This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/). (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s) (Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td>Area 5: History and the Social and Behavioral Sciences. Area 9: Ethical and Civic Responsibility</td>
<td>Area 6: Humanities and the Arts Area 9: Ethical and Civic Responsibility</td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>POL 1100</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Understanding Politics</td>
<td></td>
</tr>
<tr>
<td>Description (Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competences—see III below)</td>
<td>An introduction to the basic ideologies, concepts, processes and institutions of modern government and politics. Liberal Education Goal Areas 5 &amp; 9</td>
<td>An introduction to the basic ideologies, concepts, processes and institutions of modern government and politics. Liberal Education Goal Areas 6 &amp; 9</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Every Semester</td>
<td></td>
</tr>
</tbody>
</table>

II. Explanation for proposed modification(s). Please use the space below for the explanation.
This proposed modifications are due to a change that has taken place in the emphasis within the course. Due to comments from several external reviewers, feedback from the students, and our experience in the upper division classes, we decided to place a greater emphasis on Political Theory in this class. Philosophers such as Plato, Locke, Hobbes, Bentham, Rousseau, Burke, Marx, Lenin, et al, are examined, as well as the practical applications of their ideas. We believe that this is still consistent with the goals of Area 9, but, that the shift in material warrants a movement from Goal Area 5 to Area 6 within the Liberal Education Program. We thank you for your consideration.

III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Thomas Beech</th>
<th>Thomas Beech</th>
<th>11.13.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Patrick Donnay</th>
<th>11.13.17</th>
</tr>
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<tbody>
<tr>
<td>Name Typed</td>
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<td>Date</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean:</th>
<th>Colleen Greer</th>
<th>12.01.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Person to be contacted for further information:

Name: _______________________ Phone: ___________ E-mail: _______________________

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
</table>
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 6: THE HUMANITIES AND FINE ARTS*

This form should be completed for the following circumstances:
• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Understanding Politics
Course prefix and number: POL 1100
Credits: 3
Course description: An introduction to the basic ideologies, concepts, processes and institutions of modern government and politics.
Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. There is no prerequisite for this class
Reasons for creating this course: This is an existing course. We are seeking to modify the Liberal Education Goal Area assignment from Categories 5 and 9 to 6 and 9 to reflect changes in the content and emphasis of the material.
How often will this course be offered? Every Semester
What is the projected maximum class size (cap)? 100

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE
Goal Area 6: The Humanities and Fine Arts

- Students need to take two courses and earn at least 5 credits.

The overall goal for this goal area is to expand students’ knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competencies, A-E. **Please checkmark the competencies met by the course under consideration.**

Students will be able to...

- A. Demonstrate awareness of the scope and variety of works in the arts and humanities;
- B. Understand those works as expressions of individual and human values within an historical and social context;
- C. Respond critically to works in the arts and humanities;
- D. Engage in the creative process or interpretive performance;
- E. Articulate an informed personal reaction to works in the arts and humanities.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

- A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 6 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Political Science 1100 - Understanding Politics

Tom Beech  E-Mail tbeech@bemidjistate.edu
243 Hagg-Sauer  Office Hours: MWF–10-11, TH 8-11
                or by appointment
Phone - Office - 755-3964  Home - 759-2371

Course Goals

This class is intended to serve as an introduction to the realm of politics and the practice of political science. Accordingly, it will have a very broad base and attempt to introduce you to some of the more obvious components to the discipline – political theory, comparative government, and political behavior. It will be my goal to enhance your understanding of politics, the differing belief systems and perspectives, the various forms of governance, and how states interact with each other.

It is strongly advised that you attend the class lectures, as a number of topics will be examined that go beyond that covered in the course text. As you will also soon find out, part of the grade that you are assigned for this class will be determined by your attendance and participation.

If you have any questions or concerns during the course of the semester do not hesitate to contact me at school or at home.

Course Text:

It is also recommended that you keep abreast of the news through periodic examinations of the web site of a major newspaper or news organization, (Such as the New York Times, Washington Post, CNN, Foxnews, BBC, etc)

Course Grades:

3 Tests (Each Worth 30%)  90%
Attendance and Participation  10%

Liberal Education Goal Areas (Please see assessment matrix at the end of the syllabus)
Area II: Critical Thinking
Area VI: Humanities and the Arts
Area IX: Ethical and Civic Responsibility

Learning Outcomes Area II (Students Will:)
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

Learning Outcomes Area VI (Students Will:)
- Understand those works as expressions of individual and human values within an historical and social Context.
- Respond critically to works in the arts and humanities.

Learning Outcomes Area IX (Students Will:)
- Examine, articulate, and apply their own ethical views.
- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of others.
### Schedule of Lectures and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Ideologies and the Spectrum of Beliefs</td>
<td>Baradat, Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>January 25</td>
<td>Political Utopias</td>
<td></td>
</tr>
<tr>
<td>February 1,8</td>
<td>Classical Liberalism</td>
<td>Baradat, Chapter 4</td>
</tr>
<tr>
<td>February 15</td>
<td>Modern Liberalism</td>
<td>Baradat, Chapter 5</td>
</tr>
<tr>
<td><strong>February 22</strong></td>
<td><strong>Exam #1</strong></td>
<td></td>
</tr>
<tr>
<td>February 29</td>
<td>Conservatism</td>
<td>Baradat, Chapter 5</td>
</tr>
<tr>
<td>March 7, 21</td>
<td>Democratic Practice</td>
<td>Baradat, Chapter 6</td>
</tr>
<tr>
<td><strong>March 28</strong></td>
<td><strong>Exam #2</strong></td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>Marxism – Theory</td>
<td>Baradat, Chapter 8</td>
</tr>
<tr>
<td>April 11</td>
<td>Marxism – Practice</td>
<td>Baradat, Chapter 9</td>
</tr>
<tr>
<td>April 18</td>
<td>Islam</td>
<td>Baradat, Chapter 11</td>
</tr>
<tr>
<td>April 25</td>
<td>Fascism and National Socialism</td>
<td>Baradat, Chapter 10</td>
</tr>
<tr>
<td><strong>May 2 (6 pm)</strong></td>
<td><strong>Exam #3</strong></td>
<td></td>
</tr>
<tr>
<td>Area VI Learning Outcome</td>
<td>Course Concepts</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Demonstrate awareness of the scope and variety of works in the arts and humanities</td>
<td>An examination of the writings of Plato, Hobbes, Marx, Locke, Bentham, Muhamad, Mao, Lenin, et al.</td>
<td>Exam One, Exam Two, Final Exam</td>
</tr>
<tr>
<td>Understand those works as expressions of individual and human values within an historical and social Context.</td>
<td>Within the examination of the above theorists, the circumstances that influenced their works will be stressed</td>
<td>Exam One, Exam Two, Final Exam</td>
</tr>
<tr>
<td>Respond critically to works in the arts and humanities.</td>
<td>You will be asked to provide your opinions on the arguments posed by the above theorists.</td>
<td>Exam One, Exam Two, Final Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area IX Learning Outcome</th>
<th>Course Concepts</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine, articulate, and apply their own ethical views.</td>
<td>You will be asked to employ your own ethical views on the theorists and governmental systems examined.</td>
<td>Exam One, Exam Two, Final Exam</td>
</tr>
<tr>
<td>Recognize the diversity of political motivations and interests of others.</td>
<td>The theorists and governing systems examined will represent a broad selection of possibilities. We will also examine the role of political socialization on crafting your views as well as those of others.</td>
<td>Exam One, Exam Two, Final Exam</td>
</tr>
<tr>
<td>Identify ways to exercise the rights and responsibilities of others</td>
<td>The differing political systems examined will each afford differing means and levels of access to and influence on the governing system. We will also pay attention to the rights and access of minority (in a variety of contexts) groups in this process.</td>
<td>Exam One, Exam Two, Final Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II Learning Outcome</th>
<th>Course Concepts</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.</td>
<td>What is an Ideology? Values associated with differing cultural, religious, political, and economic systems.</td>
<td>Exam One, Exam Two, Final Exam</td>
</tr>
</tbody>
</table>

Upon request this document can be made available in alternate formats. Please contact the instructor, Tom Beech, Hagg-Sauer 243, telephone 755-3964 Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.
LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/). (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s) (Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td>Areas 5 and 9 Social Sciences and Ethical and Civic Responsibility</td>
<td>Areas 5 and 7 Social Sciences and Human Diversity in the United States</td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>POL 1200</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td>Description (Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competencies—see III below)</td>
<td>An introductory survey to the institutions and actors, such as the media, interest groups, political parties, congress, and presidency of contemporary American government and politics. Liberal Education Goal Area 5 &amp; 9</td>
<td>An introductory survey to the institutions and actors, such as the media, interest groups, political parties, congress, and presidency of contemporary American government and politics. Liberal Education Goal Area 5 &amp; 7</td>
</tr>
</tbody>
</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.

This modification comes after considerable discussion within the program. Clearly this course fits well in Area 9 with its goals of Ethical and Civic Responsibility. It has been in that area for at least 25 years. And it would continue to belong in that area, however, as we witness increased levels of political polarization around issues of identity politics related to race, gender, citizenship and even region we have come to the conclusion that we can better serve students by offering this course in the context of Area 7, Diversity in the United States. As a program we are maintaining our presence in Area 9 through other courses, so it is not as though we are abandoning our role in enriching the campus mission related to student political engagement and ethical responsibility but rather are adding our discipline’s perspective to the growing challenge of societal fragmentation and its political repercussions.

III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

Originator: Patrick Donnay
Name Typed
Patrick Donnay
Signature
11.13.17
Date

Department Chair: Patrick Donnay
Name Typed
Patrick Donnay
Signature
11.13.17
Date

Dean: Colleen Greer
Name Typed
Colleen Greer
Signature
12.01.17
Date

Person to be contacted for further information:

Name: Patrick Donnay Phone: X3899 E-mail: pdonnay@bemidjistate.edu
V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

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<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<td></td>
<td>X</td>
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<tr>
<td>Liberal Education Committee</td>
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<tr>
<td>Curriculum Report</td>
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<tr>
<td>Faculty Senate</td>
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</tr>
<tr>
<td>Academic Affairs</td>
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<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: *Introduction to American Politics*
Course prefix and number: *POL 1200*
Credits: 3
Course description: *An introductory survey to the institutions and actors, such as the media, interest groups, political parties, congress, and presidency of contemporary American government and politics. Liberal Education Goal Area 5 & 7*
Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.

Reasons for creating this course: This is an existing course, we are modifying this course as appropriate to now fit Areas 5 and 7 instead of 5 and 9.

How often will this course be offered? It will continue to be offered at least once per semester.

What is the projected maximum class size (cap)? 100 for the on campus course, 20-25 for the online course

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2

Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 5: History and the Social and Behavioral Sciences
- Students need to take two courses and earn six credits.

The overall goal of this goal area is to increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. Please checkmark the competencies met by the course under consideration.

_X___ A. Students will be able to
- Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
- Employ the data that historians and social and behavioral scientists use to investigate the human condition.

_X___ B. Students will be able to
- Examine social institutions across a range of historical periods and cultures.
- Examine social processes across a range of historical periods and cultures.

_X___ C. Students will be able to
- Use alternative explanatory systems or theories.
- Critique alternative explanatory systems or theories.

____ D. Students will be able to
- Develop alternative explanations or solutions for contemporary social issues.
- Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 2: Critical Thinking
All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

- A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- X D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please **detail** how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

**THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!**
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:

• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated
  with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: *Introduction to American Politics*
Course prefix and number: *POL 1200*
Credits: 3
Course description: *An introductory survey to the institutions and actors, such as the media, interest
groups, political parties, congress, and presidency of contemporary American government and politics. Liberal Education Goal Area 5 & 7*
Are there any prerequisites? Typically, courses in the Liberal Education Program do not have
prerequisites.
Reasons for creating this course: This is an existing course, we are modifying this course as
appropriate to Areas 5 and 7 instead of 5 and 9.
How often will this course be offered? It will continue to be offered at least once per semester.
Typically there is a face to face and online offering of this course every semester.
What is the projected maximum class size (cap)? 100 for the on campus course, 20-25 for the online
course

*All courses in the Bemidji State University Liberal Education Program also address some aspect
of Goal Area 2
  Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET
BY THE PROPOSED COURSE

Goal Area 7: Human Diversity

• Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group
differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups
in the United States. Students should be able to evaluate the United States' historical and contemporary
responses to group differences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area,
courses must provide for three of the five listed competency categories, A-E. Please checkmark the
competencies met by the course under consideration.

__X__ A. Students will be able to
  • Understand the development of group identities in the United States, history and
culture.
• Understand the changing meanings of group identities in the United States, history and culture

**X** B. Students will be able to
• Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
• Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.

C. Students will be able to
• Analyze their own attitudes regarding diversity, racism, and bigotry.
• Analyze their own behaviors regarding diversity, racism, and bigotry.
• Analyze their own concepts regarding diversity, racism, and bigotry.

**X** D. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

**X** A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

**X** D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Bemidji State University
Introduction to American Politics
Spring 2017 - Political Science 1200

Dr. Patrick Donnay Office Hours 240 Hagg-Sauer 11-1:00 MWF
Phone 755 3899 email: pdonnay@bemidjistate.edu

Teaching Associate – Evan Tompkins Evan.Tompkins@live.bemidjistate.edu

Assigned Reading Materials:
We the People, Tenth Essentials Edition by Ginsberg, Lowi, Weir, Tolbert & Spitzer (ebook or paper) Any one of the following popular non-fiction books:
The Long Game: A Memoir by Senator Mitch McConnell
Forcing the Spring: Inside the Fight for Marriage Equality by Jo Becker
The Truth about Trump by Michael d’Antonio

Liberal Education Goal Areas:
Area V: History and the Social and Behavioral Sciences and
Area VII: Human Diversity in the United States

Learning Outcome Area II: Students Will: (see assessment matrix at end of syllabus)
• Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Learning Outcomes Area VII: Students Will: (see assessment matrix at end of syllabus)
• Understand the development of group identities in the United States, history and culture.
• Understand the changing meanings of group identities in the United States, history and culture
• Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
• Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.
• Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
• Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Learning Outcomes Area V: Students Will: (see assessment matrix at end of syllabus)
• Examine social institutions across a range of historical periods and cultures.
• Examine social processes across a range of historical periods and cultures.
• Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
• Employ the data that historians and social and behavioral scientists use to investigate the human condition.
• Use alternative explanatory systems or theories.
• Critique alternative explanatory systems or theories.
Required Technology: Course website on D2L and access to REEF Polling mobile app. (see addendum to the syllabus and also D2L Brightspace for instructions on how to purchase.

Be aware that despite the fact that we are using mobile devices for in class polling, my hard and fast rule is that there will be no use of these devices except when we are actually polling. You may lose your polling points on days I call you out for using a device in class when it is not appropriate.

Course Description:
An introductory survey to the institutions and actors, such as the media, interest groups, political parties, congress, and presidency of contemporary American government and politics. Liberal Education Goal Area 5 & 7.

Meeting Times:
The class meets Monday, Wednesday and Fridays at 10:00 a.m. in Hagg-Sauer 102. Classroom time will be spent in lecture, discussion, group work and other interactive approaches. A portion of most sessions will be devoted to polling so be sure to bring your device to class.

Students with Special Needs:
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

Mental Health & Counseling:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.

Academic Integrity:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

University Policies and Procedures:
http://www.bemidjistate.edu/students/handbook/policies/

Grading:
Grades will be based on two mid-terms each worth 65 points and a final examination worth 130 points. There are are classroom participation points based upon in class polling. These polls will be based upon assigned readings, lectures and discussions. The two midterms will be multiple-choice and will focus primarily on text book and lecture material. The final will be half multiple choice and half essay. There are extra credit opportunities built into the class that are explained below.
Midterms exams (65 questions, 2 points each *2) 130 points 22%
Online chapter quizzes 130 points 22%
Non-fiction book quizzes (3*40) 120 points 20%
REEF Polling points 90 points 15%
Final exam (multiple choice and essay) 130 points 22%
Total 600 points 100%

Assignments Midterms
The two midterms will be 65 multiple choice questions based upon the chapters we have covered going into the exam.

Online Chapter Quizzes The online chapter quizzes are called “Post Tests” in D2L. I am assigning them as required study aids. There is a Post Test for each chapter. These chapter quizzes are meant to strengthen your understanding and to review the chapter material. With that as the philosophy behind them, they are set up so that if you get 60% or more correct on your first attempt, you will be allowed a second attempt on the quiz. This is to be sure you put some effort into reading the chapter before taking the quiz the first time. The quizzes will be timed (a 30 minute time limit) so that you read and study the chapter before you begin the quiz.

Book Quizzes
These are in class essays of approximately one page you write in class about the book (HRC, Spring, Trump) that you are reading. Study questions will be given in advance of these. I’ll be looking for specific answers that clearly come from the book to show that you are reading it and that are well written and thorough. REEF polling
This is in class surveying and question and response. It is explained on the last page of the syllabus. Final Exam
The final exam will be composed of two parts. Part one will be just like the midterms, 65 multiple choice questions just on the relevant chapters. Part two will be essay based upon a set of study questions I will give you in advance of the final.

Extra Credit Opportunities
There is an optional maximum 60 points of extra credit available to all students through the following methods. (60 points is equivalent to a whole letter grade and is the maximum allowed)

Attending Events
There will be opportunities both to attend various events and meetings that I learn of and determine that they are appropriate for extra credit. As we settle into the course I will provide detail on these opportunities as they occur.

News Contributions
On the discussion page of D2L you can post news articles that you believe are relevant to course materials. As part of the post you will have to explain the content of the news story and how it is relevant to the material we are covering as well as provide comment on the nature and quality of your news source. You will have to do them as we cover the material, not try to do them all at once.
Online Discussion
For each chapter in the book there is a thought provoking reading and discussion opportunity provided on D2L. You can earn extra credit points by participating in that discussion. The chapter discussions will only be available as we cover those specific chapters. You will have to do them as we cover the material, not try to do them all at once.

Course Schedule follows on next page.

<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>Chapter Learning Goals</th>
<th>Liberal Education Area and Learning Outcome</th>
<th>Concepts Discussed</th>
<th>Activities and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1. The Citizens and Government</strong></td>
<td>Learning Goal 1. Explore Americans’ attitudes toward government. Learning Goal 2. Describe the role of the citizen in politics. Learning Goal 3. Define government and forms of government. Learning Goal 4. Show how the social composition of the American population has changed over time. Learning Goal 5. Analyze whether the U.S. system of government upholds American political values.</td>
<td>Area VII. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. Area VII. Understand the changing meanings of group identities in the United States, history and culture.</td>
<td>Equality of opportunity vs equality of outcome Political equality Political efficacy Obligations of citizenship Nationalism in the American context – blood or creed? Majority rule vs minority rights Positive and negative liberty</td>
<td><strong>Inquisitive:</strong> Chapter 01. Introduction: The Citizen and Government <strong>VIDEO EXERCISE</strong> - Income Inequality in America <strong>Online Discussion</strong> – Is low trust in government threatening our political culture? <strong>Online Post Test</strong></td>
</tr>
<tr>
<td><strong>Chapter 2. The Founding and the Constitution</strong></td>
<td>Learning Goal 1. Describe the events that led to the Declaration of Independence and the Articles of Confederation.</td>
<td>Area VII. Understand the development of group identities in the United States, history and culture.</td>
<td>The 3/5 Compromise as racism Federalism as middle ground solution</td>
<td><strong>Inquisitive:</strong> Chapter 02. The Founding and the Constitution <strong>VIDEO EXERCISE</strong> - The Constitution and Mass</td>
</tr>
<tr>
<td>January 15 to January 28</td>
<td>Learning Goal 2. Analyze the reasons for the failure of the Articles of Confederation. Learning Goal 3. Explain how the Constitution attempted to improve America's governance and outline the major institutions established by the Constitution. Learning Goal 4. Present the controversies involved in the struggle for ratification. Learning Goal 5. Trace how the Constitution has changed over time through the amendment process.</td>
<td>Area V. Examine social institutions across a range of historical periods and cultures. Area V. Examine social processes across a range of historical periods and cultures. Area V. Use alternative explanatory systems or theories.</td>
<td>Conn. Compromise &amp; malapportionment Presidential vs Parliamentary Systems</td>
<td>Shootings in America Online Discussion – Is Trump’s Immigration ban constitutional or racist? Online Post Test</td>
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hypothesis</td>
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### Liberal Education - Liberal Education Area 7

**Chapter 5. Public Opinion**

**February 19 to February 25**

<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>Chapter Learning Goals</th>
<th>Liberal Education Area and Learning Outcome</th>
<th>Concepts Discussed</th>
<th>Activities and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 5. Public Opinion</td>
<td>Learning Goal 1. Define public opinion and identify broad types of values and beliefs Americans have about politics. Learning Goal 2. Explain the major factors that</td>
<td>Area II. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.</td>
<td>Liberal vs Conservative in society and politics</td>
<td>Inquisitive: Chapter 05. Public Opinion</td>
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<td></td>
<td>VIDEO EXERCISE</td>
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<td></td>
<td>- How Polls Are Used and Abused</td>
</tr>
</tbody>
</table>

#### Learning Goals

**Learning Goal 2.** Describe how the First Amendment protects freedom of religion and free speech.

**Learning Goal 3.** Explore whether the Second Amendment means people have a right to own guns.

**Learning Goal 4.** Explain the major rights that people have if they are accused of a crime.

**Learning Goal 5.** Assess whether people have a right to privacy under the Constitution.

**Learning Goal 6.** Trace the legal developments and social movements that expanded civil rights.

**Learning Goal 7:** Contrast arguments for and against affirmative action.

### Brown v Board overturns Plessy v Ferguson

### Roe v Wade stems from Griswold v Ct.

### What is contemporary feminism?

### Movement organizations: NAACP, NOW, ACLU, etc.

### Online Discussion – How different is BLM from CRM, really?

### Online Post Test
Chapter 6. The Media  
February 26 to March 4

Learning Goal 1. Describe trends in the role of print and broadcast media in providing political information.
Learning Goal 2. Explain how the Internet has transformed the news media.
Learning Goal 3. Analyze how the media, politicians, and public opinion are influenced by one another.

Area V. Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
Area V. Employ the data that historians and social and behavioral scientists use to investigate the human condition.
Area VII. Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.

Polling methodology and literacy
Patterns of public opinion affect politics
Who expresses opinion through participation in petitions, and activism

Online Discussion – What role should public opinion play in a democracy?
Online Post Test

Chapter 7. Political Parties, Participation, and Elections  
March 5 to March 11

Learning Goal 1. Explain the roles that parties play in elections.
Learning Goal 2. Describe the American party system and how it has changed over time.
Learning Goal 3. Identify the most common forms of voting alignment within demographic groups.

Area VII. Understand the development of group identities in the United States, history and culture.
Area VII. Demonstrate an awareness of the individual dynamics of unequal power relations between groups in

Voting alignment within demographic groups
How voting participation rates vary by demographics
The politics of candidate nominations – from all-white

Area V. Examine social institutions across a range of historical periods and cultures.
Area V. Examine social processes across a range of historical periods and cultures.
Area V. Critique alternative explanatory systems or theories.

Changing media consumption by age and medium
Rise of social media
Will Web 2.0 make us more or less informed citizens

Inquisitive: Chapter 06. The Media
VIDEO EXERCISE - Media Habits of Millennials
Online Discussion – What are your sources of political information? Could they be better?
Online Post Test

Inquisitive: Chapter 07. Political Parties, Participation, and Elections
VIDEO EXERCISE - The White Working Class
VIDEO EXERCISE - The GOP and #NeverTrump

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<table>
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<tr>
<th>Spring Break</th>
<th>March 12 to 18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 8. Interest Groups</strong></td>
<td>March 19 to March 25</td>
</tr>
<tr>
<td><strong>Learning Goal 1.</strong></td>
<td>Describe the major types of interest groups and whom they represent.</td>
</tr>
<tr>
<td><strong>Learning Goal 2.</strong></td>
<td>Describe how interest groups organize.</td>
</tr>
<tr>
<td><strong>Learning Goal 3.</strong></td>
<td>Describe why the number of interest groups has grown in recent decades.</td>
</tr>
<tr>
<td><strong>Learning Goal 4.</strong></td>
<td>Explain how interest groups</td>
</tr>
<tr>
<td><strong>Learning Goal 5.</strong></td>
<td>Explain how the number of interest groups has grown in recent decades.</td>
</tr>
<tr>
<td><strong>Learning Goal 6.</strong></td>
<td>Analyze the strategies, issues, and outcomes of the 2012 and 2014 elections.</td>
</tr>
<tr>
<td><strong>Learning Goal 7.</strong></td>
<td>Examine the strategies, issues, and outcomes of the 2012 and 2014 elections.</td>
</tr>
</tbody>
</table>

**Area VII.**
- Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.
- Areas V. Examine social institutions across a range of historical periods and cultures.
- Area V. Employ the methods that historians and social and behavioral scientists use to investigate the human condition.

**Learning Goal 1.**
- Describe the major types of interest groups and whom they represent.

**Learning Goal 2.**
- Describe how interest groups organize.

**Learning Goal 3.**
- Describe why the number of interest groups has grown in recent decades.

**Learning Goal 4.**
- Explain how interest groups

**VIDEO EXERCISE - 2016 Election Results**
- Take the “I side with Quiz” to assess your political party. Is it what you thought?

**Online Discussion**
- Video Exercise - Congress and the NRA
- Online Discussion – Evaluate the incentives to membership from various groups. Would they motivate you?

**Inquisitive: Chapter 08. Interest Groups**
- Incentive systems and group membership dynamics
- Pluralism vs elitism

**Online Post Test**
try to influence government.
groups that have suffered discrimination and exclusion.
Area V. Critique alternative explanatory systems or theories.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Chapter 9. Congress</td>
<td>Learning Goal 1. Describe who serves in Congress and how they represent their constituents. Learning Goal 2. Explain how party leadership, committees, staff, and caucuses help structure congressional business. Learning Goal 3. Outline the steps in the process of passing a law. Learning Goal 4. Analyze the factors that influence which laws Congress decides to pass. Learning Goal 5. Describe Congress’s influence over other branches of government.</td>
<td>Area II. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. Area V. Examine social institutions across a range of historical periods and cultures. Area V. Examine social processes across a range of historical periods and cultures. Area VII. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.</td>
<td>What is representation: symbolic vs agency. Polarization in Congress Role of parties in congress One person, one vote principle from civil rights cases, gerrymander, redistricting</td>
<td>Inquisitive: Chapter 09. Congress VIDEO EXERCISE - Congress’s Response to the Threat of ISIS Online Discussion – Is Congress broken: retiring member speaks out. Online Post Test</td>
</tr>
<tr>
<td>Chapter 10. The Presidency</td>
<td>Learning Goal 1. Outline the powers the Constitution gives the president.</td>
<td>Area V. Examine social processes across a range of historical periods and cultures.</td>
<td>Powers and expectations of the modern presidency</td>
<td>Inquisitive: Chapter 10. The Presidency</td>
</tr>
</tbody>
</table>
### April 2 to April 8

<table>
<thead>
<tr>
<th>Learning Goal 2.</th>
<th>Area V. Employ the methods that historians and social and behavioral scientists use to investigate the human condition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the institutional resources presidents have to help them exercise their powers.</td>
<td>Area VII. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.</td>
</tr>
<tr>
<td>Learning Goal 3.</td>
<td>Use of vetoes, executive orders, signing statements</td>
</tr>
<tr>
<td>Explain how modern presidents have become even more powerful.</td>
<td>Compare the idea of a “post-racial” Obama notion to a “racial resentment” notion in Trump</td>
</tr>
</tbody>
</table>

### Chapter 11. Bureaucracy in a Democracy

<table>
<thead>
<tr>
<th>Learning Goal 1. Define bureaucracy and describe basic features of the executive branch.</th>
<th>Area V. Examine social institutions across a range of historical periods and cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 2. Describe the major goals we expect federal agencies to promote.</td>
<td>Area V. Examine social processes across a range of historical periods and cultures.</td>
</tr>
<tr>
<td>Learning Goal 3. Explain why it is often difficult to control the bureaucracy.</td>
<td>What is the “Iron Triangle”? Do they still exist?</td>
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<tr>
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</tr>
<tr>
<td>Inquisitive: Chapter 11. Bureaucracy</td>
<td>Staffing the agencies – merit vs patronage</td>
</tr>
</tbody>
</table>

### Chapter 12. The Federal Courts

<table>
<thead>
<tr>
<th>Learning Goal 1. Identify the general types of cases and types of courts in our legal system.</th>
<th>Area VII. Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 2. Describe the different levels</td>
<td>The challenge of bringing Obergefell v Hodges to SCOTUS</td>
</tr>
<tr>
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</tr>
<tr>
<td>Inquisitive: Chapter 12. The Federal Courts</td>
<td><strong>VIDEO EXERCISE</strong> - Supreme Court Overturns Texas Abortion Bill</td>
</tr>
</tbody>
</table>

**Online Discussion** – Engaging a federal agency: Describe your most recent interaction.

**Online Post Test**
<table>
<thead>
<tr>
<th>April 25 - Review</th>
<th>of federal courts and their functions. Learning Goal 3. Explain how the Supreme Court exercises the power of judicial review. Learning Goal 4. Consider the personal and political influences on judges and the courts.</th>
<th>Area VII. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. Area VII. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.</th>
<th>Politics and implications of SCOTUS membership. Judicial review, activism, and restraint.</th>
<th>Online Discussion – Merrick Garland and Neal Gorsuch – compare two nominees. Online Post Test</th>
</tr>
</thead>
</table>
LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s) (Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td>Course not currently in liberal education</td>
<td>Goal Areas 5 and 9 Social Sciences and Ethical and Civic Responsibility</td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>POL 3200</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Minnesota Politics</td>
<td></td>
</tr>
<tr>
<td>Description (Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competences—see III below)</td>
<td>Using Minnesota politics as a central focus, the role and function of state and local governments in the context of American federalism is examined. Liberal Education Goal Areas 5 and 9</td>
<td>Using Minnesota politics as a central focus, the role and function of state and local governments in the context of American federalism is examined. Liberal Education Goal Areas 5 and 9</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Prerequisite: POL 1200</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Annually</td>
<td></td>
</tr>
</tbody>
</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.
We have often considered this course for the liberal education curriculum because it so readily meets
the learning objectives, but have never taken the time to follow through on the paper work. It meets
the Social Sciences Goals in the way it is ready made for comparative analysis of state differences in
public policy. From there we can analyze what the potential explanations for those policy differences
might be. Of course they can range from demographic and political culture considerations to aspects of
the political processes in respective states. The course also provides a great prism through which to
evaluate the avenues and impact of citizen engagement. For example, why do state turnout rates vary
so dramatically? What differences, if any, does that make in state level policy?

III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed
in such a way that the student learning outcomes/competencies covered are affected, complete a
COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at
http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form
describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1:
Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

Originator: __Patrick Donnay________ __Patrick Donnay________ 11.13.17
Name Typed Signature Date

Department Chair: __Patrick Donnay________ __Patrick Donnay________ 11.13.17
Name Typed Signature Date

Dean: __Colleen Greer________ __Colleen Greer________ 12.01.17
Name Typed Signature Date

Person to be contacted for further information:

Name: Patrick Donnay Phone: X3899 E-mail: pdonnay@bemidjistate.edu
V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Faculty Senate</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Minnesota Politics
Course prefix and number: POL 3200
Credits: 3
Course description: Using Minnesota politics as a central focus, the role and function of state and local governments in the context of American federalism is examined. Prerequisite(s) POL 1200

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. Currently, we have POL 1200 Introduction to American Politics as a prerequisite for this course, but we are dropping that prerequisite as part of this modification.

Reasons for creating this course: This is an existing course, newly proposed for liberal education.

How often will this course be offered? It is currently being offered every summer, it may become more frequent than that.

What is the projected maximum class size (cap)? 25 students.

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

_________________________________________________________

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 5: History and the Social and Behavioral Sciences

- Students need to take two courses and earn six credits.

The overall goal of this goal area is to increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. Please checkmark the competencies met by the course under consideration.

____X____ A. Students will be able to
- Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
Employ the data that historians and social and behavioral scientists use to investigate the human condition.

B. Students will be able to
- Examine social institutions across a range of historical periods and cultures.
- Examine social processes across a range of historical periods and cultures.

C. Students will be able to
- Use alternative explanatory systems or theories.
- Critique alternative explanatory systems or theories.

D. Students will be able to
- Develop alternative explanations or solutions for contemporary social issues.
- Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 9: ETHICAL AND CIVIC RESPONSIBILITY*

This form should be completed for the following circumstances:
• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Minnesota Politics
Course prefix and number: POL 3200
Credits: 3
Course description: Using Minnesota politics as a central focus, the role and function of state and local governments in the context of American federalism is examined.
Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. Currently, we have POL 1200 Introduction to American Politics as a prerequisite for this course, but we are dropping that prerequisite as part of this modification.
Reasons for creating this course: This is an existing course, newly proposed for liberal education.
How often will this course be offered? It is currently being offered every summer, it may become more frequent than that.
What is the projected maximum class size (cap)? 25 students.

*All courses in the Bemidji State University Liberal Education Program also address some aspect of
Goal Area 2 Critical Thinking.

____________________________________________________________________________________

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 9: Ethical and Civic Responsibility

• Students need to take one course and earn at least two credits

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

_____  A. Students will be able to
  • Examine their own ethical views.
• Articulate their own ethical views.
• Apply their own ethical views.

_X__ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

____ C. Students will be able to
• Discuss the ethical dimensions of legal, social, and scientific issues.
• Analyze the ethical dimensions of legal, social, and scientific issues.

_X__ D. Students will be able to distinguish the diversity of political motivations and interests of others.

_X__ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which
can give alternative meanings or solutions to given situations or problems.

_X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a
problem or claim; generate and evaluate implications that follow from them.

____ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

_____________________________________________________________________________________

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/ COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Bemidji State University

Minnesota Politics (POL 3200)

Be sure to read this syllabus carefully before proceeding to the course!

Summer 2017

Please print a copy of this syllabus for handy reference. Whenever there is a question about the class requirements, remember this syllabus is considered to be the ruling document.

The instructor reserves the right to make changes to this syllabus throughout the semester, but the changes will be posted on D2L.

Course Information / Instructor Information / Words of Welcome / General Course Description / Class Procedures and Policies / Assignments / Time Commitment / Accommodations / Statement of Diversity / Course Calendar

Course Information

Course Prefix & Number   POL 3200 Section 90
Course Title             Minnesota Politics
Credits                  3 credits
Prerequisites/ Co-requisites none
Co-requisites
Course Start Date        May 30, 2017
Course End Date          July 28, 2017
Meeting Times            This class meets online with no face-to-face meetings.
Course Drop and Withdrawal Dates
Required Text(s)          Governing State and Localities, Sixth Edition by Kevin Smith and Alan Greenblatt

Last day for drop with refund: First day of course
Deadline to withdraw with "W" grade is up to 80% of the course meetings
Required Technology

- Active BSU email account
- Internet access

D2L Site and Support

D2L Brightspace Login Instructions
2. Enter your StarID and password.
3. Click the Login button.

Need Help?
For help with your StarID, please visit StarID Self Service. If you need additional help, please contact the BSU helpdesk at 218-755-3777 or studenthelp@bemidjistate.edu
<table>
<thead>
<tr>
<th>Liberal Education Program Area and Competency</th>
<th>Chapter and Learning Goal</th>
<th>Discussion based Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Area 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop alternative explanations or solutions for contemporary social issues.</td>
<td>Discuss how the comparative method can help explain differences between states.</td>
<td>According to the insert in Chapter 1, Minnesota is the best state to be a woman? This apparently has something to do with having a &quot;moralistic&quot; political culture. Do you think Minnesota deserves this label? What aspects of moralistic political culture contribute to it?</td>
</tr>
<tr>
<td>Communicate alternative explanations or solutions for contemporary social issues.</td>
<td>Discuss variations in public health programs and how political culture influences how states define public health</td>
<td>As the chapter discusses, the role of government in making sure people have health care is very complicated and challenging. It involves many questions related to core values, federalism, and public policy making. Here is an article that suggests Minnesota has some ideas that may be useful at the federal level. Kaiser Health News Of the three ideas discussed in the article with which do you agree or disagree most as an approach to healthcare?</td>
</tr>
<tr>
<td>Employ the methods that historians and social and behavioral scientists use to investigate the human condition.</td>
<td>Identify the key characteristics of sprawl and how they shape urban development patterns</td>
<td>Our Twin Cities have a 50 year experiment with exactly the topic discussed in chapter 12. How to manage the growth and development of large metropolitan regions. The Twin Cities Metropolitan Council is governed by 17 people appointed by the Governor because that way they can have a broader vision of what is right for the entire metropolitan region. It can set many policies related to transit, public services, housing etc. Here is the philosophical question. Should these 17 appointees, who by definition are not elected, have the kind of power they do? They can sometimes have more power than local elected officials. Is that democratic? Remember though, what the chapter tells you about how local electoral pressures create pressures for sprawl and unsustainable development. What is the right way to go? Here is a background story. StarTribune story on Met Council</td>
</tr>
<tr>
<td>Employ the data that historians and social and behavioral scientists use to investigate the human condition.</td>
<td>Compare why some states are more politically competitive than others</td>
<td>Navigate to the Minnesota county level data in this map and data link. Map and Data What does it tell you about where and how the state is split ideologically and geographically. (be careful, the conventional colors are switched here Republicans are blue and Democrats are red). What should</td>
</tr>
</tbody>
</table>
Examine social institutions across a range of historical periods and cultures.

Examine social processes across a range of historical periods and cultures.

<table>
<thead>
<tr>
<th>Program Area 9</th>
<th>Assess critiques of the criminal justice system made by the Black Lives Matter movement and others, and Discuss contemporary issues and debates on crime and punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.</td>
<td>For the past 30 years or so Minnesota has been sentencing people convicted of sex crimes to longer sentences, and then, when those sentences are served, continuing to keep those offenders incarcerated in &quot;treatment&quot; facilities for an indefinite period of time. In fact, very few are ever released from these facilities leading to charges that these offenders are being denied constitutional rights. If you were involved in the shaping of Minnesota's sexual predator policies, on which side of this issue would you fall. Is it right to sacrifice Constitutional principles of</td>
</tr>
</tbody>
</table>

Summarize the different types of federalism that developed over time, and Discuss the Supreme Court’s role in U.S. federalism.

Explain why per pupil education spending varies so much across the states.

Democrats do to get more votes in Republican counties and vice versa? What is the risk of doing that?

Our Twin Cities are Sanctuary cities? What does that mean and do you think they have the right to their policies? Here is a story to help you get started. MPR on Sanctuary Cities

In 2016 President Obama signed the Every Student Succeeds Act (ESSA). It replaces the infamous No Child Left Behind law. However, the new Secretary of Education is Betsy Devos and, of course, she takes her lead from President Trump. Both of whom have very different ideas about how ESSA should be enforced than did President Obama or would have Hillary Clinton. This leaves the states in a predicament over how to design their education policies. Read the article below carefully. Imagine you are now one of Minnesota's K-12 education policy makers. A window appears to be open for education reform. Which reforms do you think are the ones that would work to improve education outcomes or that could be politically adopted? (think about those mentioned in the chapter) ESSA Takes a Little Shape

Imagine you are now one of Minnesota's K-12 education policy makers. A window appears to be open for education reform. Which reforms do you think are the ones that would work to improve education outcomes or that could be politically adopted? (think about those mentioned in the chapter) ESSA Takes a Little Shape

ESSA Takes a Little Shape
Students will be able to distinguish the diversity of political motivations and interests of others.

Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

<table>
<thead>
<tr>
<th>Program Area 2</th>
<th>Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>due process and rights of the accused in the name of order and security? Sexual Predator Policy</td>
</tr>
</tbody>
</table>
Instructor Information

Name: Dr. Patrick Donnay

Office Location: Hagg Sauer Hall 240, Bemidji State University

Office Hours: I will be checking email every week day

Phone Number: 218 755 3899

Email: pdonnay@bemidjistate.edu

Dept. Website: http://www.bemidjistate.edu/academics/departments/political-science/

Words of Welcome

Welcome to online Minnesota Politics.
I will do everything that I can to ensure that your time in this class will be a positive learning experience for all of us. If you ever have questions or need coaching, please feel free to email me. Together, I trust that we will have an exciting, stimulating and rewarding class adventure.

General Course Description

This course is both an introduction to Minnesota politics as well as an introduction to state and local politics more broadly. You will get a sense of how Minnesota politics are both typical of those in other states as well as uniquely different from those in other states. This course is exclusively web based. It is built around a text book, (e-book or paper version is fine with me), with a corresponding D2L Brightspace web page. The syllabus will guide you through each chapter systematically and according to schedule. It is important you stay on schedule so that the course is completed at the end of the semester. I strongly recommend that you build into your daily and weekly routine 6-8 hours per chapter to work on this class. Don’t go into it thinking you’ll just fit it in wherever, build your schedule now to include this time allotment.
Course Objectives

Upon completing this course a student will be able to:
- Explain the responsibilities of state and local governments in the United States.
- Understand the role of federalism in the United States.
- Describe state finances and tax policies.
- Summarize political attitudes and participation as they relate to state politics.
- Explain the role of political parties and interest groups.
- Understand leadership at the state and local levels.
- Describe state-level legislative processes.
- Summarize the state role in education.
- Summarize the state role in healthcare.
- Summarize the state role in environmental protection.
- Understand how Minnesota politics are unique from those in other states.
- Understand how Minnesota politics fit a larger pattern of developments in state and local politics.

Where to Go in Class

We will be using a course management system called Desire2Learn (D2L) (name is changing to Brightspace) to disperse information, communicate with each other, turn in assignments, and do assessments. These are the main tools in D2L Brightspace with which you should get familiar. (D2L/Brightspace is going to undergo a major update during our course which will change its appearance and some of its functionality. I hope it will not interfere with the delivery of the course, but it might. All we can is hope for the best.)

- The Materials / Content menu will contain all the content information for the course. You should be able to print or copy any of the material you find here, and this area is where you will spend most of your class time.
- The Communications/Discussions menu will contain space to engage in directed discussions with fellow students.
- Click on Assessments/Grades to check points for individual assignments and for total points earned so far.

NOTE: All D2L Dropbox submissions must be in either Microsoft Word or PDF. If you submit in any other format, your assignment may not be graded. If you need help with this feature, contact student support.

Appraoching the Class and Assignments

Approaching the Class

Once you have access to the book and the D2L site, begin by recognizing that there are several exercises for each chapter. Some of these exercises are optional and some are required.
Within each chapter you must:
1. Review the Flashcards
2. Post in the Discussion
3. Complete the Data

Chapter Post Tests

Before you will allowed to attempt the chapter Post Test. Let me repeat, you must do the three things listed above before D2L will allow you access to the chapter Post Test.

There are other things available in the chapters, and they will be helpful and informative, but they are not required. The easiest place to find the exercises for each chapter is under the Materials, then Content tab.

It will also be necessarily to have read and reviewed the chapter material before attempting the exercises. The exercises are based on the chapter content, so doing them without looking at the chapters will disadvantage your performance. The Quizzes also will be heavily drawn from the chapter, so you will not do well in the class without studying the chapter material.

I allow two attempts for the chapter Post Tests. However, for the chapter Post Tests, you must get 60% correct on the first attempt to be allowed the second attempt. They are timed with a 20 minute limit. This is to insure that you prepare for them by reading and studying the chapter prior to taking the Post Test rather than taking the Post Tests like an open book quiz.

Discussions

They are intended to test your understanding of the chapter material once you have used the study materials provided. You must get 60% correct on your first attempt at the chapter quiz to be allowed your second attempt. The point of this is so that you take the quiz after some preparation with the chapter material and to get a second chance at it. This way the quiz becomes a learning tool and not just an assessment of what you have learned.

Additionally students are expected to engage in an online discussion relevant to each chapter. Each post will be evaluated for its mechanics and content. I want these exchanges to be relevant, meaningful and civil. Each post is worth up to 4 points. Students are expected to submit one quality post and one reply per chapter, but can earn up to 60 points of extra credit through additional posts. (see the discussion rubric on D2L) See the Discussion Rubric on the discussions page for details on discussion grading.

The Exams
There are also three exams. These are straightforward multiple choice exams of 100 questions each. They will consist of randomly drawn questions of equal difficulty. The first exam will be on chapters 1, 2, 4 and 5 the second exam on chapters 6, 7, 8 and 12, the third exam on chapters 13-16. The exams will not be cumulative and will only include material from the chapters specified. You will take the exams after you have completed the chapter quizzes for the chapters the tests cover. They will be timed to allow approximately one minute per question. Each of them will have a 120 minute window of time in which you can take them.

Class Procedures and Policies

**Attendance**

Attendance is the main key to success in any course. To be in attendance, you must be on the D2L Minnesota Politics site at least 3 out of 7 days each week. Being present means you should be involved in any discussions and be current in turning in exercises and quizzes. Being present also means you check your school email account at least every other day.

Your school email address will be automatically entered into D2L, and this is the email address I will use to communicate with you. If you manually change this address in D2L, it will revert to your school email address within 24 hours. If you have never activated your school email account, please contact Information Technology Services at 218 755 4207.

**Time Commitment**

Allow 6-8 hours per chapter to complete the required work in this course. That is quite a time commitment, especially since in a summer course we will do more than one chapter per week. We have 9 weeks to cover 12 chapters while including 3 exam periods. You should make sure you can meet this time commitment before you continue.

**Late Assignments**

All assignments and due dates are posted well in advance so it is reasonable to expect work to be submitted on time. Late work may be subject to penalty.

**Accommodations**

Bemidji State University is committed to providing reasonable accommodations for all persons with disabilities. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu

The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively so it is essential to discuss your needs at the
Online Environment

In order to assure that we can have a free and open exchange of ideas, I expect each person to respect the confidentiality of what your classmates are willing to share while at the same time I ask that each of you exercise good judgment in what you choose to share, avoiding non-public or sensitive information. All of your writing in this course will be shared with the class. When engaged in online interaction, it is important that we all follow netiquette. This means our feedback must be clear, concise, not in all capital letters (which indicates yelling), and focus on both the positive and negatives of the work we are reading, giving the author specific examples to support our criticism and specific suggestions on how to fix what we are criticizing. We should start and end each critique with a positive but specific comment about what we are reading.

Students are reminded to follow basic rules of civil communications:
- There will be no inappropriate language, threats, or negative personal comments tolerated. All such correspondence will be forwarded to the Student Conduct Officer for appropriate action.
- Additionally, students are urged to report to the instructor immediately any harassment by a classmate, whether by email or on the Discussion Board and to forward the offending messages.

### Assignments

<table>
<thead>
<tr>
<th>List of Assignments and Points</th>
<th>Assignments</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in American Government Exercises – a total of 6 of them (they are in chapters 2, 5, 6 and 7)</td>
<td>3.2</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Chapter Quizzes (12* approx. 11=13 pts per chapter)</td>
<td>25</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Digital Exercises (12*approx. 4-6 pts per chapter)</td>
<td>10</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Discussions (12*6 pts per chapter)</td>
<td>12</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Exams (3*100)</td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>601</td>
<td></td>
</tr>
<tr>
<td>Bonus Discussion Points (discussion in addition to required post)</td>
<td>60</td>
<td>10</td>
<td></td>
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</tbody>
</table>

### Grades

You can check your grade through D2L at any point during the semester. If you have any questions, please contact me immediately. Your grade will be a reflection of how well you have mastered the material, not how hard you have worked.

**Grading Formula**

- A= 90-100%
- B=80-89%
C=70-79%
D=60-69%
F=59 and below

Statement of Diversity

The entire class will benefit from the wealth of diversity brought by each individual, so students are asked to extend every courtesy and respect that they, in turn, would expect from the class.

BSU is committed to creating a positive, supportive environment that welcomes diversity of opinions and ideas for students. There will be no tolerance of race discrimination/harassment, sexual discrimination/harassment, or discrimination/harassment based on age, disability, color, creed, national origin, religion, sexual orientation, marital status, status with regard to public assistance, or membership in a local commission.

BSU is a member of the Minnesota State Colleges and Universities System
Equal Opportunity educator and employer
ADA Accessible Facility; Affirmative Action/Equal Opportunity Educator and Employer
TTY users may call 800 627 3529.
Bemidji State University
1500 Birchmont Drive NE, Bemidji, MN 56601

Course Schedule Follows on Next Page
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<thead>
<tr>
<th>Course Schedule</th>
<th>Chapter Learning Goals</th>
<th>Activities and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1. Introduction to State and Local Government: They Tax Dogs in West Virginia, Don’t They? May 30 to June 5</td>
<td>Identify the ways state and local governments can affect daily life, Discuss how the comparative method can help explain differences between states, Describe the importance of state and local government within the wider context of American government, Identify the factors that influence how states and localities exercise their independent decision-making authority, and Summarize how this book will foster your knowledge of the roles and importance of state and local governments.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<tr>
<td>Chapter 2. Federalism: The Power Plan May 30 to June 9</td>
<td>Identify the three systems of government and how they divide power, Explain what federalism is and why it was chosen as a system for the United States, Discuss the advantages and disadvantages of federalism, Describe the ways elements in the U.S. Constitution provide a basis for federalism, Summarize the different types of federalism that developed over time, and Discuss the Supreme Court’s role in U.S. federalism.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<tr>
<td>Chapter 4. Finance: Filling the Till and Paying the Bills June 5 to June 12</td>
<td>Explain what taxes generate revenue to the states, Identify other state revenue sources, Discuss why taxing varies between state and local governments, and Describe the budget process and restraints on budgeting.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<tr>
<td>Chapter 5. Political Attitudes and Participation: Venting and Voting June 9 to June 16</td>
<td>Describe the role of elections within the U.S. political system, Identify the different positions for which elections are used, and Discuss the role of public opinion in elections and representation.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<tr>
<td>First Midterm June 17, 18 or 19</td>
<td>A two hour 100 point multiple choice exam covering chapters 1 through 4</td>
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<tr>
<td>Course Schedule</td>
<td>Chapter Learning Goals</td>
<td>Activities and Assessments</td>
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<td><strong>Chapter 6.</strong> Parties and Interest Groups: Elephants, Donkeys and Cash Cows</td>
<td>Describe the role of political parties in the U.S. political process and government, Compare why some states are more politically competitive than others, Identify the ways political parties are subject to regulation, Explain the role of third parties and independents in the political process, and Discuss the ways interest groups and lobbies influence politics.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<td><strong>Chapter 7.</strong> Legislatures: The Art of Herding Cows.</td>
<td>Explain the role and activities of legislatures, Discuss how legislatures are organized and how they operate, Identify the characteristics of state legislators, and Describe the relationship between legislators and public opinion.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<td><strong>Chapter 8.</strong> Governors and Executives: There is no Such Thing as Absolute Power</td>
<td>Describe the various roles of the governor, Identify the different types of power held by the governor, Discuss who becomes governor and how, and Identify other executive offices and their roles.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<tr>
<td><strong>Chapter 12.</strong> Metropolitics: The Hole Problem of Government</td>
<td>Describe the “missing level of government” and the difficulties its absence creates for local governance, Identify the key characteristics of sprawl and how they shape urban development patterns, Summarize the negative impacts of sprawl and metropolitan growth, Discuss current approaches to creating regional governance, Contrast the Tiebout model with efforts to reform metropolitan governance by creating regional governments, and Describe the big challenges of “rural metropolitics” and how they differ from the big challenges of metropolitics in more urban areas.</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion Post Test Quiz</td>
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<tr>
<td><strong>Second Midterm</strong> July 8, 9 and 10</td>
<td>A two hour 100 point multiple choice exam covering chapters 5 through 8</td>
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<td><strong>Chapter 13.</strong> Education: Reading, Writing, and Regulation.</td>
<td>Describe key education policymakers and how they help shape and implement education policy, Explain why per pupil spending varies so much,</td>
<td>Chapter eflashcards Chapter Open Media Chapter Study Questions Chapter Data Exercise Discussion</td>
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<td>Date Range</td>
<td>Topics</td>
<td>Resources</td>
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<td>July 11 to July 17</td>
<td>Summarize how educational performance is measured and what those measures say about public school performance, Describe the aims and objectives of the Common Core State Standards and other major education reform movements, Discuss key alternatives to public schools, and Identify key interest groups seeking to influence education policy.</td>
<td>Post Test Quiz</td>
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<tr>
<td>Chapter 14. Crime and Punishment</td>
<td>Outline the basic operations of the criminal justice system, Describe the origins and legacies of the American penal and policing systems, Assess critiques of the criminal justice system made by the Black Lives Matter movement and others, and Discuss contemporary issues and debates on crime and punishment.</td>
<td>Chapter eflashcards, Chapter Open Media, Chapter Study Questions, Chapter Data Exercise, Discussion, Post Test Quiz</td>
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<td>July 14 to July 21</td>
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<td>Chapter 15. Health and Welfare: State Heal Thyself</td>
<td>Discuss variations in public health programs and how political culture influences how states define public health, Explain how federal and state governments became involved in health care, Describe health care reform efforts from the 1980s to the 2010s, Relate how the rise of managed care resulted in greater state involvement in health care, Identify current issues in U.S. health care, and Compare how different states and the federal government have sought to define good health.</td>
<td>Chapter eflashcards, Chapter Open Media, Chapter Study Questions, Chapter Data Exercise, Discussion, Post Test Quiz</td>
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<td>July 17 to July 24</td>
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<td>Chapter 16. Environment and Climate Change: Thinking Globally, Acting Locally.</td>
<td>Discuss the various measures states have taken to protect the environment, Explain the aim and impact of enacting green policies in building construction and jobs, Describe the role of adaptation in dealing with climate change, and Identify contemporary issues, debates, and agreements on the environment.</td>
<td>Chapter eflashcards, Chapter Open Media, Chapter Study Questions, Chapter Data Exercise, Discussion, Post Test Quiz</td>
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<td>July 19 to July 26</td>
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<td>Final Exam – July 26, 27 or 28</td>
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<td>A two hour 100 point multiple choice exam covering chapters 9 through 12</td>
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