



Department of History & Social Sciences

Course No. HSS5000



Figure 1: Government workers furloughed by a shutdown engage in civil disobedience by protesting on the steps of the US Capital Building. Photography by John Zangas, October 3, 2013. Accessed from <https://coolrevolution.net/2013/10/03/dispatch-from-federal-workers-protest-government-shutdown-day-2/>.

American Government

Fall 2019

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Overview

We shall be under the domination of a riotous mob.

Gouverneur Morris to Thomas Penn, May 20, 1774

Citizenship in the United States has been defined and evaluated using a variety of matrixes ranging from voter participation—61.4% of eligible citizens in 2016—to the formal examination for naturalization administered by the United States Customs and Immigration Services, which has a 90% pass rate. Through American Government students will explore the structures, responsibilities, and expectations of citizenship in the United States today. Students will develop an understanding of the foundational concepts and theories pertaining to governance and politics, explain and identify patterns of political processes, interpret data—particularly statistical data—relevant to US governance and politics, and critically analyze and apply relevant theories and concepts to contemporary issues. Utilizing a variety of theoretical interpretations of government, students will explore how different Americans are united—and divided—by questions of citizenship and government.

Students will explore these processes through a variety of skills-building activities. Through guided reading exercises and note taking modelling, students will engage with a variety of textual sources, including a pre-collegiate textbook, peer reviewed scholarly articles, and journalistic narratives. Students will be required to take Cornell Notes in order to deepen their engagement with the assigned materials. Routinely, students will demonstrate content understanding through unit tests, seminar discussions, document-based essay prompts, and info-graphics. Course understanding will further be demonstrated through a scaffolded independent research project modelled upon the students' engagement with journalistic narratives of citizenship. After reading an exploration of citizenship in the contemporary United States, students will select three citizens to interview, develop probing interview questions, transcribe their interview, and then use the interview to write an analytical response to the course's essential question, What does citizenship mean?



Figure 2: Citizenship naturalization ceremony at Monticello in Virginia on July 4th, 2014, accessed from <https://www.c-ville.com/july-4th-naturalization-ceremony-at-monticello-welcomes-new-citizens/>.

Objectives

Course lessons and assignments will assess students on the following pre-collegiate objectives:

- Introductory content understanding of the major themes and processes of contemporary governance in the United States, including,
 - the structure of American government, including,
 - the legislature;
 - the judiciary;
 - the executive;
 - the administrative state;
 - and, local government;
 - the theoretical underpinnings of American government, including,
 - the Constitution and constitutional governance;
 - representational democracy;
 - methods of shared and divided powers;
 - and, federalism;
 - the rights, responsibilities, and benefits of citizenship, including,
 - historic evolution of citizenship as a governing model;
 - delineated versus expected rights;
 - methods and means of creating an informed citizenry;
 - responsibilities of citizenship;
 - and, equity and citizenship;
 - the importance of media and education within American government, including,
 - media bias;
 - educational bias;
 - ethics, integrity, and partisanship in media and educational narratives;
 - the lived experience of American government, including;
 - representational individual narratives of citizenship;
 - race and citizenship;
 - class and citizenship;
 - contemporary issues for American citizens.
- Mastery of critical life-long learning skills, including:
 - reading, assessing, and analyzing secondary, primary, and statistical sources through Cornell Notes;
 - developing focus questions and problem statements to guide research-based inquiries;
 - developing evidence-based arguments in both academic written responses, formal classroom discussions, and individual peer-to-peer presentations;
 - conducting research interviews and developing primary sources for political inquiry;
 - citing a variety of sources according to the principles of the *Chicago Manual of Style*.



Assessments

Grade Apportionment			
<i>All dates are approximate and subject to change.</i>			
Categories	Assessments	Point Value	Due Date
Course Preparedness, Participation, and Classwork	Micro-Seminars	200	
	Academic Journal	200	
	Cornell Notes (Additional Readings)	200	
	Engagement	200	
	Additional Classwork Opportunities	100	
	Entrance Quizzes	400	
	Preparedness	100	
Course Assessments	First Infographic	200	
	First Debate	200	
	First Document Based Question	200	
	Second Infographic	200	
	Second Debate	200	
	Second Document Based Question	200	
	Third Infographic	200	
	Third Debate	200	
Course Research Project	Third Document Based Question	200	
	Question Preparation	200	
	Workshop & Discussion Participation	400	
	Outline	100	
	First Draft	200	
	Presentation	100	
	Final Draft	400	
	Course Total	5000	



Participation

Micro-Seminars

Students will be assessed once per full week of school on participation in micro-seminar discussions. Micro-seminar discussions will require students to orally respond to directed questions, as well as individually and collaboratively generate questions and analysis, in order to deeply engage with assigned reading selections. Micro-seminar discussions will require having completed in advance the primary and secondary document readings with notes (**see Cornell Notes**) assigned for that week. Student participation in the seminar discussion will be assessed using the provided **Academic Conversation Rubric**. The rubric outlines the course's academic conversation learning objectives, which includes the ability to elaborate and clarify, to support ideas with examples and sources, to respectfully further and challenge ideas presented by peers, and to synthesize and paraphrase the assigned sources and the active conversation.



Cornell Notes (Additional Readings)

Students will present notes at the commencement of class on the reading assigned for that session. The first-class period of each week will highlight content development and will, when possible, present conflicting historiographic interpretations. The second-class period each week will present primary documents related to the topical case study. The third-class period each week will, during the first term, be a selection from Hugh Thomas' *The Slave Trade* and David Eltis and David Richardson's *Atlas of the Transatlantic Slave Trade*, the academic monographs that the whole class will "deep read." Notes will be assessed using the provided **Reading Notes Rubric**. Students are required to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the course. Notes should be originally taken in the preferred Universal Note Taking System notebook by the BookFactory, which can be purchased through Amazon.com.**

Academic Journals

To facilitate student development of essential source analysis and academic writing skills, students will create and maintain an Academic Journal that will be routinely added to during class. The Academic Journal will be created as a Google Document that will be titled, Student Name, American Government-Fall Term Academic Journal. As an example, John Smith, American Government-Fall Term, Academic Journal. All Academic Journals will be shared with the instructor. During provided journaling time, students will respond to an instructor given prompt by analyzing the provided or indicated sources. Student responses should take the form of an argumentative paragraph of between 300 and 500 words comprising,

1. topic sentence responding to the prompt;
2. a contextualizing introduction to the topic;
3. detailed analysis of the source;
4. supporting or contrasting outside information, including but not limited to your textbook readings, course presentations, documentaries;
5. a concluding sentence that connects the provided prompt and document to the broader themes of the course.

At the end of the writing time, students will voluntarily share their responses with their peers and provide constructive feedback, thereby developing positive peer editing skills. All responses should include a clear thesis statement and direct source citations formatted according to the Chicago Manual of Style as footnotes (see **Course Policies, Citations**). Academic Journals will be graded at the conclusion of the term and will be scored using the [Academic Journal Rubric](#), which emphasizes positive writing growth.



Engagement

For the purposes of American Government, engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students demonstrate when directly instructed through lectures, participating in class discussions, or either independently or collaboratively completing course tasks. Student engagement extends to the level of motivation they have to learn and progress through the course. Engagement will be assessed through the following criteria:

1. Intellectual Engagement: Students routinely demonstrate through directed and voluntary responses that they have completed the assigned materials, that they have taken adequate notes on those materials, and that they have actively thought about how those materials relate to the major themes of the course. Active intellectual engagement will include, but not be limited to, asking pertinent questions, connecting materials reviewed individually to course content, and responding to peer questions with appropriate and respectful responses.
2. Emotional Engagement: Students routinely demonstrate positive emotional engagement by attempting readings and tasks independently before requesting instructor assistance, by removing as much as possible outside distractions during class time, and by respectfully engaging with their peers.
3. Behavioral Engagement: Students routinely demonstrate understanding and compliance with classroom expectations, including, but not limited to, the maintaining of assigned seating, quickly establishing “learning readiness” by taking-out readings, writing implements, and notebooks at the start of class, removing headphones, by responding quickly to instructor redirections, as well as listening to instructions. Students do not attempt to talk over one another or the instructor, but instead engage in classroom dialogue respectfully and purposefully.
4. Physical Engagement: Students routinely demonstrate positive presence in the classroom through physical engagement. Students arrive to class on time. Students do not excuse themselves unnecessarily for prolonged bathroom or water breaks. Students do not extend such breaks to include foraging for food in the dining hall. Students do not engage in disruptive eating or drinking during class time (for example, highly crunchy, odorous chips or a badly sweating cold beverage). Students do not sleep, doze, or remain for prolonged periods of time with their eyes closed during class time. Students respect the physical space of their peers and of the instructor despite potentially crowded conditions.
5. Social Engagement: Students routinely interact with peers in productive manners that advance the objectives of the class, either through instructor directed tasks or through independent work time. Positive Social Engagement requires students to avoid becoming distracted or off-topic with their peers and to refrain from asking the instructor non-pertinent questions.
6. Cultural Engagement: Students will demonstrate positive Cultural Engagement through empathetically interacting with their peers, the instructor, and the course material. Students should demonstrate an understanding that World History brings together many different viewpoints, cultures, and historic processes that may challenge their own individual understandings. The deepest cultural engagement can be maintained through an open mind, a commitment to evidence driven argumentation, and the realization that history comprises the experiences of people who lived, loved, hated, and died.

*Preparedness**Reading and Maintaining Coursework*

As reflected in the grade apportionment, students are expected to actively participate in the intellectual community of the course. A significant part of doing so is arriving to class having completed the readings and having prepared notes on the readings to assist you in participating in course discussions. As electronic device use is restricted, students should arrive to class with physical copies of their reading notes.

Absences

The following is adapted from the Worcester Academy Student Handbook:

Students who miss school for any reason are responsible for the work covered and making it up in a timely fashion. Students should expect to take make-up tests and quizzes within a week of returning to school during some combination of CCL and their free periods. Should these periods be insufficient to make up the work promptly, students will be asked to forego extracurricular commitments until the work is completed.

For absences of more than three days, students may check their course pages on myHILLTOP for assignments or the Upper School Office during the academic day to request assignments from their teachers. Students are encouraged to directly email their teachers.

Policy on Late Assignments

The following is adapted from the Worcester Academy Student Handbook:

1. All such assignments for a course must be completed satisfactorily in order to earn credit.
2. If such an assignment is not submitted on time, the instructor may impose a penalty of up to 10% for each school day the assignment is late.
3. If such an assignment is more than one week overdue, the instructor must notify the student's advisor and Upper School Office. Parents will be contacted by the Upper School Office.



Additional Classwork Opportunities

Students will also complete during class sessions a variety of activities to focus attention on the content or methodological topic being presented or discussed. Some of these activities are described below.

Current Event Analysis

Students will regularly demonstrate their understanding of the course's theoretical and structural themes by analyzing current events through a variety of news medias. Students will be expected to read for author bias and to extrapolate potential reader reactions.

Word Clouds

Periodically at the start of a session, students will be asked to react to a provided quotation, historic image, audio recording, or video clip by entering the word or words they most associated with the provide source in a Word Cloud generated by PollEverywhere and accessible via the provided url link. Once the word cloud is generated, students will have an opportunity to discuss the results. Students will lose class activity points for facetious entries in the Word Cloud.

Visual Reactions

Periodically at the start of session, students will be asked to react to an historic image or quotation by writing three questions the image could be used to answer. Students will then share and discuss at least one of their questions with the class.

Reflective Note Typing

During guided discussions, students will not be permitted to use electronic devices unless required as part of an approved instructional plan. Students will take notes using a pen or pencil and paper. At the end of class, students will spend the final ten minutes typing and expanding their notes. Notes will be subject to frequent spot checks by the instructor.



Entrance Quizzes

In order to assess student engagement with the assigned textbook selections, students will be required to take weekly entrance quizzes comprising of at least ten (10) multiple choice questions drawn directly from the associated assigned readings. Students will be given two (2) minutes per question assigned, so that for ten (10) questions the student will be given twenty (20) minutes.

All entrance quizzes will be open note. Notes must be present in physical form at the commencement of the quiz. Notes must be handwritten unless otherwise directed by a learning accommodation plan. There is no limit on the amount of handwritten notes a student may utilize, but students are reminded that the quizzes are timed.

Students who miss class on testing days are still responsible for making-up the quiz. Students must schedule in writing via email an alternative testing time with the course instructor. Failure to complete the quiz within five school days will result in a zero (0) for that unit test.



*Assessments**Analyzing Political Artifacts for Argumentation*

Students will complete a variety of tasks that will develop their individual academic analytical skills and their collaborative peer cooperation skills. These tasks will emphasize the technical components of academic writing and argumentation, as well as integrating, analyzing, and supporting a thesis driven argument with primary and secondary source evidence.

Infographics

Students will collaborate in small teams to create three Spark based Infographics. According to Adobe, the platform developer,

“Spark Page turns stories into modern, professional, attention-grabbing web pages. With Page, [...] students can bring words and images together [...], turning essays, assignments, reports, and more into engaging visual stories. Play with a variety of layouts, and add text. Use your own photos, or pick from thousands of free online images (with appropriate filtering applied). Simply tap on one of the professional themes and beautiful fonts, and magazine-style design and motion transforms the story. The end result is a modern, responsive web page, one that looks great on any device and any size screen.” (“Adobe Spark: A Guide for Schools and Educators,” <https://spark.adobe.com/images/Adobe%20Spark%20Edu%20Guide.pdf>, last accessed July 29, 2019).

Each Spark Infographic will challenge students to collaboratively convey complex information with brevity through visual imagery and some text. Students will be assessed on Collaboration, Research Integrity, Preliminary Textual Draft, and the final Spark Infographic.

As a team project, students will be assessed on their individual contribution to the productivity and success of the group. The entire group will receive a single score for the quality and accuracy of their research through the Research Integrity score and will receive peer and instructor feedback on their Preliminary Textual Draft prior to developing a media rich Spark Infographic. Final Spark Infographics will be assessed using the **Spark Page Assessment Rubric**.

Students absent for more than fifty (50) percent of the allotted in-class development time will complete the Spark Infographic independently.



Document Based Questions

During the second term, students will demonstrate their developing writing skills by completing three document based questions. Each document based question will challenge students to recognize political argumentation, to analyze political sources for thesis development, and to formulate academic analyses of complex theoretical and structural issues. For each document based question students will be given three (3) to nine (9) sources, including both primary and secondary materials. Students will be expected to respond to the provided prompt using these sources under timed circumstances.

Students who miss class on document based question days are still responsible for making-up the document based question. Students must schedule in writing via email an alternative testing time with the course instructor. Failure to complete the document based question within five school days will result in a zero (0) for that assessment.

Debates

Students will participate in three formal debates. Each debate will require students to collaboratively work in a small team to develop an argument supporting a side on an assigned issue. Students must willingly and positively engage with the side assigned by the instructor even if the student does not personally support that side. The purpose of assigning sides is to encourage students to engage with empathetic argument construction in order to fully critically analyze political issues. Informative discussions occur when participants study the text closely in advance, listen actively, share ideas and questions in response to others, and base responses on textual evidence. Students are encouraged to think out loud and to exchange ideas openly, while examining ideas in a rigorous, thoughtful, manner.

Students will be assessed on their Preparation, Participation, and Reflection. Students will demonstrate Preparation through submission of bullet pointed responses to provided debate prompts and questions. Student Participation during the debates will be assessed using the **Academic Conversation Rubric**. Finally, students will submit a paragraph length analysis of their own performance in the debate and that of the collective group. As a growth opportunity, students will be expected to use a positive tone when completing their Reflections.

Students not present in class during the debates will submit a four-paragraph essay responding to the provided debate prompts and questions. The essay will be due within one week of the student returning to school unless otherwise indicated by the Upper School Office or the Center for Learning Success.

Research Project

Students will demonstrate their understanding of the course's major themes and processes, as well as various methodologies of conducting academic research and of transforming such research into formative argumentative essays, through a term long project. The Research Project is intended to mimic at a developmentally appropriate level the essential research process expected at the post-secondary collegiate level. As such, the project allows students to develop Research Notes, Interview Questions, Outlines, First Drafts, Colloquial Presentations, and Final Drafts.

Defining Citizenship with Citizens

<i>Research Project Requirements at a Glance</i>		
Essay Length	1500 to 2500 words	Times New Roman or Similar Font, Size 12
Number of Sources	<p>3 secondary sources</p> <p>3 interviews</p>	<ul style="list-style-type: none"> • sources must be academic (peer reviewed) or from accredited journalists • no more than 2 sources can be from a website (exclusive of digital academic journals)
PowerPoint	4-6 Slides	
Presentation	10 to 15 minutes	

Project Overview

As a class, students will read George Packer's *The Unwinding* and will reflect upon his essential question regarding how Americans define citizenship and how he answered this question utilizing interviews. Students will develop a series of probing interview questions regarding citizenship engagement to ask three voluntary interview participants. Participants must be American citizens. After transcribing the interviews, students will create an academic essay that they will present to their peers at the conclusion of the term.

The prompt for the Term Research Project: Explain how Americans define and engage with citizenship.

Research Notes

Students must complete three (3) research note checks with the instructor. Notes will be assessed using the provided **Reading Notes Rubric**. Students are required to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the prompt.**

Interview Questions

Students must complete the Oral History Interview Question Workshop in class, or if absent by appointment, before developing a series of interview questions that will guide their interviews. Once the questions have been approved by the instructor, students will request interviews with their proposed subjects. Once the interviews have been completed, students will create transcriptions of their interviews to use as primary sources in their research essay. Interviews should not exceed thirty (30) minutes in length.

Outline

Students will submit an outline including an opening statement, thesis statement, topic sentences with supporting evidence, and a concluding statement. Students must include a complete bibliography with sources formatted in both footnote and bibliography styles.

First Draft

Students will submit a first draft of the essay. The first draft should be at least 60% completed. Students will participate in a Peer Review Workshop wherein students will receive peer feedback from colleagues. All students must make any appropriate revisions to their essay to be eligible for B-level or higher grades on their Final Drafts.

Presentation

Students will prepare a ten-minute presentation that introduces their peers to their project, presents their thesis statement, and outlines the arguments supporting their conclusions. A four (4) to six (6) slide PowerPoint Presentation must accompany all presentations. Additionally, students should demonstrate mastery of their chosen topic by professionally responding to audience questions. Presentations will be assessed using the **Presentation Rubric**.

Final Draft

Final Drafts will be scored according to the **Research Paper Rubric**. As per the rubric, final drafts must include a cover page, page numbers, footnotes, a bibliography/works cited page, and demonstrate revisions from the first draft.



Course Policies

Mindfulness & Respect

Students are expected to demonstrate respect towards both the content presented in American Government and to their peers. Many of the topics covered are fraught with emotion and should be approached with an awareness that the participants—often victims—were real, that their experiences—including suffering—were real. The course material and assessments will challenge students to expand their ability to empathize with historical subjects as more than mere academic units. If at any point, you feel emotionally overwhelmed by the nature of the course material, please reach out to the instructor immediately.

Well-being

Students may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish student academic performance and/or reduce student abilities to participate in daily activities.

Students must take care of themselves. Students should endeavor to maintain a healthy lifestyle during the semester by eating well, exercising, getting enough sleep, and taking time to relax. Leading a balanced life will enable students to achieve their goals and positively cope with stress. If the class causes undue stress on you, please come discuss your concerns with the instructor so that steps can be made to create a stress management plan.

If you or anyone you know experiences serious academic stress, difficult life events or feelings of anxiety or depression, the instructor strongly encourages students to seek support from a parent, teacher, advisor, coach, or to make an appointment with the Worcester Academy Counseling Office.



Plagiarism

The following is adapted from the Worcester Academy Student Handbook:

It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Class Dean and the Dean of Students. Likely consequences for a first offense include Behavioral Warning and suspension. Further acts of plagiarism may be grounds for dismissal from the Academy. Any plagiarized assignment is given a zero.

Cheating – It is expected that all student work will reflect the individual's academic efforts and that students will refrain from any type of cheating. Cheating includes the use or possession of another student's notes, copying another student's work, or overtly permitting a student to copy from another student. Students suspected of cheating will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offense include Behavioral Warning and suspension through a Core Values Committee hearing. A second incidence of cheating involving a student can result in dismissal from the Academy. Any student found to be cheating receives a zero for the assignment in question.

Plagiarism – It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offense include Behavioral Warning and suspension through a Core Values Committee hearing. Further acts of plagiarism can result in dismissal from the Academy. Any plagiarized assignment is given a zero.

Generally, any two acts of academic dishonesty are grounds for dismissal from the Academy.



Electronic Devices

Multiple studies conducted by sociologists and educational psychologists have indicated that the use of laptops and tablets as notetaking devices are cognitively inferior to writing notes by hand. Students are encouraged to review the studies in question here: Pam A. Mueller & Daniel M. Oppenheimer, “The Pen is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25. 6 (June 2014), 1159-1168, accessed via <https://doi.org/10.1177/0956797614524581>; Cindi May, “A Learning Secret: Don’t Take Notes with a Laptop: Students Who Used Longhand Remembered More and Had a Deeper Understanding of the Material,” *Scientific American* (June 3, 2014), <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>.

To this end, all electronic devices (laptops, tablets, cellphones, e-readers) should be away (in backpacks, satchels, purses, etc., or in some other way removed from tables and desktops) unless students have been directed to the contrary by the instructor.

Students with academic accommodations plans requiring electronic use should inform the instructor as soon as possible to receive an exemption from this policy.

Citations

Students are required to utilize the Chicago Manual of Style 17th Edition for all footnotes and work cited pages. A general citations guide can be found here:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

Some examples are below:

Notes

1. Zadie Smith, *Swing Time* (New York: Penguin Press, 2016), 315–16.
2. Brian Grazer and Charles Fishman, *A Curious Mind: The Secret to a Bigger Life* (New York: Simon & Schuster, 2015), 12.

Shortened Notes

1. Smith, *Swing Time*, 320.
2. Grazer and Fishman, *Curious Mind*, 37.

Works Cited Entries (in alphabetical order)

- Grazer, Brian, and Charles Fishman. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster, 2015.
- Smith, Zadie. *Swing Time*. New York: Penguin Press, 2016.

Required Texts


In addition to the reading selections distributed in class and digitally, students are expected to acquire the following texts.


- Ginsberg, Benjamin, Theodore J. Lowi, Margaret Weir, Caroline J. Tolbert, & Andrea Campbell. *We the People: An Introduction to American Politics*. 12th High School Edition. New York: W. W. Norton & Company, 2019.
- Canon, David T., John J. Coleman, & Kenneth R. Mayer. *Fault Lines: Debating the Issues in American Politics*. 5th Edition. New York: W. W. Norton & Company, 2018.
- George Packer, *The Unwinding: An Inner History of the New America*. New York: Farrar, Straus, and Giroux, 2013.





Scope & Sequence		
<i>Homework is listed under the day assigned, so an assignment listed under Day 1 would be due on Day 2, unless otherwise indicated.</i>		
Course Introductions August 2019		
	Wednesday, August 28	Thursday, August 29, 2019
	Day 1 Introductions, Part I	Day 2 Introductions, Part II
	Syllabus Introduction	Notetaking Skills Workshop
	Understanding Political Theory Understanding Identity	Introduction to First Term Guided Research Project
Read: Syllabus	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 1: American Political Culture	
Unit I: The Culture of Politics September 2019		
	Tuesday, September 3	Thursday, September 5
	Day 3 Guided Discussion	Day 4 Reading Analysis
	Reading Quiz	Infographic 1: What is an American?
	Guided Discussion: What is an American? Introduction to the UCIS Citizenship Exam	
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 1: What does it mean to be an American?; Packer, <i>The Unwinding</i> , 3-34.	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 2: The Founding and the Constitution	


Unit II: Revolutionary Founders September 2019		
Monday, September 9	Tuesday, September 10	Thursday, September 12
Day 5	Day 6	Day 7
Guided Discussion: The Political History of the United States Reading Quiz	Document Based Question 1: Should the Constitution be Changed?	Discussion of <i>The Unwinding</i> Reading for Evidence Workshop
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 2: The Founding and the Constitution	Read & Note: Packer, <i>The Unwinding</i> , 35-106	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 3: Federalism
Unit III: Federalism September 2019		
Monday, September 16	Tuesday, September 17	Thursday, September 19
Day 8	Day 9	Day 10
Guided Discussion: A Layered form of Government Reading Quiz	Debate 1: Immigration Reform	Discussion of <i>The Unwinding</i> Reading for Evidence Workshop, Continued
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 3: Federalism	Read & Note: Packer, <i>The Unwinding</i> , 107-154	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 4: Civil Liberties

Unit IV: Civil Liberties September 2019		
Monday, September 23 Day 11	Tuesday, September 24 Day 12	Thursday, September 26 Day 13
Guided Discussion: The Amended Rights Reading Quiz	Infographic II: The Right to Bear Arms and Gun Control	Discussion of <i>The Unwinding</i> Finding Academic Sources through Research Workshop
Read & Note: Second Amendment Packet	Read & Note: Packer, <i>The Unwinding</i> , 155-189	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 5: Civil Rights
Unit V: Civil Rights October 2019		
Monday, September 30 Day 14	Tuesday, October 1 Day 15	Thursday, October 3 Day 16
Guided Discussion: Towards a More Perfect Union Reading Quiz	Document Based Question II: Transgender Rights	Discussion of <i>The Unwinding</i> Oral History Questions Workshop
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 4: The Constitutional Framework and the Individual	Read & Note: Packer, <i>The Unwinding</i> , 190-239	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 6: Public Opinion
		

Unit VI: Public Opinion October 2019		
Monday, October 7 Day 17	Tuesday, October 8 Day 18	Thursday, October 10 Day 19
Guided Discussion: Out of Many, One Reading Quiz	Engaging with Critical Documentaries: <i>The 13th</i>	Discussion of <i>The Unwinding</i> Oral History Questions Workshop, Continued
Read & Note: The War on Drugs Reading Packet	Read & Note: Packer, <i>The Unwinding</i> , 240-296	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 7: The Media; Canon, et al, <i>Fault Lines</i> , Chapter 9: Public Opinion and the Media
		
Unit VII: The Media October 2019		
	Tuesday, October 15 Day 21	Thursday, October 17 Day 23
	Debate II: Seeing like the News/Determining Media Influence	Discussion of <i>The Unwinding</i> Interview Questions Peer Workshop
	Read & Note: Packer, <i>The Unwinding</i> , 297-350	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 8: Political Voting & Participation

Unit VIII: Voting		
Monday, October 21	Tuesday, October 22	Thursday, October 24
Day 24	Day 25	Day 26
Guided Discussion: The Perils of Voting Reading Quiz	Infographic III: Voter Registration	Discussion of <i>The Unwinding</i> Term Project Research Check
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 10: Elections & Voting	Read & Note: Packer, <i>The Unwinding</i> , 351-399	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 9: Political Parties
		
Unit IX: Political Parties		
Monday, October 28	Tuesday, October 29	Thursday, November 1
Day 27	Day 28	Day 29
Guided Discussion: There's No Party Like A Political Party Reading Quiz	Document Based Question III: The Third Party Dilemma	Discussion of <i>The Unwinding</i> Reflection Essay on <i>The Unwinding</i>
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 11: Political Parties	Read & Note: Packer, <i>The Unwinding</i> , 400-430	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 10: Campaigns and Elections

Unit XI: Campaigns & Elections November 2019		
Monday, November 4	Tuesday, November 5	Thursday, November 7
Day 30	Day 31	Day 32
Guided Discussion: Elected Officials or a Political Class Reading Quiz	Debate III: Dark Money in a Lit Democracy	TBD
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 12: Groups and Interests	Term Research	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 11: Groups & Interests
		
Unit XII: Groups and Interests November 2019		
Monday, November 11	Tuesday, November 12	Thursday, November 14
Day 33	Day 34	Day 35
Guided Discussion: Elected Officials or a Political Class Reading Quiz	Discussion with Protocols: Political Action Committees	TBD
Read & Note: Political Action Committee Packet	Term Research	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 12: Congress

Unit XIII: Congress November 2019		
Monday, November 18	Tuesday, November 19	Thursday, November 21
Day 36	Day 37	Day 38
Guided Discussion: Elected Officials or a Political Class Reading Quiz	Discussion with Protocols: Checks & Balances	TBD
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 5: Congress	Term Research	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 13: The Presidency
		
Unit XIV: The Presidency December 2019		
Monday, December 2	Tuesday, December 3	Thursday, December 5
Day 39	Day 40	Day 41
Guided Discussion: The Imperial Presidency Reading Quiz	Discussion with Protocols: The Electoral College	TBD
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 6: The Presidency	Term Research	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 14: Bureaucracy in Democracy

Unit XV: The Bureaucratic State December 2019		
Monday, December 9	Tuesday, December 10	Thursday, December 12
Day 42	Day 43	Day 44
Guided Discussion: Administering the People Reading Quiz	Discussion with Protocols: Is the Registry of Motor Vehicles Democratic?	TBD
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 7: Bureaucracy	Term Research	Read & Note: Ginsberg, et al, <i>We the People</i> , Chapter 15: The Federal Courts
Unit XVI: The Federal Courts December 2019		
Monday, December 16	Tuesday, December 17	Thursday, December 19
Day 45	Day 46	Day 47
Guided Discussion: Justice for or of the People? Reading Quiz	Discussion with Protocols: Interpreting Interpretation	Government Issues Collaboration
Read & Note: Canon, et al, <i>Fault Lines</i> , Chapter 8: The Judiciary	Term Research	Read & Note: ONE of Chapters 16, 17, & 18
Unit XVII: Government Issues January 2020		
Monday, January 6	Tuesday, January 7	Thursday, January 9
Day 48	Day 49	Day 50
Government Issues Collaboration	Government Issues Collaboration Presentations	Term Research Presentations
Term Research	Term Research	<i>C'est fini!</i>