

**Dual Credit Government 2305: Federal Government
Lone Star College - Kingwood
Spring 2019**

Instructor Contact Information:

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Government Department Contact Information:

Department Dean:

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Catalog Description: 3 Credits (3 hours lecture) Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. (4510025125)

Prerequisite: College Level Readiness in Reading AND Writing.

Lone Star College Academic Freedom Statement: On college campuses, the free exchange of ideas is encouraged and expected. Censorship of ideas or opinions runs counter to the openness of the learning environment and inhibits the development of critical thinking skills. It is important to understand that you will be exposed to, and will be expected to participate in, an open exchange of ideas, discussions, debates, and even class assignments concerning subject matter that is challenging, mature and/or representative of differing worldviews.

Learning Outcomes: Upon successful completion of this course, students will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.

7. Describe the rights and responsibilities of citizens
8. Analyze issues and policies in U.S. politics.

Primary Text:

We the People. Ginsberg, Lowi, Weir, and Tolbert. Eleventh Edition. W.W. Norton & Company, 2016. ISBN-13: 978-0393283624. (hard copy provided by KHS).

Secondary Texts (required):

This class includes two required secondary books. Students are responsible for acquiring a digital or hard-copy of both texts. You may purchase the texts new or used, or rent them.

Who's Counting: How Fraudsters and Bureaucrats Put Your Vote at Risk. Fund, John and Hans von Spakovsky. Encounter Books, 2012. ISBN: 978-159403618-7.

Give Us the Ballot: The Modern Struggle for Voting Rights in America. Berman, Ari. Picador, 2015. ISBN: 978-1-250-09472-8.

Dropping the Class: Any student who desires to drop the course must contact Lone Star College – Kingwood. The instructor will not do so for the student. The deadline to drop the course is November 12.

Make-up Work: Make-up work is the student's responsibility. If you are absent, it is your responsibility to obtain any missed notes from another student in class. All assignments and handouts distributed during your absence will be available for you to pick up in your class period's bin. It is your responsibility to check the bin and obtain what you missed. If you miss school and return on the day of a quiz or test, you must be prepared to take it on the scheduled day. I may CHOOSE to allow you to take a quiz or test at a later date. If you miss a scheduled quiz or test, you have ONE WEEK to complete the assignment.

Make-up Days: All make-up assignments must be completed on the scheduled make-up days. The Make-up/Tutoring Schedule will be posted in the classroom. Please inform me when you plan to complete a make-up assignment. Individual appointments outside of the make-up schedule can be made, but you must ask.

Tutoring: Tutoring is available during the make-up schedule or upon request. Please inform me when you would like to come in for tutoring.

Mentoring/Conversation: My door is typically open and you may feel free to visit. I will politely (hopefully) tell you if I am too busy to chat.

Cell Phones/Tablets: All cell phones should be in your backpacks or pockets during class. All cell phones must be silenced during class (your phone should not disrupt class

by ringing or vibrating). You may NOT text during class. You must receive permission in order to use a tablet for note-taking purposes.

Syllabus/Website: Students are expected to consult the syllabus and website regularly in order to be prepared for class and know when assignments are due. The class website is www.bryanjhenry.com, which can also be accessed through Mr. Henry's teacher page on the KHS website.

Late Work Policy: Late formative assignments (daily grades) will receive the following grade penalty:

1 day late -20 points

2 days late -40 points

3 days late -60 points

4 days late -80 points

5 days late automatic zero

Late summative assignments (essays, projects) will receive the following grade penalty:
-20 points per day

Grade Distribution: Each of the two Grading Periods will have three summative assessments (test grades) worth 70% of that Grading Period's points. Each of the two Grading Periods will have formative assessments (daily grades and quiz grades that count as two daily grades) worth 30% of that Grading Period's points.

Grading Scale: Lone Star

90-100 A

80-89 B

70-79 C

60-69 D

<60 F <70 F

KHS

90-100 A

80-89 B

75-79 C

70-74 D

Academic Integrity:

The Lone Star College upholds the core values of learning: honesty, respect, fairness, and accountability. The system promotes the importance of personal and academic honesty. The system embraces the belief that all learners—students, faculty, staff, and administrators—will act with integrity and honesty and must produce their own work and give appropriate credit to the work of others. Fabrication of sources, cheating, or unauthorized collaboration is not permitted on any work submitted with the system. The consequences for academic dishonesty are determined by the professor, or the professor and academic dean, or the professor and chief student services officer and can include but are not limited to:

1. Having additional class requirements imposed
2. Receiving a grade of zero or "F" for an exam or assignment
3. Receiving a grade of "F" for the course
4. Being withdrawn from the course or program
5. Being expelled from the college system

Any alleged violation or flagrant disregard of LSC rules and regulations shall be brought to the attention of the chief student services officer, who will initiate an investigation of the situation. After a complete and thorough investigation, the chief student services officer will determine the course of action. Discipline may result in expulsion. The decision of the administrator may be appealed to the college discipline committee. The complete discipline policy may be found online at http://www.lonestar.edu/departments/advising/LSCS_Student_Handbook_Web.pdf

Equal Opportunity Statement:

Lone Star College is committed to the principle of equal opportunity in education and employments. Lone Star College does not discriminate on the basis of race, color, gender, age, sexual orientation, religion, ethnic or national origin, disability, veterans' status, nationality or ethnicity in its programs and activities. The LSC Associate Vice Chancellor, Student Success is designated as the LSC Equal Opportunity Officer and title IX Coordinator. All inquiries concerning LSC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to Associate Vice chancellor for student Success and can be reached at 832-813-6841. Inquiries about the laws and compliance may also be directed to Office for Civil Rights, U.S. Department of Education. For further information, visit www.ed.gov for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Americans with Disabilities (ADA) Statement:

LSC recognizes and supports the principles set forth in federal and state laws designated to eliminate discrimination against qualified individuals with disabilities. LSC believes in equal access to educational opportunities for all individuals and is committed to making reasonable accommodations, including furnishing auxiliary aids and services, for qualified individuals with disabilities are required by law. Please review LSC's Board Policy and Procedures on Students with Disability Rights to find more information including how to request accommodations. See www.lonestar.edu/disability-services

Veteran Statement:

For more information on Veterans' Affairs click here [Veterans' Affairs Office](#) or visit the Veteran's Office on campus.

FERPA Statement: <http://www.lonestar.edu/ferpa.htm>

Emergency Procedures:

Lone Star College is committed to providing a safe environment in which to learn, study, and work. Knowing what to do is your best protection and your responsibility. In the event of a health, safety, or environmental emergency while on campus, students should immediately contact LSCS police at 281-290-5911 or the administrator on duty. If you know you will need assistance to evacuate during an emergency, please register by calling 281-290-5911 at any time. Detailed information on LSC emergency procedures is available at www.lonestar.edu/oem.

Course Overview

GOVT 2305 Federal Government provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Course Expectations and Format

GOVT 2305 Federal Government emphasizes the development of intellectual, academic, social, and civic skills. The specific course expectations include: 1) To nurture the student's ability to read critically, think rationally, and communicate effectively; 2) To provide problem-solving opportunities that will challenge students to think analytically and embrace intellectual risk-taking; 3) To encourage student responsibility for learning; 4) To foster civic participation; 5) To develop a commitment to civil dialogue, critical self-reflection, and freedom of speech.

The course combines a solid introduction to the history, organization, and operation American government with an invitation to become an active participant in democratic self-government. The course will highlight, through instruction and assignments, the American founding, constitutional design and interpretation, civil rights history, political philosophy and ideology, and political participation and civic engagement. The format includes lectures, Power Point presentations, informal class discussions, formal Socratic Seminar discussions, multiple-choice and short-answer assessments, current event analysis, primary and secondary source analysis, film analysis, a research paper, and interactive simulations of Congress.

Course Schedule

First Grading Period

Week 1: January 8-11 (*We the People* Chapter 1)

T	1/8	Class: Course Syllabus and Expectations HW: Read "In Defense of Intellectual Life" (website)
W	1/9	Class: Assemblies
Th	1/10 7:25	Class: Current Events and Research Project HW: Read "Power Basics" (website)
F	1/11	Class: Introduction to U.S. Government and Politics HW: Read "Introduction to Political Philosophy and Ideologies" (website)

Week 2: January 14-18 (*We the People* Chapters 6, 2)

M 1/14 Class: Political Philosophy and Ideologies
T 1/15 Class: Enlightenment
WTh 1/16-17 Class: Analysis of *Declaration of Independence*
F 1/18 Class: **Current Event #1 Due**; Articles of Confederation

Week 3: January 21-25 (*We the People* Chapter 2)

Reading: *Give Us the Ballot* "Prologue" and Chapter 1 pp. 3-38
M 1/21 **No School**
T 1/22 Class: Gordon Wood "Republicanism" analysis
W 1/23 Class: *Selma* Film Analysis
Th 1/24 7:25 Class: *Selma* Film Analysis
F 1/25 PR Class: *Selma* Film Analysis

Week 4: January 28 – February 1 (*We the People* Chapters 2, 3)

Reading: *Give Us the Ballot* Chapter 2 pp. 39-64
M 1/28 Class: 1780s: State Constitutions
T 1/29 Class: **Test #1**
W/Th 1/30-31 Class: Constitutional Convention
HW: Read U.S. Constitution (website)
F 2/1 Class: **Current Event #2 Due**; U.S. Constitution

Week 5: February 4-8 (*We the People* Chapter 3)

Reading: *Give Us the Ballot* Chapter 3 pp. 65-99
M 2/4 Class: **U.S. Constitution Quiz**; Ratification Debates (*Brutus* No. 1)
T 2/5 Class: Ratification Debates (*Federalist* No. 10 and No. 51)
W/Th 2/6-7 Class: New York Ratification Convention; Federalism
F 2/8 Class: Federalism

Week 6: February 11-15 (*We the People* Chapter 12)

Reading: *Give Us the Ballot* Chapter 4 pp. 100-120
M 2/11 Class: Congress
T 2/12 Class: Congress
W/Th 2/13-14 Class: Mock Congress
F 2/15 Class: **Current Event #3 Due**; Mock Congress

Week 7: February 18-22 (*We the People* Chapter 13)

Reading: *Give Us the Ballot* Chapter 5 pp. 121-158
M 2/18 **No School**
T 2/19 Class: **Test #2**
W 2/20 Class: Presidency
Th 2/21 7:25 Class: Presidency
F 2/22 PR Class: **Current Event #4 Due**; Presidency

Week 8: February 25 – March 1 (*We the People* Chapters 13, 14)

Reading: *Give Us the Ballot* Chapter 8 pp. 207-244
M 2/25 Class: Presidency and Foreign Policy
T 2/26 Class: Presidency and Environmental Policy
W/Th 2/27-28 Class: **Test #3**; Federal Bureaucracy
F 3/1 Class: Federal Bureaucracy

Week 9: March 4-8 (*We the People* Chapter 15)

Reading: *Give Us the Ballot* Chapters 9-10 pp. 245-314
M 3/4 Class: Judicial Branch
T 3/5 Class: Judicial Branch
W/Th 3/6-7 Class: Essay Workshop: *Give Us the Ballot* Review
F 3/8 Class: Essay Workshop: *Give Us the Ballot* Review

Spring Break: March 11-15

Second Grading Period

Week 10: March 18-22 (*We the People* Chapter 4)

Reading: *Who's Counting* Chapters 1-2 pp. 1-44
M 3/18 Class: Civil Liberties
T 3/19 Class: Civil Liberties
W/Th 3/20-21 Class: Civil Liberties
F 3/22 PR Class: **Current Event #1 Due**; Civil Liberties

Week 11: March 25-29 (*We the People* Chapters 4, 5)

Reading: *Who's Counting* Chapter 3 pp. 45-74, Chapter 5 pp. 85-100
M 3/25 Class: Civil Rights
T 3/26 Class: Civil Rights
W/Th 3/27-28 Class: **Test #1**
F 3/29 Class: Civil Rights ("Letter from a Birmingham Jail")

Week 12: April 1-5 (*We the People* Chapter 10)

Reading: *Who's Counting* Chapter 6-7 pp. 101-156
M 4/1 Class: Election Process
T 4/2 Class: Election Process
W/Th 4/3-4 Class: Electoral College
F 4/5 Class: **Current Event #2 Due**; Electoral College

Week 13: April 8-12 (*We the People* Chapters 8, 9)

Reading: *Who's Counting* Chapter 9 pp. 167-185, Ch. 13 pp. 227-253
M 4/8 Class: Political Socialization
T 4/9 Class: Political Parties
W 4/10 Class: Political Participation
Th 4/11 7:25 Class: Essay Workshop: *Who's Counting* Review
F 4/12 **Senior Picnic**
S 4/13 **Senior Prom**

Week 14: April 15-19 (*We the People* Chapter 16)

M 4/15 Public Opinion and Mass Media
T 4/16 Class: Economic Policy
W/Th 4/17-18 Class: Economic Policy
F 4/19 **No School**

Week 15: April 22-26 (*We the People* Chapter 17)

M 4/22 **No School**
T 4/23 Class: Social Policy
W/Th 4/24-25 Class: Social Policy
F 4/26 Class: Social Policy

Week 16: April 29 – May 3

M	4/29	Class: Test #2: Voting Rights Essay Due
T	4/30	Class: Review
W/Th	5/1-2	Class: Test #3: Cumulative Exam
F	5/3	Class: Review

Week 17: May 6-10

M	5/6	AP U.S. Government Exam
T	5/7	AP Exams
W	5/8	AP European History Exam
Th	5/9 7:25	AP Exams
F	5/10	AP Exams

Week 18: May 13-17

M	5/13	AP Exams
T	5/14	AP Exams
W/Th	5/15-16	AP Exams
F	5/17	AP Exams

Week 19: May 20-24

M	5/20	Review
T	5/21	Review
W	5/22	Class: Final Exams
Th	5/23	Class: Final Exams
F	5/24	Class: Final Exams

S	5/25	Graduation Ceremony
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