

## Independence High School

Kenyon Academic Partnership (KAP) 2016-17

Political Science 200: Liberal Democracy in America

Instructor Mr. John Coneglio Room 213

614/365-5372 school 614/537-9345 cell (not available after 9:30pm please text me and I will call back)

Times available for extra help: 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> period

Based on your academic performance, your desire to learn and your school leadership, you have been selected to take this *COLLEGE COURSE*. Even though you are at Independence High School you are now *college students*. That being said, you will be expected to act like college students. I will treat you as such.

### COURSE DESCRIPTION

Designed under the guidance of Professors Dr. John Elliott and Dr. H. Abbie Erier of Kenyon College in Gambier Ohio, this course explores the guiding principles, major institutions and national politics of the American system of government. The course will begin with the Founder's view of liberal democracy, including The Federalist Papers, and of the three branches of government and the creation of the Constitution. The course will continue with a thorough look into elections, congress, public opinion, the presidency and the judicial branch. The year concludes, with an overview of American Democracy and the ideas of liberty and equality. We will use current political events, issues and people to discuss various themes. This will include newspapers, websites and television newscasts. This course satisfies the Columbus City Schools requirement for Democratic Citizenship.

### REQUIRED READINGS

Agresto, John. The Supreme Court and Constitutional Democracy. Ithaca: Cornell, 1984.

De Tocqueville, Alexis. *Democracy In America*. Chicago: University of Chicago Press, 2000.

Mayhew, David. 1974. *Congress: The Electoral Connection*. New Haven: Yale, 1974

Neustadt, Richard E. *Presidential Power and the Modern Presidents*. New York: Free Press, 1974

The Federalist papers. Edited by Cynthia B., New York: Pocket Books, 2004

Patterson, Thomas E. *We the People*. New York: McGraw Hill, 2006

CCS Textbook, *United States Government: Democracy in Action*

Many copies of these books can be found on Amazon.com for less than \$5 (downloadable editions are cheaper). Of course your local library has them as well.

## **ALIGNMENT**

This course is aligned with the October 2013 High School American Government Ohio's new learning standards. These address the topics below: (a full description can be found at the following website)

[http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School\\_American-Government\\_Model-Curriculum\\_April2014.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Social-Studies/High-School_American-Government_Model-Curriculum_April2014.pdf.aspx)

Civic involvement    Civic participation and skills    Basic principles of the Constitution

Structure and functions of the government    Role of the people    Public policy

Governments and the economy    Ohio's state and local governments

**Honesty in Academic Work**

**Grades:** Grades will be based on a point system. (100-90 A, 89-90 B, 79-70 C, 69-60 D, 59 and Below F. Assignments are due on the due date even if you are absent. Points will be deducted for late assignments and no assignments will be accepted four days after the due date. Test will be made up the day the student returns from an excused absence. If the absence is unexcused the test will be recorded as a zero. Students have five school days to make up any classroom assignments. Good attendance is necessary to pass this class. Students will comply with the attendance policy of Kenyon College.

**Quarter One: Foundations of Democracy**

We The People Chapters 1,2, 3, Democracy in Action: Chapters 1,2,3, and 4. The Federalist Papers: 6,10, 15, 16, 17,23,37,54,47,48,49,70,71 and 78. Tocqueville Chapters 1, 2,3, 4 and 5

Paper

**Quarter Two: Political Parties, interest groups, mass media and public opinion, elections and campaigns:** We the People: Chapters 6,7,8,9,10. Democracy in Action: Chapters 16-19. The Elections of 2012 Outcome and analysis.

Paper

**Quarter Three: The Legislative Branch and the Presidency.** We the People: Chapters 5 and 6. Democracy in Action Chapters 5-9. Mayhew: Congress and Neustadt's Presidential Power.

Paper

**Quarter 4: Judicial Branch.** We the People: Chapter 14. Democracy in Action: Chapters 11-12 Agreso's the Supreme Court and Constitutional Democracy.

Paper

Kenyon College is, at the core, an intellectual community of scholars - students and faculty - engaged in the free and open exchange of ideas. Simultaneously, we are part of a larger world of writers and artists, scientists, innovators, and researchers, all participating in wide-ranging conversations that sustain us intellectually and develop new knowledge. Critical to this lively exchange and deep engagement with ideas is the academic integrity of our work, both inside and outside the classroom.

As students in this community, all your work - tests, papers, artistic projects, experiments, etc. - is part of this common intellectual pursuit. Therefore, every piece of work you produce is your own contribution to our collective scholarly conversation. It must represent your own research, ideas, data, words, and analysis. For all of us, learning from other scholars, artists, scientists, or fellow students is essential to the process of education. While engaged in that process, it is critical to recognize the sources and bases from which you have derived your work and ideas. It is therefore an obligation to take personal responsibility for all of your work and give appropriate acknowledgement and credit to all those on whose ideas you have relied. These are sentiments common across academic communities and, indeed, these paragraphs are inspired by statements of academic integrity made by many of peer institutions such as Grinnell College, Denison University, Ohio Wesleyan University, Williams, Davidson, and the College of Wooster.

At Kenyon, we expect all students, at all times, to submit work that represents these standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words you have drawn upon. Ignorance and carelessness are not excuses for academic dishonesty. Maintaining a climate of academic integrity requires all members of our intellectual community to abide by these principles and to hold one another accountable by reporting those who violate our standards of conduct.