Federal Government
GOVT 2305.009
Fall 2023
Ferg. 371
Tues. & Thurs. 11am-12:15pm

Professor: Charles Gregory
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Office Hours: Mon., Weds., & Fri, 11:00am-12:00pm; Tues. & Thurs. 12:30-1:30pm

Course Description

“Origins and development of American and Texas government systems; federalism; civil liberties and civil rights; interest groups, political parties and elections. Meets the state requirement for American Government. This course meets the legislative requirements for a course on the Constitutions of the United States and Texas.”

Justification. This three-credit hour face-to-face course requires approximate 150 minutes of classroom time/direct instruction as well as at least six hours of out-of-class reading and studying each week in preparation for exams and completion of writing assignments.

Textbook


General Education Curriculum Objectives

In any given semester, one or more of the following Core Curriculum Objectives for the political science / government Foundational Component Area may be assessed.

• Critical Thinking Skills – creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

• Communication Skills – effective development, interpretation and expression of ideas through written, oral, and visual communication

• Social Responsibility – intercultural competence, knowledge of civic responsibility, and the ability to effectively engage in regional, national, and global communities

• Personal Responsibility – the ability to connect choices, actions, and consequences to ethical decision-making

1Because this is a syllabus, it is guide for how the semester will unfold. To be clear, I reserve the right to change ANY aspect of the course as necessary.
Program Learning Outcomes

This course is a general education core curriculum course and no specific program learning outcomes for a political science major are addressed in this course.

Course Requirements

Grading. Grades for this course will be based on 2 midterm exams (50 points each), a final exam (50 points), and 6 discussion questions (10 points each).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 90</td>
</tr>
<tr>
<td>C</td>
<td>70 - 80</td>
</tr>
<tr>
<td>D</td>
<td>60 - 70</td>
</tr>
<tr>
<td>F</td>
<td>0 - 60</td>
</tr>
</tbody>
</table>

Exams (50 points each). There will be three exams (two midterm exams and a final exam). These exams will be weighted equally and will cover material from the lectures and readings.

- **Exam #1** will cover the following: Power and Citizenship in American Politics (Keeping the Republic, ch. 1); the Politics of the American Founding (Keeping the Republic, ch. 2); and Federalism (Keeping the Republic, ch. 3).

- **Exam #2** will cover the following: Congress (Keeping the Republic, ch. 6); The Presidency (Keeping the Republic, ch. 7); US Judiciary (Keeping the Republic, ch. 9); and US Bureaucracy (Keeping the Republic, ch. 8).

- The **Final Exam** is a cumulative exam.

It is worth noting, there will be no make-up exams, unless the absence is excused. If you know you will miss an exam for an excused absence, then you must make arrangements with me at least two days prior to the scheduled exam date to take the exam. If you miss the exam because you become suddenly ill, then you must contact me in a timely manner (within three days of the exam) to work out other arrangements. The following are acceptable excuses: illness with a doctor’s note, military duty, death in the family, or participation in approved university-sponsored events. The following are not acceptable excuses: forgetting to set your alarm, scheduled flights or trips, scheduled non-emergency doctor appointments, going to work, picking up relatives at the airport, chauffeuring a friend somewhere, etc.

Discussion Questions (20 points each). There will be 3 discussion questions posted on D2L. You are required to respond to the question posted on the discussion board and to respond to at least one of your classmate’s responses. The initial response will be worth 8 points, and the response to a classmate will be worth 2 point. You must answer all parts of
the discussion question and you must post a separate reply to a classmate in order to earn full credit for the discussion response.

Your initial response must be thorough and complete. This means you should expect to write 2-3 well-developed paragraphs that cover the following:

- **Identify what they say (4 points).** Because writing is a response to a person or group, you must clearly state your own ideas as a response to others. This means you must clearly and concisely summarize the views you are responding to, and why you are responding (e.g., are they wrong?, do they overlook an important facet pertaining to the problem?, etc.).

- **Respond to what they say by offering your own argument (4 points).** There are three primary ways to respond to others’ ideas: agree, disagree, or agree/disagree simultaneously. If you agree, it is important that you go beyond regurgitating the views you agree with. That is, you need to add something new to the conversation. If you disagree, you must offer a persuasive explanation for why you disagree. If you agree/disagree simultaneously, you must clearly identify what you agree with and what you disagree with. Moreover, your post must provide evidence supporting your position.

Your response to your classmates may be shorter, however respond to the concepts and ideas that your classmate has proposed, not to their writing style or just saying that you agree/disagree with them. If you agree/disagree, you may say so, but you must explain why. Moreover, you must use appropriate language. The discussion board may cover sensitive topics so be respectful to your fellow student’s opinions. A disrespectful response will lead to a zero for the discussion board assignment. Thus, I encourage you to think about your response and try to formulate an answer in the most objective way possible.

To be clear, the discussion board responses must be posted by the due date posted in the course schedule. If you fail to complete a discussion question before it closes, then you earn a zero for that discussion question. The schedule for the questions is as follows:

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Opens</th>
<th>Closes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>8-31 at 12am</td>
<td>10-1 at 11:30pm</td>
</tr>
<tr>
<td>#2</td>
<td>10-2 at 12am</td>
<td>11-5 at 11:30pm</td>
</tr>
<tr>
<td>#3</td>
<td>11-6 at 12am</td>
<td>12-3 at 11:30pm</td>
</tr>
</tbody>
</table>

**Presentation (20 points).** All students will give one presentation, and these presentations will focus on political or social issues. That is, these presentations will focus on the social and political issues currently impacting the United States, Texas, or any U.S. state. For example, your presentations could focus on important legislation making its way through the United States Legislature, important executive actions of the Texas Governor, or important judicial decisions by the courts. Basically, you are free to present on any topic of your choosing as long as it is a major issue involving the U.S., Texas, or any U.S. state, their citizens, cities, or major politicians. It is worth noting that all topics covered should not be older than 7 days, and you will be required to provide a citation for the topic covered. Below I provide the format for the citation.
• **Format:** Author. “Title.” *Publisher.* Date Published.

• **Example:** Alexa Ura. “Ted Cruz says he’ll object to certification of Electoral College votes that will make Joe Biden’s victory official.” *Texas Tribune.* 2 January 2021.

**Class Attendance.** Class attendance is not mandatory, but I do take attendance each class. At the beginning of each class I will pass around an attendance sheet, it is your responsibility to sign it. If you do not to sign it during class, sign it after class. If you choose not to sign it, I assume you are not attending class.

**Extra Credit.** There is one guaranteed way to earn extra credit: *GET PUBLISHED IN A NEWSPAPER.* That is, you can earn extra credit by writing a letter to the editor or an editorial that gets published. Editorials will be worth more than letters, and the bigger the newspaper, the more points you will receive. If you get an editorial published in the *New York Times* or *Wall Street Journal* (national papers of record), you automatically get an A.

**Technology**

Use of cell phones in class, for talking, texting or reading/writing email is prohibited. If I observe you using a cell phone during class, your final grade for the semester will suffer. Additionally, if I observe you using a cell phone during class, I reserve the right to kick you out of class. If you are asked to leave class and you refuse to leave, you will be dropped from the course.

**Academic Integrity**

*The Code of Student Conduct and Academic Integrity* outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words,
ideas, illustrations, structure, computer code, and other expression or media, and presenting
that material as one’s own academic work being offered for credit or in conjunction with a
program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic
assignments offered for credit or collaboration with another person to commit a violation of
any provision of the rules on academic dishonesty, including disclosing and/or distributing
the contents of an exam.

Misrepresentation is providing false grades or resumes; providing false or misleading in-
formation in an effort to receive a postponement or an extension on a test, quiz, or other
assignment for the purpose of obtaining an academic or financial benefit for oneself or an-
other individual or to injure another student academically or financially.

Because this course is designed to help you build the skills that accompany a liberal arts
education, AI tools (including, but not limited to ChatGPT) are prohibited, and any use of
AI tools will be considered as plagiarism. All work will be checked using Turnitin Feedback
to identify use of AI tools and for text similarity.

To be clear, I do not take academic dishonesty lightly, and the consequences
for academic dishonesty will be an “F” for the course. No exceptions.

Withheld Grades

Ordinarily, at the discretion of the instructor of record and with the approval of the aca-
demic chair/director, a grade of WH will be assigned only if the student cannot complete the
coursework because of unavoidable circumstances. Students must complete the work within
one calendar year from the end of the semester in which they receive a WH, or the grade auto-
matically becomes an F. If students register for the same course in future terms the WH will
automatically become an F and will be counted as a repeated course to compute the grade
point average. For additional information, go to https://www.sfasu.edu/policies/course-
grades-5.5.pdf.

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids,
students with disabilities must contact the Office of Disability Services (ODS), Human Ser-
vices Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the
semester. Once verified, ODS will notify the course instructor and outline the accommo-
dation and/or auxiliary aids to be provided. Failure to request services promptly may delay
your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class
or the ability of other students to learn from the instructional program (see the Student
Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

### Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

### On-campus Resources:

**The Dean of Students Office**

The Dean of Students Office (Rusk Building, 3rd floor lobby)

- [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
- 936.468.7249
- dos@sfasu.edu

**SFA Human Services Counseling Clinic**

SFA Human Services Counseling Clinic Human Services, Room 202

- [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
- 936.468.1041

**The Health and Wellness Hub “The Hub”**

- Location: corner of E. College and Raguet St.
  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  - 936.468.4008
  - thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction</td>
<td>None</td>
</tr>
<tr>
<td>8/31</td>
<td>Power and Citizenship in American Politics</td>
<td><em>KTR</em> Ch. 1</td>
</tr>
<tr>
<td>9/5</td>
<td>Power and Citizenship in American Politics</td>
<td><em>KTR</em> Ch. 1</td>
</tr>
<tr>
<td>9/7</td>
<td>The Politics of the American Founding</td>
<td><em>KTR</em> Ch. 2</td>
</tr>
<tr>
<td>9/12</td>
<td>Federalism</td>
<td><em>KTR</em> Ch. 3</td>
</tr>
<tr>
<td>9/14</td>
<td>Federalism</td>
<td><em>KTR</em> Ch. 3</td>
</tr>
<tr>
<td>9/19</td>
<td>Review Day</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td><strong>Exam #1</strong></td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td>Congress</td>
<td><em>KTR</em> Ch. 6</td>
</tr>
<tr>
<td>9/28</td>
<td>Congress</td>
<td><em>KTR</em> Ch. 6</td>
</tr>
<tr>
<td>10/3</td>
<td>Congress/The Presidency</td>
<td><em>KTR</em> Ch. 6 &amp; 7</td>
</tr>
<tr>
<td>10/5</td>
<td>The Presidency</td>
<td><em>KTR</em> Ch. 7</td>
</tr>
<tr>
<td>10/10</td>
<td>The Presidency</td>
<td><em>KTR</em> Ch. 7</td>
</tr>
<tr>
<td>10/12</td>
<td>U.S. Judiciary</td>
<td><em>KTR</em> Ch. 9</td>
</tr>
<tr>
<td>10/17</td>
<td>U.S. Judiciary</td>
<td><em>KTR</em> Ch. 9</td>
</tr>
<tr>
<td>10/19</td>
<td>Review Day</td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td><strong>Exam #2</strong></td>
<td></td>
</tr>
<tr>
<td>10/26</td>
<td>U.S. Bureaucracy</td>
<td><em>KTR</em> Ch. 8</td>
</tr>
<tr>
<td>10/31</td>
<td>U.S. Bureaucracy</td>
<td><em>KTR</em> Ch. 8</td>
</tr>
<tr>
<td>11/2</td>
<td>Public Opinion</td>
<td><em>KTR</em> Ch. 10</td>
</tr>
<tr>
<td>11/7</td>
<td>Public Opinion</td>
<td><em>KTR</em> Ch. 10</td>
</tr>
<tr>
<td>11/9</td>
<td>Parties &amp; Interest Groups</td>
<td><em>KTR</em> Ch. 11</td>
</tr>
<tr>
<td>11/14</td>
<td>Parties &amp; Interest Groups</td>
<td><em>KTR</em> Ch. 11</td>
</tr>
<tr>
<td>11/16</td>
<td>Voting, Campaigns, &amp; Elections</td>
<td><em>KTR</em> Ch. 12</td>
</tr>
<tr>
<td>11/28</td>
<td>Voting, Campaigns, &amp; Elections</td>
<td><em>KTR</em> Ch. 12</td>
</tr>
<tr>
<td>11/30</td>
<td>Media</td>
<td><em>KTR</em> Ch. 13</td>
</tr>
<tr>
<td>12/5</td>
<td>Media</td>
<td><em>KTR</em> Ch. 13</td>
</tr>
<tr>
<td>12/7</td>
<td>Review Day</td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td><strong>Final Exam</strong></td>
<td>10:30am-12:30pm</td>
</tr>
</tbody>
</table>

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2This is a tentative schedule, and I reserve the right to change the schedule as necessary.
General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in GOVT 2305: Federal Government you are also enrolling in a Core Curriculum Course that fulfills the Core Curriculum / General Education Objectives of Communication Skills (Visual and Written), Critical Thinking, Personal Responsibility, and Social Responsibility.

During the semester, you will receive assignments that fulfill both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment at (936) 468-1130.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives associated with this course:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Presentations, Discussion Posts</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information</td>
<td>Exam #1, Exam #2, Exam #3, Final Exam, Discussion Posts</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to effectively engage in regional, national, and global communities</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making</td>
<td>Exam #1, Exam #2, Exam #3, Final Exam, Presentations, Discussion Posts</td>
</tr>
</tbody>
</table>