

Andress High School  
American Government Syllabus  
Instructor's Course Requirements  
Fall 2011

Course Information

United States Government & Politics  
Instructor: David Hohnholt (dhohnhol@episd.org)  
Office: Room C320  
Course website: www.roomC320.com

Texts

Edwards, George C. III, Martin P. Wattenberg, and Robert L Lineberry.  
*Government in America: People, Politics, and Policy*, 10 ed. New York:  
Longman, 2002

Supplemental Texts

*We the People: The Citizen and the Constitution*. Center for Civic  
Education, 2004

Woll, Peter. *American Government: Readings and Cases*, 15<sup>th</sup> ed. New  
York: Longman, 2003.

Other Materials

Assigned and used in class: articles from current newspapers such as the  
*New York Times* and *Wall Street Journal*; news magazines excerpts from  
the *Economist*; numerous articles from syndicated economists and political  
scientists

C8—the course includes supplemental readings, materials (such as the Federalist Papers) and contemporary news analysis.

Grading and Course Requirements

Exams: multiple choice and free response.....	45%
Assignments .....	25%
Quizzes .....	20%
Class Participation.....	15%

Exams will cover 2-3 chapters and will be given roughly every two weeks. There will be daily comprehensive quizzes at the beginning of most classes that will contain information from anything covered thus far. Your composition book will contain the daily article responses and class notes. It will also be where your answers to the practice “Free Response Questions” are kept. Refer to the notebook expectations handout for more information.

The class participation grade will evaluate your level of engagement in the class. This grade will be determined largely by the seminar discussions that will take place each class period. You will need to lead at least three seminars on readings from the Woll book. You will get a handout with the seminar expectations. You will need to participate fully in group projects, class discussions, and class presentations. You will also be expected to come to class prepared and ready to learn. For more information see the class participation rubric.

Your final grade is determined using the following district mandated scale:

1 <sup>st</sup> Nine Weeks Grade.....	45%
2 <sup>nd</sup> Nine Weeks Grade.....	45%
Course Final.....	10%

### Instructor's Policies

You will need to purchase a black composition book for notes and article responses.

Quizzes may be given each class day. I will drop your one quiz grade each nine weeks. Quizzes are administered at the beginning of class.

Attendance will be taken each class period. Attendance is required. Make-up work/Tests will be assigned for EXCUSED absences only. If you miss a test with an unverified absence, you will receive a zero. Quizzes will be given at the beginning of class. If you are not present when I begin the quiz, you will receive a zero for the quiz. I will drop one quiz grade.

Reading: It will be expected that you will read the assigned chapter before class. There will be quizzes, discussions, and worksheets that will depend on your reading.

Late work/Make up work: No late work is accepted, unless the absence is excused. Please see me if you are expecting to be absent.

No use of an electronic device during class is tolerated. If a cell phone is used or seen, it will be confiscated per Andress school policy. Violating this rule will result in a zero for your daily participation grade.

Academic Dishonesty: Cheating and collusion on tests and plagiarism on written assignments are punishable by College Board Policy. Academic dishonesty includes copying another student's work and unauthorized communication. The

latter includes any cell phone activity and talking during quiet times such as test taking.

Class Rules:

1. Be prepared for class
2. Seek permission to speak or leave seat.
3. Follow the teacher’s directions.
4. Follow all school rules.
5. Exercise humility throughout the class.

School Rules:

1. Keep hands, feet, and objects to oneself.
2. Do not violate the Student Code of Conduct.
3. Do not use profanity or obscene language.
4. Do not yell or shout in the building.
5. Walk in the building.
6. Arrive at class on time.
7. Follow staff directions the first time they are given.
8. Respect the rights and property of others.
9. Follow the EPISD and campus dress code and rules
10. Have a hall pass whenever out of the classroom during class time.

Class Calendar by Week

Week #	Topic	Readings and Materials
1-3	<p><b>Constitutional Underpinnings:</b> You will identify the philosophical foundations of the Constitution by describing the Natural Rights philosophy of John Locke. You will explain how Thomas Jefferson relied on the Natural Rights philosophy and the idea of the social contract when penning the Declaration of Independence. You will also examine Madison’s <i>Federalist #45 and #51</i> to explain some of the arguments for the U.S. Constitution. You will trace the evolution of rights from negative rights in history to the positive rights of today. [C1]</p>	<p>Wattenberg, chapter 1-3            We the People lessons 1-3            “Rights vs. Wishes” by Walter Williams            “UN Shows Positive Rights are Bogus” by Tibor Machan            Woll pages 41-45            Woll 240-243: Federalist #10            [C8]</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>C1—the course provides instruction in the constitutional underpinnings of the U.S. government</p> </div>
4-6	<p><b>Political Beliefs and Behaviors:</b> You will explain why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. You will understand why individuals engage in various forms of political participation and how that participation may affect the political system. Finally, you shall <b>analyze</b> data to determine what leads citizens to differ from one another in their political beliefs and behaviors and the political</p>	<ul style="list-style-type: none"> <li>• Wattenberg chapters 6 &amp; 10</li> <li>• “The General Welfare Clause” by Thomas Woods [C8]</li> <li>• Woll 207-213: “Democratic Practice and Democratic Theory”</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>C2—the course provides instruction in the political beliefs and political behaviors</p> </div>

	consequences of these differences. [C2] [C7]	
7 & 8	<p><b>Political Parties, Interest Groups and Mass Media:</b> You will describe the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates should be explored and understood by students. You will analyze polling data to study the media influence on public opinion. [C3] [C7]</p>	<p>Wattenberg chapters 7, 8, 11 Woll 246-252: “The Governmental Process” by David Truman Woll 256-267: “Interest Groups and the American System”, and “The Misplaced Obsession with PACs” Woll 169-170: “Party Government”</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>C3</b>—The course provides instruction in political parties, interest groups, and mass media</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>C7</b>—the course provides students with practice analyzing and interpreting data and other information relevant to U.S. government and politics</p> </div>
9-14	<p><b>Institutions of National Government:</b> You must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States—the Congress, the presidency, the bureaucracy, and the federal courts. You will describe the functions these institutions perform and do not perform, as well as the powers that they do and do not possess. Students will describe how the powers change during times of crises. You are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. [C4]</p>	<p>Wattenberg chapters 12, 13, 14, 15, 16 Woll 329-332: “Constitutional Democracy and Bureaucratic Power” Woll 334-338: “The Rise of the Bureaucratic State” [C8]</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>C4</b>—the course provides instruction in institutions of national government</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>C8</b>—the course includes supplemental readings, materials (such as the Federalist Papers) and contemporary news analysis.</p> </div>
15	<p><b>Public Policy:</b> Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the President, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. You will investigate policy networks and issue networks in the domestic and foreign policy areas. The study of these will give you a clear understanding of the</p>	<p>Wattenberg chapter 5, 17, 18 Woll 182-189: “Divided We Govern”</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>C5</b>—the course provides instruction in public policy</p> </div>

	impact of federalism, interest groups, parties, and elections on policy processes and policymaking in the federal context. [C5]	
16-18	<p><b>Civil Rights and Civil Liberties:</b> An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions. Students will examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, you should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Students should also be aware of how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change. [C6]</p>	<p>Watternberg chapter 4, 5  Woll 437-445: The Contemporary Debate over Constitutional Interpretation  Woll 128-133: Brown v Board 1954, 1955.  Woll 119-123: <i>NY Time v Sullivan</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p><b>C6</b>—the course provides instruction in civil liberties and civil rights</p> </div>

\*Policies subject to change by the Instructor