

COURSE: HP 238D/N-D, United States Government
CREDIT: 3 Semester Hours
SEMESTER: Cycle 5, Spring Semester, 2022 (March 14 – May 6, 2022)
TIME: Monday 8:00-10:50 A.M.
INSTRUCTOR: Dr. Teddy D. Bitner
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I. DESCRIPTION

A study of the ideological foundation of the government of the United States including the framing and adoption of the Constitution, the provisions and principles of the Federal and Missouri State Constitutions, and the organization, procedures, and powers of the legislative, executive, and judicial branches. (Prerequisite: EN100 or EN112)

** This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

II. OBJECTIVES

A. Basic understanding of the following elements will be achieved:

1. Understand the basic principles of the United States government. (PLO 1,4) (Assessments A,B,C,D,E)
2. Examine the mechanics of American governmental processes. (PLO 1,4) (Assessments A,B,C,D,E)

B. Specific competencies to be achieved. The student will:

1. Understands basic U.S. Government documents, their origins, evolution, and the changing interpretations, and how they attempt to balance the needs of the individual and the group. (PLO 1, 4) (Assessments A, B, E)
2. Understands civic ideas and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom equality, rule of law, etc.). (PLO 1, 4) (Assessments A, B, C, D, E)
3. Understand how events today and in the past have been shaped by democratic ideals and by the American people's efforts to put those ideals into practice. (PLO 1) (Assessments A, B, E)

4. Knows a range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places. (PLO 1, 4) (Assessments A, C, D)
5. Understands the role and impact of citizen participation in civil society and in the political arena. (PLO 1, 3, 4) (Assessments A, B, D)
6. Understands different types of government and institutional systems, including those of the U.S., and how those systems interact. (PLO 1, 3, 4) (Assessments A, B, D, E)
7. Understands the effects of political theories and philosophies. (PLO 1, 4) (Assessments A, B, E)
8. Understands the role and impact of citizen participation in civil society and in the political arena. (PLO 1, 3, 4) (Assessments A, B, E)
9. Understands rights and responsibilities, rules, types or authority, and governmental structures of schools, communities, states, the country, country and other nations. (PLO 1, 4) (Assessments A, B, E)
10. For future educators – recognizes learners’ developing sense of fairness and order, and uses this sense as an entry point to examining and analyzing rights and responsibilities, rules, types of authority and governmental structures of their schools and community. (PLO 1, 3, 4) (Assessments A, B, E)
11. Demonstrates mastery of elements of the Missouri State Constitution

III. REQUIREMENTS (ASSESSMENTS)

- A. Reading. You will be expected to complete the assigned reading from Wilson and report the percentage read at the end of the course. Readings from Bridges are not narrowly linked to specific reading sections in Wilson, but generally relate to multiple areas in the course. Consequently, you may read Bridges at your own pace. You will also report the percentage of Bridges you read at the end of the course.
- B. Examinations. Two (2) examinations will be given (including the final). Each exam will cover only material for that half of the course. The exams will be posted on the course Canvas page, and you will be able to access and take the exams over a period of approximately one week. Tests will be open book / open note and will include true-false, multiple choice, matching, fill-in questions. Extra credit questions will generally be essay.
- C. Paper. You will be required to prepare a research paper. Topic will be associated with American government. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.). The grade for the paper will be calculated based on the Calvary University evaluation sheet. All class papers must follow the [*Chicago Manual of Style 17th edition*](#) as outlined in *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (“*Turabian*”). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their

- paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.
- D. Book Report. You will write an eight-page book report on Thomas Sowell's *Conflict of Visions: Ideological Origins of Political Struggle*. The book report will be organized as follows:
- a. Introduction
 - b. Summary of the book (what did Sowell cover in his book)
 - c. Major themes (what point[s] is Sowell trying to make?) that you identified during your reading
 - d. Your assessment of Sowell's themes (do you agree with him, why or why not)
 - e. Conclusion
- E. Lectures and Discussion Questions. All students will answer discussion questions and participate in each discussion. After attending (or watching for online students) the lecture you will answer discussion questions normally associated with the lecture. You will comment on at least one classmate's post. Discussion questions are normally due to be completed within one week of posting.
- F. Missouri Constitution Examination. Students will take a Missouri Constitution Exam during this class. Students will have the opportunity to study for the exam concurrent with the class and take the test as indicated in the tentative schedule below. Students must achieve a passing score on the Missouri Constitution Examination (60%) to pass this course.

IV. METHODS

- A. Conduct of the class will include a combination of lecture, discussion and question / answer. Student interaction during the conduct of each class session is strongly encouraged.
- B. Grading and Attendance. I expect students to attend class regularly. My attendance policies are:

For in-class students, you may miss up the equivalent of one week of class without penalty. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades).

For online students, I will take attendance once a week on Wednesday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. The same rule regarding grade reduction indicated above applies for distance delivery students.

In computing the final grade, I will weigh the work of the course in the following proportions:

First Examination	20%
Final Examination	20%
Missouri Constitution Exam*	10%
Discussion Questions	20%
Paper	15%
Book Report	15%

(*) Note: Students must pass the Missouri Constitution Exam to pass this course. Students make take the exam up to two times. If a student needs to attempt the exam a second time, the second exam will contain different questions than the first exam.

V. TEXTBOOKS

James Q. Wilson, *American Government: Brief Version (Tenth Edition)*, Boston: Cengage Learning, 2011. ISBN: 978-0495906780. Retail price is \$59.98. Used copies may be available from booksellers for approximately \$10.00. eTextbook is available for approximately \$22.28.

Thomas Sowell, *Conflict of Visions: Ideological Origins of Political Struggles (Revised Edition)*, New York: Basic Books, 2007. ISBN 978-0465002054. Retail price is \$23.33. Used copies may be available from booksellers for \$18.00.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. TENTATIVE CLASS SCHEDULE

<u>PERIOD</u>	<u>DATES</u>	<u>SUBJECT</u>	<u>ASSIGNMENT</u> (Reading: <i>Wilson</i>)
1	Module 1 - March 14, 2022	What American Should Know about Government	Chapter 1
2		The Constitution	Chapter 2
3	Module 2 – March 21, 2022	Federalism	Chapter 5
4		Public Opinion and the Media	Chapter 6
5		Political Parties and Interest Groups	Chapter 7
6	Module 3 – March 28, 2022	Campaigns and Elections I	Chapter 8
7		Campaigns and Elections II	Chapter 8
8	Module 4 – April 4, 2022	Congress I	Chapter 9
9		Congress II	Chapter 9
10		Congress III / Book Report Due	Chapter 9
11	Module 5 – April 11, 2022	The Presidency I	Chapter 10
12		The Presidency II	Chapter 10
13		The Presidency III Mid-Term Exam Due	Chapter 10
14	Module 6 – April 18, 2022	The Bureaucracy	Chapter 11
15		The Judiciary I	Chapter 12
16		The Judiciary II / Missouri Constitution Exam Due	Chapter 12
17	Module 7 – April 25, 2022	Civil Liberties and Civil Rights	Chapter 3,4
18		Civil Liberties and Civil Rights	Chapter 3,4
19		Making Domestic Policy / Paper Due	Chapter 13
20	Module 8 – May 2, 2022	Making Foreign and Military Policy	Chapter 14
21		American Government: Continuity and Change / Final Exam Due	Chapter 15

Suggested research paper topics:

Biblical leadership and government	War on Terror	Political Action Committees
Balance between response to terrorism and individual rights	Joint Chiefs of Staff	Special Interest Groups
Second Amendment issues	Special Operations Forces	Role of religion in presidential campaigns
Campaign finance reform	Central Intelligence Agency	Lobbyists
Role of talk radio	Airport Security	Foreign influence in presidential elections
“Drive by” Media	Campus Security	Illegal immigration
Electoral College	Conceal Carry Laws	Operation Iraqi Freedom
Presidential elections in the 21 st Century	The Environmental Movement	The “Powell Doctrine”
Reinstituting the Draft	Secular Religion and the American government	The “Surge”
<i>Griswold v. Connecticut</i>	Congressional staffers	Federal Bureau of Investigation
<i>Roe v. Wade</i>	Congressional committees	Defense Department
<i>Dred Scott v. Sandford</i>	Nonviolent resistance	Homeland Security Department
	John Locke and the US Constitution	

Special Notes:

Grades on late papers will be reduced by 4% for each day the assignment is late.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

CALVARY UNIVERSITY EVALUATION SHEET

Student Name: _____	Date Due: _____
Faculty Name: _____	Course Number/Name: _____

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	KNOWLEDGE Recalls details of previously learned material, including relevant facts and theories.
	COMPREHENSION Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	APPLICATION Applies rules, methods, concepts, principles, and laws as required by questions.
	ANALYSIS Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	SYNTHESIS Sees the whole of a concept, theory or idea by means of its constituent parts.
	EVALUATION Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	SPELLING/GRAMMAR/SYNTAX Follows the accepted norms of spelling, grammar, and syntax.
	TURABIAN STYLE The lesson has been submitted neatly and according to relevant school submission guidelines.
	ACADEMIC LEVEL SATISFIED Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	TOTAL POINTS
	<u>FINAL GRADE</u>

Computation of Grade: Maximum Points Possible = 100

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-72	D- = 60-62

_____ Faculty Signature	_____ Date
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COMMENTS ON LESSON:		
<input type="checkbox"/> This lesson shows improvement	<input type="checkbox"/> Unique, helpful expressions employed	<input type="checkbox"/> Strong in area of application
<input type="checkbox"/> Exemplary development of ideas	<input type="checkbox"/> Nice mix of theological and pastoral ideas	<input type="checkbox"/> References very strong relevant
<input type="checkbox"/> Lesson work shows much promise	<input type="checkbox"/> Excellent recall of material	<input type="checkbox"/> Aware of important intricacies of issue
<input type="checkbox"/> Submission requirements not fulfilled	<input type="checkbox"/> Lacking depth of treatment	<input type="checkbox"/> Lack of flow in communication
<input type="checkbox"/> References cited incorrectly	<input type="checkbox"/> Grammatical errors excessive	<input type="checkbox"/> Misunderstanding of question asked
<input type="checkbox"/> Insufficient reference material	<input type="checkbox"/> Weakness in paragraph format	<input type="checkbox"/> Improper conclusions drawn

REMARKS: