

American Politics (GOVT 111) Spring 2012

MW 11:00-12:20pm DUKE 109

Instructor:	Dr. Renée Van Vechten	Office hours: Mon 8:30-10:30; W 2:30-4pm &
Office:	Hall of Letters 316	some Thursdays 11am-2pm or Fri a.m. (TBA)
e-mail:	renee_vanvechten@redlands.edu	Phone: (909) 748-8601

Course Description

Will Republicans retake the Senate this year? Who will garner the Republican party's presidential nomination? Will President Obama hang onto the White House? What is the U.S. government's responsibility for providing health care? Should the states be allowed to verify citizenship status? What natural disaster will rivet our attention this year and add to our mountainous debt? The American political landscape is as crowded as ever. We will grapple with engaging questions, events, and developments such as these during the semester, placing them in the context of a political system that has been evolving for well over two centuries.

This intensive course introduces the fundamentals of U.S. democracy: its origins and development, political institutions, and current practices. To this end, we will be analyzing the enduring tensions and conflicts that animate our democratic capitalist system, particularly those concerned with the distribution and concentration of power. Through readings, activities, debates, simulations, in-class discussions, and lectures that focus on the distinctive nature of American government, we will ask: "How should democratic government work?" and assess how well our system is performing.

This course will be enhanced by cross-country dialogue with other college students who are also studying American Politics. You are one of four classes participating in this dynamic, collaborative effort that includes on-line discussion forums, blogs, town hall meetings, and other activities that will allow you to expand your perspective and hopefully enlarge the scope of your understanding.

This course is designed to be a scholarly and open-minded survey of American politics. We will critically evaluate the machinery of our governing system and the people who make it work (or perhaps hinder its smooth functioning). We will also take time to address significant current political events, and will discuss their lessons for democratic governance. By the end of the semester you should understand why the political system has assumed its current shape, and how you, as a member of the American political community, fit into that system. More specifically, you should understand core concepts, ideas, tensions, terms, and theories underlying U.S. political development, and be able to apply these to the analysis of American politics today.

Course Goals and Student Learning Outcomes:

1. Students will question and understand the theories underlying the structure of the U.S. political system and its institutions, and build their knowledge base about the policies and socioeconomic/political outcomes it produces. To achieve this goal, students will examine relevant primary sources such as the Federalist Papers, the Constitution, read secondary analyses of them (by reading the textbook and relevant articles), discuss and hear about concepts in class, evaluate and write about political concepts critically, respond to online discussion questions, and reflect on what they have learned prior to and in course exams (midterm, final, and occasional quizzes). In-class and course-related assignments are designed to explore relationships between theoretical concepts and their practical application, thus helping students build and retain knowledge.
2. Students will become more active and engaged democratic citizens by participating fully in all aspects of the course, which includes a collaborative online component as well as an interactive component with an upper-division course. Students who carefully listen, question, discuss, deliberate and dialogue with each other in public forums, and reflect on ideas expressed will become more informed citizens who are able to usefully apply knowledge to the evaluation of social and political problems encountered in daily life, and would be able to apply them to other forms of civic or political participation if they chose to do so. Debates in class will encourage students to explore all sides of issues, and permit ongoing questioning of others' views and their own, as will online town hall meetings, and online discussion forums combined with follow-up discussions in class. In-class discussion of current events as well as lengthier time periods in which to construct thoughtful responses to online discussion questions will allow students to develop deeper insights and to refine their positions.

3. By interacting with a diverse set of peers who are working towards similar goals, students will appreciate the important historical and continuing place of compromise, particularly as it relates to solving political dilemmas. Through repeated exchanges they will increase their tolerance for others and dissimilar ideas, value diversity, and better understand issues from other points of view. Participation in different aspects of the bill passage process (in class and in conjunction with the U.S. Congress course) will enhance their understanding of the political process sense of belonging to a larger community. Intensive role-playing will permit them to hone their argumentative skills as they present evidence and well-reasoned rationale to support their positions in legislative simulations and similar activities.
4. Students will deepen their own sense of identity as members of a capitalist democracy; they will develop a closer sense of personal belonging to their political community and a sense of responsibility toward it, including higher political interest, and a stronger sense of efficacy with respect to political issues, meaning they feel an increased ability to effect political change if they so desire. These will be enabled by reading about and discussing current events, questioning and exploring contemporary events and issues through in-class and online discussion forums (some of which students will create), and sustained student interaction.
5. Students will improve their communication, research, analytical, and critical thinking skills by a variety of short written assignments related to interest groups, legislative process, federalism, and the Supreme Court; in a legislative simulation, where they will research a position and defend it persuasively; as a member of a deliberation or debate team; and with members of the Congress course if they choose to testify as witnesses for their bills.

Required Reading

Kernell, Samuel, Gary Jacobson, and Thad Kousser. 2011. *The Logic of American Politics (Fifth Edition)*. Washington, D.C.: CQ Press. (Referred to as **LOGIC TEXT** in schedule)

ADDITIONAL READINGS. These **REQUIRED** readings are marked with an *asterisk. Some of these are either linked through Moodle (see Website Links area) and can be **accessed via the web**, or they are **ONLY** on:

LIBRARY E-RESERVES. Selected Readings are on **electronic reserve** at the library under "Course Reserves." These digital readings are signaled by the word **E-RES** in the schedule below. **You are required to obtain and read ALL supplementary readings.** They are not optional.

Website: MOODLE

This course's webpage is hosted through myredlands.edu. Log on and find this course under the Moodle title on the right-hand side of your myredlands.edu list. Use Moodle throughout the semester for updates, web chats, assignments, uploading assignments, and accessing related course materials.

MOODLE CHAT ROOM EXAM PREP: I will normally be available for a **WEBCHAT** the **NIGHT BEFORE EXAMS** online to answer your last-minute questions, usually from 8:30pm until 10pm or so. Transcripts of the chats will be immediately archived and available for review.

Submitting Assignments: **All assignments are to be submitted using Moodle.** Do not e-mail me your assignments or hand in hard copies of them. Save them in **WORD** or type directly into the textboxes as necessary. Please follow the instructions for file formatting and naming **EXACTLY**; these rules insure your file can be opened and tracked by the professor. If you do not follow these instructions and the file cannot be opened or can't be recognized as yours, the assignment will be considered late or missing, and graded accordingly once you have resubmitted it properly.

Naming your documents. USE YOUR LAST NAME plus the ASSIGNMENT NUMBER.

EXAMPLE: Lastname1.doc or Lastname3.docx (AS IN: colbert5.docx)

Note: At least a point will be deducted for misnamed documents.

How to Submit Assignments: *No emailing, no hard copies: through Moodle only.*

1. **SAVE YOUR DOC AS A WORD FILE.** Do not use any other formats or your document will be considered late and won't be read.
2. **Access the Assignment title on Moodle.** Following the directions at the bottom of the page you will either see buttons to "find" and "**upload**" your **correctly-named WORD doc**, or a button called "**Edit my Submission**," where you will click and type (or paste) your submission directly.

NING Collaborative Website: A collaborative website to facilitate exchange among several classes has been created at: <http://appspring2012.ning.com>. We will use this interactive format to communicate with each other and students from participating classes, and to contribute to discussion forums, blogs, and town hall meetings. Just about every week during the semester you will need to be active on the site, responding to a "Discussion Question of the Week" and replying to others' posts, or otherwise communicating with your peers. You will also be assigned to a group and will need to create your group's own question forum in the "Student-Initiated Discussion" folder by March 9th. First assignment: log onto the site and create your profile (due Week 1). NING-related assignments are indicated in the syllabus, and by the end of the semester you should have created a profile and uploaded an image/photo as well as responded to DQ1; created & responded to your own discussion question forum (group project); posted 22 times (posts plus replies to other students); completed an interview and/or participated in a Town Hall meeting. See attachment at end or on Moodle for related instructions and regulations and a checklist.

Participation, Assignments, and Evaluation

You make this class worthwhile. Your active and respectful involvement will condition your success in this course, and you are expected to help make the class a valuable experience by actively engaging in a learning process that involves everyone. As a contributing member of the class, you are expected to **do the readings for the assigned day BEFORE you come to class (this means read the selections listed on a given day BY that day)**, arrive promptly and regularly, contribute to discussions, and participate fully in session activities. **Note-taking by computer is allowed as long as you do not use it as a platform for email or websurfing** (please do that on your own time; it is a big distraction to those around you. **Use of phones for calls or texting during class is unwelcome.** Please ignore cell phones while in class. Those who violate these guidelines will forfeit their right to bring such devices to class.

This class will succeed because you are reading, conversing, researching, thinking, writing, interacting, and having a good time with the subject matter and with each other. Further, your willingness to question your own beliefs, assumptions, and perspectives will allow *all* of us to seriously question the topics at hand in an honest search for better and deeper understanding of ourselves and interesting problems. Together we will create an environment conducive to lively debate and a healthy respect for diverse opinions. Lectures and class discussions will cover a number of topics that go beyond the readings. As a rule, I do not summarize class readings and do not make lecture notes available on the website, as that would be utterly boring for both you and me. Following class I do post Powerpoint lecture slides to Moodle, files that contain main points covered in the day's class. Older files are on Moodle and will be updated accordingly. You are responsible for all material covered in the syllabus.

On that note, it is not possible to cover everything "live, in person" in class. You must read the book, usually twice, and remember what you've read to succeed in this course.

It's my job to help you learn. If you have difficulty with the material or would like to talk politics, please visit me during office hours. I'll be happy to accommodate you if you can't make it during regularly scheduled times.

Grades and Attendance. Grades are based on the following: one midterm exam, deliberation participation, assignments, reading quizzes, comprehensive final exam, NING participation, and your involvement and performance in class. Performance evaluations are based on the promptness, clarity, accuracy, and sophistication of your work; your participation grade will reflect your performance on in-class assignments, ability to answer questions about readings, and general willingness to contribute. Closed-book exams test your understanding of the fundamental concepts introduced and discussed in readings and class. Note that the final will contain a section about the material covered in the final weeks, and WILL contain questions that test your cumulative, comprehensive knowledge.

Note that more than 1 unexcused absence will result in a lower grade (FIVE POINTS OFF the top of your course score for each occurrence -- OUCH). An excuse means that you email me either ahead of time or at the time of class, and immediately provide a doctor's note, police report, or other corroborating authoritative document that verifies your absence. I will not ask for it; it is up to you to supply it if your absence is to be excused. In a few cases, missed work cannot be made up, as the day's activities may be related to your presence. Please note that it is your responsibility to inquire about missed assignments either before your anticipated absence, or within two days of missing class. Ask a classmate or email me promptly for instructions if you miss them.

Finally, to emphasize the importance of submitting work, the following grade scheme applies to assignments: full points when submitted on time; fewer or zero points if submitted late; for some assignments, negative points (such as -5) if never submitted.

NOTE: If classes are cancelled on campus due to a pandemic or any other natural disaster, we will be meeting virtually "ON-LINE" via Moodle for a live chat. You must "attend" class by logging on and participating in the on-line discussion that day.

Cheating and plagiarism are not tolerated. Either compels an automatic "F" on the assignment, possibly in the course, and certainly referral to the administration for further punishment. Explicit policies can be found in the university catalog, and are summarized as follows:

NOTE on PLAGIARISM: Allow me to remind you about the use, or lack of use, of quotation marks and citations. Representing another person's works, words, extensive phrasing, or ideas without proper attribution is considered plagiarism. Proper attribution entails either using quotation marks and/or including citations in footnotes or in a bibliography. The only exception pertains to obvious references to the textbook. To avoid plagiarism, you must also rephrase ideas substantially if you are to claim them as your own. It goes without saying that downloading from the Internet (or paying someone else to write) whole papers or parts of them and passing them off as your own is an egregious offense. Submitting the same paper in two different classes is also considered cheating because the work is not original when it is recycled. Consistent with the Government Department's policy, any act of plagiarism or cheating will be rewarded with an automatic "F" for either the assignment or the class, and a report will be forwarded to the dean and Academic Senate for further action.

Make-up quiz, homework, and exam policy. You are expected to do all work. No make-up exams or quizzes without the instructor's PRIOR consent, and only then under extraordinary circumstances – meaning serious illness or family emergency, verified by a doctor's note or similar communication from campus authorities. For some assignments, you will receive points; if submitted late, fewer or zero points; **if never submitted, zero or minus points.**

Late papers: Papers are due before the start of class on the due date, unless otherwise specified in the assignment directions. All assignments will be uploaded through the Assignments area of Moodle; I will not accept emailed papers or hard copies. Late submissions will be accepted, but will be downgraded a third of a grade for every day they are late (including the due date, if a paper is submitted more than an hour after class). Exceptions may be granted for verifiable illness or family emergency (see make-up exam policy, above).

Activities & Assignments. Instructions for some assignments will be given in class and also be made available on Moodle. Again, note that it is your responsibility to inquire about missed assignments either before your anticipated absence, or within two days of missing class. Ask a classmate or email me promptly for instructions if you miss them. In some cases, you will earn points for assignments; for others, points will be deducted from your total score should you fail to submit required assignments promptly. Quizzes are a regular part of class, so be sure to arrive on time to claim your participation points.

Deliberations. What better way to really learn a topic than to debate it actively and forcefully? Class time will be devoted to debates, which we will refer to as “deliberations,” deviating as they do from the traditional formal debate format. Students participating in a deliberation will be expected to take a stand on the issue, research the issue thoroughly, present their own research in a summary outline, and collaborate outside of class to develop a debate strategy with their team and an individual 2-minute opening statement. Panelists should also prepare questions for the other side, and be prepared to answer them in turn. Students who are not participating during a given week are also expected to raise questions for the panelists. MAKE-UPS are not allowed: if you miss your debate you should still submit an outline of the argument that you would have made, had you participated. **NOTE:** These are not the instructions. Instructions for this **THREE-PART ASSIGNMENT** are **detailed** on the **Assignments on Moodle** and at the end of this syllabus. I suggest you read the instructions thoroughly when your debate comes up.

Reading Quizzes. As an incentive to keep you reading, a portion of your grade will be based on reading quizzes. You are expected to read both the textbook and assigned supplemental readings for the day they are assigned, and quizzes will usually be given at the beginning of class. Be prepared DAILY.

<u>Assignment</u>	<u>POINTS</u>	<u>Approx. % of Grade</u>	<u>Due Date</u>
First Exam	125	30%	Wednesday, February 22 (Week 7)
Reading Quizzes	40	9%	Ongoing
Debate/Regular Assignments	60	14%	Ongoing
NING website participation	55	13%	Ongoing
Final Exam	140	33%	Saturday, Apr. 21 st , 9:00-11:00am

Schedule & Reading Assignments

Subject to change. Any changes will be announced and made available on Moodle.

Week 1: Introduction

- 1/11 Intro: Course Themes & Syllabus
 *LOGIC TEXT: Chpt. 1 (read all for next Monday)
Assignment1: See Assignments page on Moodle. Part 1 = TAKE the ON-LINE SURVEY using the ID # provided by the professor (take it only once):
<https://www.surveymonkey.com/s/appfall2012>
NOTE: Due Monday 1/16 at 11:59pm.
Assignment: NING: Respond to invitation; log on; create your profile (upload photo or image), & respond to Discussion Question 1 (DQ1): click on FORUM: "DQ1: Introductions & Profiles" (due Mon 1/16 at 11:59pm) <http://appspring2012.ning.com>

Week 2: Foundations: Power, Trust, and the Ties that Bind

- 1/16 *LOGIC TEXT: CHAPTER 1
Assignment: NING Profile, Response to DQ1, and survey due by midnight. Log onto: <http://appspring2012.ning.com> and visit Moodle (or email) for survey link.
- 1/18 Continue discussion of Chapter 1 (**Quiz** on Putnam & Chapter 1)
 *REQUIRED READING for today (R. Putnam on social capital):
 Click on LINK on Moodle under "Website Links" or GO TO:
<http://xroads.virginia.edu/~HYPER/DETOC/putnam1/putnam.htm>
Assignment due: On NING, respond to the Discussion Question of the Week (DQ2) at americanpoliticsfall2010.ning **AND** reply to another student. DUE Sun 1/22.

Week 3: Power and Interest Groups

- 1/23 *LOGIC TEXT: Chapter 13 (**QUIZ**)
(Assignment due last night: On NING, respond to the Discussion Question of the Week **AND** reply to another student. WAS DUE SUN 1/22)
- 1/25 *REQ READING on LIBRARY E-RES: Kosterlitz, "Lobbing Pays Off, Handsomely"
 *REQUIRED READING: "Who Rules America? The AARP," R. Samuelson 2/21/11
 → Linked through WEBSITE LINKS area of Moodle or GO TO:
<http://www.washingtonpost.com/wp-dyn/content/article/2011/02/20/AR2011022002482.html>
 *REQUIRED READING: Open Secrets.org, "The Top 10 Things Every Voter Should Know About Money-in-Politics":
 Linked on Moodle or: <http://www.opensecrets.org/resources/dollarocracy/index.php>
 Note: be sure to click the gray arrows to read ALL 10 points!
Assignment: Post responses to <http://appspring2012.ning.com> by next Sunday night

Week 4: Interest Groups, Media, and Public Opinion

- 1/30 *LOGIC TEXT: Chapter 14: pp. 642-670
ASSIGNMENT2: Interest Group Assignment (See ASSIGNMENTS area of Moodle for instructions.) Upload by 1pm, before class.
- 2/1 **Note: ****MEET in JONES 112 – Computer lab******
 Interaction with UHD students online
Assignment: Post responses to <http://appspring2012.ning.com> by next Sunday night

***THURS 2/2 *FIRST TOWN HALL MEETING ON NING.COM, at 5pm PST** (signups available beforehand)

Week 5: Ideology, Parties, and Elections

- 2/6 Note: ****MEET in DUKE Computer Center Room 200****
 *LOGIC TEXT: Chapter 10: pp. 465-483
 *LOGIC TEXT: Chapter 12: pp. 535-544, and pick a party system (i.e. First Party System through the Sixth) to write & talk about from pages 544-576.
- 2/8 **Quiz** on political ideology & *Deliberation #1: "Should voters be required to show identification when they vote?"*
Assignment: Post responses to <http://appspring2012.ning.com> by next Sunday night

Week 6: Institutional Foundations (Constitution)

- 2/13 LOGIC Chapter 2: The Constitution
- 2/15 Quiz & READINGS:
Choose an Amendment (I - VIII) to discuss from LOGIC, pages 204-231
*E-RES: James Madison, Federalist Paper #10 (or GOOGLE it)
*E-RES: James Madison, Federalist Paper #51 (or GOOGLE it)
Assignment: Post responses to <http://appspring2012.ning.com> by Sunday night
NOTE: Deliberation team members must upload reflections by 5pm today

Week 7: FIRST EXAM

- 2/20 Wrap-up Constitution

*** TUESDAY * Exam Chat: 8:30pm, on Moodle unless otherwise specified ***

- 2/22 **EXAM #1**
NOTE: Only 1 NING post due by Monday March 5th (you're welcome to keep posting!)

Week 8: SPRING BREAK Feb. 27 – March 2

Week 9: Civil Rights and Liberties

- 3/5 *LOGIC TEXT: Chapter 4, pp. 149-186 (development of civil rights)
*LOGIC TEXT: Chapter 5: 191-203 (civil liberties), and 231-235 (on privacy)
NING post due by tonight (another due by next Sunday)

***TUES 3/6** * **TOWN HALL MEETING ON NING.COM, at 5:00pmPST** (for those signed-up)

- 3/7 * **REQUIRED READING on E-RES:** T.R. Reid, "Five Myths About Health Care in the Rest of the World"
QUIZ and Deliberation #2: "Should the U.S. government ensure a basic level of health care for all Americans (i.e. through universal coverage)?"
Assignment: Post responses to <http://appspring2012.ning.com> by Sunday night

Week 10: Federalism & the Nationalization of Politics

- 3/12 *LOGIC TEXT: Chapter 3 (All)
- 3/14 **ASSIGNMENT3: Federalism Article:** See Assignments area of Moodle for instructions. Upload your summary including citation, AND bring a copy to class for discussion.
Assignment: Post responses to <http://appspring2012.ning.com> by Sunday night
NOTE: Deliberation team members must upload reflections by tonight at 5pm

Week 11: Congress

- 3/19 QUIZ on *LOGIC TEXT: Begin reading Chapter 6 (pp. 239-263) &
*REQ Reading Library E-RES: Mayhew, "Congress: The Electoral Connection"
ASSIGNMENT4: BILL DUE (copy & paste to Moodle; see Assignments area)
- 3/21 *LOGIC TEXT: Chapter 6 (pp. 264-301)
Begin Bill Passage Simulation
ASSIGNMENT5: Bill Passage Simulation Assignment: (see Assignments on Moodle)
Assignment: Post responses to <http://appspring2012.ning.com> by Sunday night
NOTE: Deliberation team members must upload reflections by 5pm

Week 12: Congress, Bill Simulation

3/26 Finish Bill Passage Simulation

3/28 **QUIZ**

Senate vs. House, Wrap-up (make sure you've read all of Chapter 6, begin Chapter 7)

Assignment: Post responses to NING by Sunday night

***WEDS 3/28** * **TOWN HALL MEETING ON NING.COM, at 2:00pm PST** (signups available beforehand)

Week 13: The Presidency

4/2 *LOGIC TEXT: Chapter 7, The Presidency, pp. 305-342

4/4 **QUIZ**

*LOGIC TEXT: finish Chapter 7, pages 342-352

*E-RES: Edwards, "Governing by Campaigning: Ch 2: A Strategy for Governing," pp. 27-66 (they're short pages; easy reading!)

ASSIGNMENT6: Executive Branch Assignment (see Assignments on Moodle)

NOTE: No NING posts due next Sunday (but you are welcome to post anyway, especially if you need to do a "make-up" post)

Week 13: Federal Judiciary

4/9 *E-RES: Hamilton, Federalist Paper #78 (or Google it)
Deliberation #3: "Should the U.S. government allow or sanction torture?"

4/11 *LOGIC TEXT: Chapter 9 (**QUIZ**)

ASSIGNMENT7: Supreme Court Case (see Assignments page). Take notes and be knowledgeable about your case so that you can discuss it in class when called upon.

Final NING Discussion Question Posts: Due Sunday night

Week 15: The U.S. Federal Debt, Deficit, and Budget

4/16 *READINGS TBA (will be on E-RES or a link will be emailed to you)

NOTE: Deliberation team members must upload reflections by 5pm

ASSIGNMENT8: TAKE SURVEY. Link will be sent to you via email and posted to Moodle Assignments area. USE YOUR ORIGINAL SURVEY NUMBER.

NOTE: LAST CHANCE to post a make-up response on NING; no more posts due.

FRIDAY 4/20 *Final Exam Chat: 8:30pm on Moodle*

SATURDAY FINAL EXAM, April 21, 9am-11am

Deliberation Guidelines

It is never enough for us simply to know. We must also weigh. - John MacCunn

General Info

Debates offer the opportunity to learn some of the “ins and outs” of a political issue, and can teach you to better evaluate various claims, to assemble arguments, and to analyze alternative positions. Deliberations, on the other hand, recognize that all sides should come to a new position after thoroughly considering an issue, and offer a chance for real intellectual growth. You, too, will be asked to research and contribute to a vigorous discussion in which others will try to change your mind. It is okay to do so. Topics include current issues and questions relating to enduring tensions that have been built into the American political system. You’ll participate on a team. The exercise consists of 3 parts, all of which are described on in the Deliberations Folder of Moodle and below.

1. “Debate” Participation (8 points): You will present your arguments with other students, as part of a team. Students arguing the same side should collaborate, outside of class, to develop a strategy and coherent presentation prior to the main event. **Note that there are no make-ups for missed debates.**

Deliberation participation is worth almost half of the project grade (8 points). During deliberations you will be placed on one side of an issue. **EACH PERSON is responsible for constructing his or her OWN two-minute statement** regarding at least one aspect of the issue. Team members should coordinate with each other to make that the different 2-minute opening statements don’t overlap significantly or duplicate each other, and ensure that they do make important points about different aspects of the issue.

After the formal opening statements we will continue the exercise as a back-and-forth exchange and open it up to a “class deliberation,” during which time you will and answer questions from your peers. You will be free to “argue the other side” or change your position if you feel so compelled. This is where we want to address problematic points. A strong argument will consider strengths and weaknesses of competing standpoints. You should also contribute to the Q&A period. NOTE: You’ll only receive these participation points IF you submit your Part 3 evaluation on-line after the debate! (see below)

2. Personal Debate Outline (12 points): The main point of participating in this exercise is for each person to do a good amount of research to know the arguments on both sides, in and out. Such research allows you to strongly defend at least one side. To demonstrate your own work as an individual student and to present what you did to prepare for your debate, prior to the debate (by 1pm) you will upload a **one- to two-page outline (not longer) of YOUR OWN (not your team's) position and supporting arguments, formatted in bullet points with proper indentations** (points will be deducted for not following these directions, such as submitting mini-essays). Note that you will have collaborated with your teammates for the presentation, but **your outline should be your own work** and capture the FULL RANGE of arguments you gleaned from doing research into your topic. This is different from your 2-minute introduction, and **copies of your 2-minute introductions are not acceptable (max. 5 points)**. Show me the research you did via an expanded outline, and do not come up with a “team” position, or use your teammates’ work. This part is yours alone and should show how much you understand your debate issue.

You must take a solid position, so state it at the top of your outline. Clearly outline your position, stating your strongest claims in bold (or as the major subheadings), followed by bullet points containing evidence, supporting logic, supporting quotes, etc. for each claim (with all sources cited, of course). Use facts to support your argument, rather than simply to describe or recount history. Demonstrate what you’ve learned in an organized way. Remember: a well-researched position will consider weaknesses and strengths of competing standpoints and respond honestly to them. **As supplemental research is necessary, be sure to include references** in a biblio or footnotes -- that’s also essential. Papers will be graded based on the quality, cogency, and thoroughness of your argumentation.

Note again that an OUTLINE is **a sketch of the arguments you have researched and assembled to support your position**, regardless of the work you may have done with your teammates. Show that you, personally, know different aspects of this issue, and can defend your position. Details & upload link are on Moodle.

3. Deliberation Evaluation: Following deliberations, up to one week later unless otherwise noted, you must also submit a one-page “reflection paper” evaluating your experience. **UPLOAD THIS VIA Moodle** by clicking on the “VIEW/COMPLETE ASSIGNMENT” on the Assignments page. E-mailed copies will not be accepted. Consider these questions: Were you swayed by arguments made by the other side, either in your own research or during class? Are you more or less sure about your position? What did you learn? This assignment is required, but not graded. Points may be deducted if it is less than a page or the writing is sub-par. Paper specs: 300 words, typed. Late papers will be docked. **There are no points for this exercise, but you must complete it in order to receive your debate participation points.**

American Politics Collaborative Website

For the purposes of broadening our discussion of American politics, you are required to join the American Politics Spring 2012 website (<http://appspring2012.ning.com>). The site's networking platform will allow you to dialogue with other college students who are also tracking American political developments through their classes. Our activities and discussions will encompass a wide range of topics, including the Obama administration, current events and issues, and the political process. You will bring a lot to the table. Make it yours by contributing often!

The website's success **depends on your ongoing participation**. You must:

1. **Join** <http://appspring2012.ning.com>. You will be sent an email invitation to join the site. Follow the steps in the email to join, and please do so immediately. If you experience any problems, email me right away! Please note: when taking the survey you will be given the option to decline the invitation to participate in NING, as the professors assess the site for teaching research. If you choose not to participate, we will need to make alternative arrangements and you will need to let me know immediately.
2. Once you have joined the site you will need to create your profile. Be sure to **upload an image** or picture (one that complies with university guidelines) on "My Page." NEXT, click on "Forum" on the Main Page or DISCUSSION QUESTIONS and **reply to "DQ1: Introductions & Profiles." Post a message introducing yourself to your website classmates**. Include your first name, your college or university, something interesting about yourself, and respond to the question at the end of the prompt (on the website).
3. **Complete the beginning-of-the-semester survey**. Another will be given at the end of the semester. Your participation is critical.
4. Almost every week you are required to participate in the online dialogue by posting 2 (TWO) kinds of entries: (a) an **original response** to a Question of the Week, AND:
5. (b) a **response to another student's post**. All weekly posts are due Sunday by midnight.
6. You are being given the option of participating in at least **one Town Hall meeting** that will involve all classes, **or interviewing another student** on the website. Two Town Halls are scheduled and you will be given the opportunity to sign up for either activity (sign up by Feb. 1).
7. **If you choose to interview** another student on the website, a match will be made for you, and instructions will be provided. You may also do this for extra credit if you also attend a Town Hall meeting (and vice-versa). Due Friday, March 9th to your professor.
8. You will also be a member of a group that will **design and post a discussion question** to the website in the category, "Student-Initiated Discussion Questions." Members of your group will receive 5 points for participating and posting to the forum. Must be created by March 9th.

You need to consider the following when exchanging posts for this project:

- **DO NOT** write posts using IM or text messaging language! Yr entries shldnt look like this. Be substantive. Use formal English.
- Each original weekly post must contain a **minimum of 75 words**, or about four full lines on a regular webpage. Responses to other entries may be shorter, but must be understandable. Avoid abstract descriptions like "awesome" and so forth; support your statements with reasoning. One-sentence postings are insufficient. Think about your answers before posting.
- Politics often engenders passionate beliefs and opinions; all posts must use language that is **respectful of all points of view**, even those you may not agree with. **No personal attacks or foul or obscene language**. All posted images must also comply with standard university guidelines for decency. We are debating ideas within a larger academic setting, and you need to be mindful of that in all your uses of the site. Violators will be banned from the site and will lose points for ungraded activities. That said, please make the most of this opportunity to collaborate in this cross-country experiment! Learn a lot from each other, and have fun with it.