Moorhead Hall 149A

### **Course Description**

A survey of U.S. and California political institutions and culture in comparison with political institutions and cultures outside the U.S. GE Area V, as well as American Institutions Requirement: US2 and US3  
Prerequisites: Completion of Core GE, satisfaction of Writing Skills Test, upper division standing, and Pols 100 (recommended).

### **About the Course**

This course gives students knowledge about American political institutions and politics to familiarize them with the politics of the U.S., as well as the roles they do and could play in its political system. This course will do so in a comparative fashion by comparing American institutions and politics with those of other countries to provide a broader perspective about concepts of politics and the place of people within it. At the conclusion of this class, you should not only be able to describe how American government and politics work but be able to make comparisons with other countries' systems of government and politics.

### **Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities as described in the syllabus.

### **Department of Political Science Learning Outcomes (PSPLO)**

The Political Science Department has the following objectives for its students:

1. Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
2. Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
3. Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic

sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

4. **Communication Skills:** Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
5. **Citizenship:** Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

### **General Education Learning Outcomes (GELO)**

This class fulfills the American Institutions (US2 and US3) General Education requirements, along with the SJSU Studies V General Education Requirement. In order to achieve the objectives of these requirements, upon successful completion of this course, students will:

**LO1:** study how political decisions are made, their consequences for individuals and society, and how individual groups may affect the decision-making process. As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should recognize:

- the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the power of the President, Congress, and the Judiciary;
- the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and
- the operations of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics, and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation.

**LO2:** in terms of California government, show an understanding of tools of political action and collective decision-making at the local, state, national or global level.

**LO3:** articulate the values and assumptions that inform their civic engagement.

**LO4:** compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

**LO5:** identify the historical context or ideas and cultural traditions outside the U.S. and how they have influenced American culture.

**LO6:** explain how a culture outside the U.S. has changed in response to internal and external pressures.

### **Important Dates**

Tuesday, 8/21—First day of class, post your photo to the Canvas page if you have not already done so

Thursday, 9/27—**Midterm exam** (covers up to the Legislative branch), complete on-line by midnight

Thursday, 11/1—**Draft Constitutional article** due

Thursday, 11/15—Constitutional Convention begins

Thursday, 11/22—No class (Thanksgiving day)

Thursday, 12/6—Last class

Thursday, 12/6—**Constitutional Convention** (final articles presented & voted on)

Thursday, 12/6—**Individual Analysis Paper & Final Article** due

Wednesday, 12/12, 7:15-9:30 am—**Final Constitutional Convention session** (during scheduled final exam meeting)

Thursday, 12/13—**Final exam** (complete on-line on Canvas between 12 am - 11:59 pm)

### **Grading**

Grading will be based on a combination of preparation for class including doing the readings **before** they are scheduled to be discussed, participation in the discussions, compare and contrasts, exams, and the constitutional convention project. The grade for participation includes participation in class.

Because this class includes a substantial writing component students will be expected to write about 4,500-5,000 words. Writing takes time, preparation, research, and detailed proofreading. Writing assignments that do not follow the directions below, have many grammatical and spelling mistakes, or do not satisfy the assignment will not receive passing grades. If you need assistance with your writing please visit the campus writing center and find classmates who can help proofread and give you feedback on your work. While I do not proofread entire papers I am happy to assist you with specific issues concerning your assignments at office hours.

<u>Assignment</u>	<u>Percentage (100 total points each)</u>
Participation (in class prior to the Constitutional Convention)	10
Midterm exam	15
Final exam	15
Compare and contrast paper & presentation	20
Participation (in constitutional convention)	10
Final constitutional articles & presentations	10
Individual analysis paper	20
<hr/> TOTAL	<hr/> 100

### Grading Scale

A+	96-100
A	93-95
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D	60-69
F	0-59

### **Grade Checks**

Please fill out the complete form with your current grade on the Canvas grade sheet in advance. Please plan ahead because I cannot complete a signed grade check the same day unless the form is complete or it is during office hours. They can be given to me at the beginning or end of class and during office hours.

### **Student Evaluation/Grading Policies**

- 10 percent will be deducted for each **week** that an assignment is turned in late. A period of 7 days or less is consider 1 week.
- A missed verbal Compare and Contrast presentation due to an unexcused absence cannot be made up or rescheduled and will result in a **20% reduction** in the grade. An unexcused absence is any absence not due to a **demonstrable** medical, religious, or university related activity.
- There are no make up, early, or late midterm exams. If you **miss** or are **later than 10 minutes** to the exam or **miss** an exam without a **demonstrable excuse** (medical, religious, or university related activities only) you will receive a 0. Missed final exams due to demonstrable medical, religious, or university related activities may be made up by arrangement.
- Although attendance is not recorded 20% of your grade is based on participation. Excessive and repeated absences will negatively impact your grade, especially during the constitutional convention.
- Arriving late or missing your group's presentations during the Constitutional Convention cannot be made up.
- Points will be earned for participation during class discussions and after each Compare and Contrast presentation. I will be keeping track of comments, questions, and observations.

### **Participation Policy**

There are no participation grades. The first is for the course prior to the start of the Constitutional Convention. The second is for participation in the Constitutional Convention.

Students are grade on participation not by attendance but by making **substantial contributions** in class prior to the first session of the Constitutional Convention. For example, making a substantial contribution to something being discussed, offering another perspective, questioning an assumption, making a connection to something in the readings, referencing a related item in history or the news, and asking questions during the lectures or Compare and Contrast presentations, and attending your in-class group meetings will be considered substantial contributions. To be sure you receive credit be sure to say your name after I call on you. Participation in in-class group meetings counts towards participation. Excessive absences will result in missed in-class group meetings and will impact your grade. A substantial contribution is defined as doing more than just asking me to repeat something, making a random guess, making a comment clearly unrelated to the immediate line of discussion, or otherwise just taking up airtime to get your points.

It is imperative that you have a photo uploaded to the class page where you are listed as enrolled in the course. This will allow me to keep track of who contributed to class and on-line.

You are **strongly encouraged** to attend every class and to be on time and stay the entire class. You do not need my permission to be absent from class, arrive late or leave early. However, it is your responsibility to find our what you missed from your classmates either in class or by posting an email to the class list serve before you return to class.

You **need to be in class to participate** in the small group and class discussions, make contributions, and ask questions. You are expected to come to class prepared by having **completed all the readings and article or chapter worksheet prior to class**. If you have any questions about the readings it is preferable to ask them in class or during office hours. One of the best ways to participate in class—and learn—is to ask questions, and participate in the group and class discussions. Feel free to also use the class discussion list to ask questions.

The university attendance policy can be found at <http://www.sjsu.edu/senate/docs/F15-12.pdf>.

If you disrupt class by allowing your cell phone to ring, send text messages and carry on conversations with classmates **you will be requested to stop. Each time** you are asked to put away your phone you will automatically have **10 points deducted** from your final participation points. On the second request you may be asked to leave the class and report to the appropriate campus authority to discuss your disruptive behavior.

Students who are late to or miss their constitutional convention group presentations will have a **20% deduction** from their grade for the draft article.

The class participation grade will be assessed by comments and questions during lectures and Compare and Contrast Presentations. **Excessive absences** will significantly impact your participation grade.

#### Grading Criteria for Class Participation (until the beginning of the Constitutional Convention)

Substantial contributions in the class during either lectures or Compare and Contrast presentations and attending your in-class group meetings.

0%	no substantial contributions and 3 or more missed in-class group meetings
0-60%	1 substantial contribution and 2 or more missed in-class group meetings
60-70%	2-4 substantial contributions and 1-2 missed in-class group meetings
70-80%	2-4 substantial contributions and attended all in-class group meetings
80-100%	4 or more substantial contributions and attended all in-class group meetings

#### **Classroom Policy**

- **Please turn off and put away all electronic devices** (cell phones, audio recorders, headphones, etc). If you need to use your phone please leave the classroom and make your call in the hallway away from the door to the classroom. If you disrupt class by allowing your cell phone to ring, and send text messages you will be requested to stop and automatically have **10 points deducted** from your final participation points. Further disruptions, including repeated conversations with classmates, will result in the student being reported to the appropriate campus authority.
- **No electronic recordings or photographs** of any kind of the class are allowed except as an accommodation with campus documentation. University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.
- The posting of any electronic recordings, tapings or any other type of documentation of any aspect of this course on the internet is not allowed.
- Please keep your bag and purse **on the floor** not on your desk or lap.
- **Laptops are only allowed in class for note taking.** You must sit in the front two rows. Any use of your laptop for any other purpose than note taking will result in the discontinuation of its use and a **deduction of 10 participation points.**
- Please show respect for your classmates and instructor by refraining from interrupting someone who is speaking, engaging in side conversations in class and making disrespectful comments. You will receive only one warning.
- Please allow your classmates time to speak.
- **Any act of plagiarism will result in an automatic "F" for the assignment.**
- Please refrain from engaging in side conversations. If you have a question ask me in class or your neighbor before and after class.

- If you **take time** during class discussions, please **give time** in return to your classmates.
- Please raise your hand if you wish to speak.
- Please do not interrupt your classmates.
- Please speak respectfully about one another. It's ok to criticize ideas **but** not people.
- Any student who has special needs that may affect his or her performance in this class is asked to identify his or her needs to Dr. Ovetz in private by the end of the first day of class and provide documentation as soon as possible. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations.
- Please dispose of your trash and recycling in the available campus containers.

### **Required Readings**

Required course readings can be found in the following assigned books and readings. You are expected to complete the readings **before** they are scheduled to be discussed.

The following books are required reading. You may purchase your own print or e-reader (if available) copies at the campus bookstore or on-line. Any edition published in the past 10 years is acceptable.

Katznelson, Ira, Mark Kesselman, and Alan Draper (2013) *The Politics of Power: A Critical Introduction to American Government*, W. W. Norton & Company: NY, 7th Edition, 403 pp., ISBN-13: 9780393919448

Smith, Raymond (2011) *The American Anomaly: U.S. Politics and Government in Comparative Perspective*, 2nd Edition, Routledge: NY, 2011, ISBN-13: 9780415879736.

Optional: Field, Mona (2012) *California Government and Politics Today*, Pearson: NY, 14th edition, 160 pp., ISBN-13: 9780205251780. You are also encouraged, but not required, to read Field book. There is a copy on reserve in the SJSU library.

Note: Print and bring a copy of the US Constitution to class. The links to both are below.

You are expected to read the news at least 1-2 times per week as we will be discussing current news events.

Other resource: The ABC-CLIO American Government database available through the SJSU library website is a good background resource.

### **University Policies**

Per University Policy s16-9, university-wide policy information relevant to all courses, such as academic integrity, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information Page at <http://www.sjsu.edu/gup/syllabusinfo/>

### **Course Requirements**

The required assignments will test your knowledge and ability to apply and assess principles and concepts of US and California government to other systems of representative democracy.

The final exam, the final session of the Constitutional Convention, and the Analysis Paper are the culminating activities for this course.

### **Exams**

There are all multiple choice midterm and final exam that must be taken on-line between 12 am and 11:59 pm on the above dates. Be sure not to miss the exams as **there are no make-ups** without an accommodation or documented medical emergency.

### **Compare and Contrast Paper and Presentation**

Students will pick a recent (last two years) political issue and country of interest to them. Pick a country listed on the sign up sheet only. **Topics should not be duplicated. Duplicated countries or topics will receive a grade of 0 and have to be redone.** Once all the countries have been selected a country may be duplicated no more than once.

Among the issues you may pick are immigration, public or higher education, the environment, health care, civil rights and liberties, war, social movements, information, and issues pertaining to the powers of any branch of government. Each class students will be called upon to briefly compare and contrast how the US and one country covered in the Katznelson and Smith books addresses the issue. Focus your comparison to one concept in the readings or my lectures for that topic of the class listed in the Course Outline of the syllabus.

Students will sign up for a date to briefly (under 6 minutes) summarize what they have learned and tell us what sources they used. Students who miss their presentation slot will be counted late (10% for each week) until their written report is turned in and have a **20% reduction** in their grade for not doing the presentation.

#### Details about your **written** Compare and Contrast paper:

- briefly provide specific detailed background on the issue
- briefly explain how the issue was addressed in your country of choice. Be specific about which branch of government & agency made the policy and/or law that addressed the issue, the policy or law making process, and details about the outcome.
- contrast to how the issue has been addressed in the US. Be specific about which branch of government made the policy and law that addressed the issue and the outcome.
- what did you learn about how that country's system functions differently than the US
- provide an explanation for the different outcomes
- provide as many specific details as possible
- at least one reference to each of the two books
- provide a minimum of three references in APA. You must have at least one of each of the 3 kinds of citations (popular, academic, and trade/government)
- in text cites in the body of the paper: (last name of author or name of publication, year published)
- type in 2 x space and 12 pt font
- include your name, date, name of the assignment at the top of the page. Do not use a cover page.
- proofread and spell check before turning in
- clear thesis, introductory paragraph, and well developed paragraphs
- unstapled papers will not be accepted
- maximum 750 words not including the bibliography (do not put on separate page if there is space)
- the typed compare and contrast is due when you begin your presentation. If you need a copy to do your presentation you'll need to bring two copies.
- if the typed compare and contrast is not ready to be turned in on the day of the presentation the student may make the verbal summary and turn in the typed compare and contrast late

The **verbal** presentation of your Compare and Contrast paper should include:

- concise summary presentation of your paper (first four grading criteria below)
- did not read verbatim from your paper
- able to answer questions about the four grading criteria
- under 6 minutes

Grading criteria for Compare and Contrast paper & verbal presentation will be the following:

10% brief background on the issue

15% brief explanation how the issue was addressed in your country of choice with specific details about which branch of government addressed the issue, the process, and the outcome

15% brief contrast to how the issue has been addressed in the US with specifics about which branch of government addressed the issue and the outcome

10% what you learned about how that country's system functions differently than the US

10% appropriate use of in text citations

10% at least one APA reference for each book and at least three full APA citations of one of each of the 3 kinds of citations (popular, academic, and trade/government)

10% proper formatting according to the details listed above under "Details about your compare and contrast papers"

20% concise summary presentation of your paper (first four criteria above) without reading verbatim from your paper and able to answer some questions. A missed verbal presentation due to an unexcused absence cannot be made up or rescheduled and will result in a **20% reduction** in the grade.

### **About Sources and References**

Sources used for your papers should include credible and reliable academic, popular, trade, and government sources. Please use the free library databases that you will learn about in our visit to the library.

There are 3 types of acceptable sources that may be obtained through the library print and database sources. The 3 types of sources are:

1. academic: books, encyclopedias (do not use Britannica or Fund and Wagnals), journal articles
2. popular: newspapers, newsmagazines, documentary films, TV/radio news
3. trade: publications specific to an industry or non-profit sector, and governments reports

Do not cite commercial non-news sources, personal websites, blogs, editorials, unpublished college papers, commercial web sites, Youtube videos, or open source wikis.

When citing sources in your paper and in the bibliography:

6. Use either in text citations **and** a list of references **or** include your full citation in the footnotes
7. When using in text citations the cite should appear as follows: TEXT (last name/name of publication, year).
8. If footnotes are used use the "insert footnote" function in your word processing program. Please **do not** insert them manually. Be sure to provide the complete reference the first time each reference appears in the footnotes.
9. If you use a list of references put your full citations in alphabetical order—**do not** number your sources
10. Use APA citation style only



Sources used for your paper should include credible and reliable academic, popular, trade, and government sources. Do not cite wikis, personal web pages, commercial non-news sources, student papers, and blogs. The textbooks may be cited in your paper but do not count towards your required number of citations. Do not use Wikipedia as a source. Please use the free library databases that you will learn about in our visit to the library. Any one of the primary styles for citing works used is acceptable.

For help writing your citations see the resources in the Writing Guides folder under the Files tab on the class Canvas page.

You may also go to SJSU library webpage and databases for political science, <http://libguides.sjsu.edu/az.php?s=47559>

The staff librarian for political science also has additional research and writing guides resources on his webpage: <http://libguides.sjsu.edu/politicalscience>

### **About In Text References and Bibliography**

Use either in text citations and a list of references **or** footnotes.

If a list of references is used at the end of the paper be sure to provide clear indications as to where each reference appears in the body of the text by including an in text citation: (last name, year).

If footnotes are used use the “insert footnote” function in your word processing program. Please **do not** insert them manually. Be sure to provide the complete reference the first time each reference appears in the footnotes. If you use a bibliography put your full citations in alphabetical order—**do not** number your sources.

Use the APA citation style only.

### **Grammar and Proofreading**

You will be graded for grammar, punctuation and style to the extent that it reduces your ability to express your research and analysis clearly. While grammar, punctuation and style are not the most significant part of the grade you will receive, it does affect your ability to communicate your ideas and analysis clearly and effectively. If you have any issues concerning your language skills you wish to discuss with me please visit me during office hours.

The Writing Center offers many great workshops on different parts of the writing process. Sign up here: <http://www.sjsu.edu/writingcenter/workshops/>

I strongly encourage you to use the Lib Guide cited above and the short guides to writing research papers at <http://owl.english.purdue.edu/sitemap/>

I do not proofread student papers before they are turned in. I can help you with limited specific selections of text. For help I encourage you to go to the campus writing center for help with your writing and the campus reference librarians for help with research and citations.

### **Constitutional Convention Final Project**

During the last three weeks of the semester and the final exam meeting the class will hold a constitutional convention and write a new US constitution, not merely revise the existing US constitution, based on what they have learned by comparing the US constitutional system to others.

Students will sign up to collaborate as a group focused on a different constitutional article to present their proposed part of the new constitution during the convention. The groups will need to work together during the course of the semester and begin as soon as possible. Each group is responsible for designing part of the new constitution. Each student should write their own clause but the clauses must fit together into a coherent article so the group should work on the entirety of the article by the time we begin discussions during the assigned week.

The class is writing an entirely new constitution for our country not merely revising it. Students should be creative in what they propose be in their article. You can fix, adjust or throw out what is already in the US constitution, adapt parts of other country's constitutions, or design your own from scratch. Each group will be responsible for making an argument for why they put something in their article, what problem it addresses, and how it is an advance over our current constitution. If you borrow parts from the US constitution you will be expected to be able to defend why you did so. You will find the constitutions of other countries and detailed analysis of them at <https://www.constituteproject.org/search?lang=en>

You can also find constitutions and other details about Latin American political systems at <http://pdba.georgetown.edu/>

#### The Constitutional Themes and Order of Presentations:

During the fall and spring semesters the articles will be presented in the following order with one article per class meeting. Presentations will occur in the following order:

1. Article I. executive
2. Article II. legislative
3. Article III. judicial
4. Article IV. federalism or unitary system (relationship between the national and local & provincial/state governments)
5. Article V. elections, voting, and amending the constitution
6. Article VI. civil, economic, and human rights

#### Presentations and Revisions of the Articles

There will be two presentations of each group's article: the draft article and the final article with revision from my and the class feedback during the initial presentation.

Presentations will occur in the above thematic order. Each group member is responsible for contributing to the presentation and the discussion. Each group should bring their own computer and project the article either as a .docx document or a powerpoint.

During their assigned day of the constitutional convention during the last few weeks of the semester, each group will give a maximum 25 minute presentation of their **draft article** and answer questions about and proposed amendments to their proposal. At the end of each presentation the class will discuss the proposed article and propose changes for the remainder of the class.

Each group will use the comments and amendments to prepare a **final version** of the article. During the final exam meeting each group will distribute a typed copy of the article to me and make a short maximum 5-10 minute projected visual presentation of the changes to their final article since their first presentation and answer any questions and address any proposed amendments. It would be best to

highlight the changed sections on the screen so they are easy to follow. At the conclusion we will vote on whether to ratify the articles as part of the new constitution.

### Participation

Participation in the constitutional convention is an important part of the assignment. Your participation grade for the Constitutional Convention will be computed based on your active participation in your group's presentations, questions and comments following the other presentations, and your contributions to the revisions of the draft article. The same criteria for making substantial contributions described above applies to this participation grade as well.

Absences will significantly impact your participation grade. Arriving late or missing your group's presentations during the Constitutional Convention cannot be made up. Students who are late to or miss their constitutional convention group presentations will have a **20% deduction** from their grade for the draft article.

### Grading Criteria for Participation in the Constitutional Convention

0%	Late/missed one or both group presentations, contributed only their part of the article text, and no contributions during other discussions
0-60%	Late/missed one or both group presentations, contributed only their part of the article text, and 1 substantial contribution during other discussions
70-80%	Read their own text and made 1-2 additional contributions during presentations, and 1-2 substantial contributions during other discussions
80-100%	Read their own text and made 2 or more additional contributions during presentations, and 2 or more substantial contributions during other discussions

### The Draft and Final Article and the Paper

Each student will turn in:

#### 1. **Rough draft** of the **Article**

1. Each student must write a unique section of the article of the new constitution.
2. The group should assemble all the clauses into a complete article and turn in a typed copy on the due date for the **rough draft**.
3. Organize the article according to the style of any existing constitution with alpha-numeric order, clear section titles, and brief clauses for each power.
4. Write the article in contemporary english.
5. Clearly identify which clause is written by whom and include your full name at the top of the page.
6. Post a .docx or .pdf file or cut and paste the text of your draft article under "Discussions" on the class Canvas page before the day it is due.

#### 2. **Final copy** of the **Article**

1. A typed and stapled **final copy** of their group's article to be given to me during the final exam meeting.
2. Make a short 5-10 minute projected visual presentation of the changes to their final article since their first presentation and answer any questions and address any proposed amendments. All group members are expected to participate.
3. The final article should incorporate amendments and changes discussed during the initial presentation, my comments on the draft, and communications with other relevant groups.
4. Please highlight or use a different font color to show the class what was changed.
5. This is due at the final exam meeting and should be stapled.

6. Post a .docx or .pdf file or cut and paste the text of your draft article under “Discussions” on the class Canvas page before the final exam meeting
3. **Individual analysis paper** including bibliography due during the final exam meeting. The paper will be your own analysis of your group’s final article. It should be written as a research paper with references. It must include a discussion of the following items.
  - a. The advantages and disadvantages of a minimum of 3 key parts of the final article of the proposed constitution relative to the current US constitution supported by research. (25% of the grade)
  - b. Discuss the the advantages and disadvantages of parts you wrote supported by research. (25%)
  - c. The specific similarities to other constitutional systems studied this semester. Be sure to find out where your group members found inspiration for their section. (25%)
  - d. Your analysis should be of your final article including revision your group made after you received my written comments on your draft, class comments on the draft at the first presentation, and communications with other groups. (10%)
  - e. Grammar, citations, formatting, and organization (15%)

Grammar, Citations, Formatting, and Organization:

- a. Due on the due date listed above
- b. Staple only the parts you wrote of the final article to the paper after the paper
- c. In text cites in the body of the paper: (last name of author or title of publication (not the title of the article), year published)
- d. Type in 2 x space and 12 pt font
- e. Include your name, date, name of the assignment at the top of the page
- f. Include page numbers
- g. Proofread and spell check before turning in
- h. Provide at least 5 complete citations (at least 1 of each of the 3 kinds) in APA listed in alphabetical order in the bibliography or complete cites in the footnotes
- i. Use in text cites (last name, year)
- j. Use a single staple. Unstapled papers will not be accepted
- k. No cover page
- l. Do not write in first person
- m. Write as a formal research paper with a clear introductory paragraph, thesis, distinct paragraphs, analysis supported by evidence, and a conclusion. Do not write in outline form.
- n. Maximum 1,500-2,000 words including bibliography (do not put on separate page if there is space)

**Course Outline**

\*Note: Complete all the readings for each topic before we begin the topic.

Week	Dates	Topic	Katznelson Readings	Smith Readings	Other Readings (See Reading Packet on Canvas or link below)
Week 1	8/21 & 8/23	Democracy	ch. 1, 2 & 5		Tisdall
Week 2	8/28 & 8/30	US Constitution		ch. 1 & 2	<b>Madison</b> , “Federalist Paper #10”; and <b>US Constitution</b> <b>Note:</b> Print out & bring a copy of the entire Constitution with you to class.

Week 3	9/4	US Constitution			
Week 3	9/6	Federalism	ch. 3	ch. 3 & 4	Go to <a href="https://www.law.cornell.edu/anncon/">https://www.law.cornell.edu/anncon/</a> and read the annotations for the 10th Amendment: Reserve Clause; Article I, Section 8. Necessary and Proper Clause, Art VI, Section 2: Supremacy Clause; Article IV, Section 1. Full Faith and Credit; and Article IV, Section 2. Privileges and Immunities
Week 4	9/11 & 9/13	Federalism			
Week 5	9/18 & 9/20	Legislative Branch	ch. 7, 9, & 10	ch. 6	
Week 6	9/25 & 9/27	Legislative Branch			
	Thursday 9/27 (take on-line between 12 am -11:59 pm)	<b>Midterm</b>			
Week 7	10/2 & 10/4	Executive Branch	ch. 6 & 11	ch. 5 & 13	
Week 8	10/9	Executive Branch			
Week 8	10/11	Judicial Branch	ch. 8	ch. 7	
Week 9	10/16 & 10/18	Judicial Branch			
Week 10	10/23 & 10/25	Rights		ch. 8 & 12	
Week 11	10/30 & 11/1	Political Economy			
Week 12	11/6 & 11/8	Parties and Elections	ch. 4	ch. 8, 9, 10 & 11	
Week 13	11/13	Constitutional Convention: Article I. executive			
	11/15	Article II. legislative			

Week 14	11/20	Article III. judicial			
Week 15	11/27	Article IV. federalism or unitary system			
	11/29	Article V. elections, voting, and amending the constitution			
Week 16	12/4	Article VI. civil, economic, and human rights			
	12/6	Make up day (as needed)			
	Wednesday 12/12, 7:15-9:30	Final Convention Session during Final exam scheduled meeting time			
	Thursday 12/13, take on-line between 12 am - 11:59 pm	<b>Final exam</b>			

## Student Pledge

\*Please read, print your name on the blank line, sign and date it at the bottom, and turn in the following pledge sheet by the end of the 2nd week of class.

I, \_\_\_\_\_, have read this entire syllabus outside of class, understand what is expected of me this semester in this class, and will abide by the classroom policies. If I have any questions about what is contained in this syllabus I promise that I will first refer to this syllabus to find the answer, and if I am unable to find it, will either ask a question at the beginning of class, post my questions to the class discussion list, or visit Dr. Ovetz during office hours to discuss it.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date