

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number POLS 225 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of Political Science and Criminal Justice had four courses in the Gen Ed Menu over the past decade: POLS 225 National Government, POLS 227 Introduction to International Relations, POLS 226 States and the Federal System, and POLS 221 Government and Business. In line with the review of General Education at Abilene Christian University, our department faculty have evaluated these four courses and are focusing in on the most vital courses in our department that we believe meet the needs of the spectrum of students at ACU pursuing a liberal arts education in a Christian setting during the upcoming years. We have settled on proposing National Government and Introduction to International Relations, and this approval chart is for POLS 225 National Government.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G <i>or</i> G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³																		
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees						
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--						
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--						
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--						
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--						
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--						
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--						
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I						
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I						
9.	Major – Discontinue (proposed by the Provost)	See below.																
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--						
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--						
12.	Minor — Add	A	A	A	A				A	--	A	--						
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--						
14.	Minor – Discontinue (proposed by the Provost)	See below.																
15.	Degree — Add	A	A	A	A				A	A	A	I						
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I						
17.	Degree – Discontinue (proposed by the Provost)	See below.																
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--						

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³			Faculty	President	Board of Trustees
					TEC	UUAC	Graduate			
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Neal Coates (Sep 16, 2022 17:57 CDT)	Sep 16, 2022
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

National Government

The Department of Political Science and Criminal Justice had four courses in the Gen Ed Menu over the past decade: POLS 225 National Government, POLS 227 Introduction to International Relations, POLS 226 States and the Federal System, and POLS 221 Government and Business. In line with the review of General Education at Abilene Christian University, our department faculty have evaluated these four courses and are focusing in on the most vital courses in our department that we believe meet the needs of the spectrum of students at ACU pursuing a liberal arts education in a Christian setting during the upcoming years. We have settled on proposing National Government and Introduction to International Relations.

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	POLS 225, National Government
Terms offered:	All
Catalog description:	The American political system.

Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	PLSO 225
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course provides an introduction to the basics of the system of government operative in the United States. The study of government and political systems is essential in order to understand the complex interactions of persons, groups, and institutions in this important and critical country, and has long been recognized as being at the core of political science, one of the social sciences. This course could even be argued as being essential to understanding and being active in the political affairs of perhaps the most important nation-state at present, and in our interactions with each other as American citizens.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

The assigned readings, including the Declaration of Independence, the United States Constitution, *The Federalist Papers*, and Alexis de Tocqueville's *Democracy in America*, all pertain directly to the operation of political institutions and the behavior of individuals and groups within the political system in the United States. There are no other higher documentary authorities than these. The course covers the different branches and political institutions in the United States and the interaction between them.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

The course provides a general introduction to the national government in the United States, including its history, theory, and the impact of the government on daily life for all residents of the United States and even beyond. The course is applicable to persons going into all fields of endeavor as opposed to any one occupation or profession.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Midterm and Final Exam, Constitution Quiz
Outcome A2	Written and Oral Assignments
Outcome C1	Final Project
Outcome C2	Written Assignments, Final Project

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Our department will use this required rubric.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students answer fewer than 75% of test questions correctly	Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter	Students correctly answer 90% or more of test questions focused on the subject matter above

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students provide inaccurate or incomplete response to essay prompts	Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter	Student response to prompt is especially thorough and/or imaginative
Interpret source within rhetorical context	Students take ideas/information from only a single source to form a position	Students accurately paraphrase source material in their own words	Student response to prompt is especially thorough and/or imaginative

Evaluate relevance of source within multiple contexts		Not assessed	
--	--	--	--

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		This assessment will depend on what the Final Project is in the particular semester	
Develop and express an evidence-based viewpoint on a topic			
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students provide inaccurate or incomplete response to essay prompts	Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter	Student response to prompt is especially thorough and/or imaginative

POLS 225.01: American National Government

Fall 2022, MWF, 8-8:50 am
Hardin Administration Building 128

"But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself."

Publius, *Federalist* #51

About the Course

This course provides an introduction to the theory, history, and operation of the national government in the United States of America. Students will be introduced to the political institutions and processes of the national government and the personalities and styles of politicians, bureaucrats, lobbyists, and other actors who shape the political process. We will explore the philosophical and historical roots of the American political system, the history and content of the Constitution, the three branches of government, and various political institutions like political parties. We will also discuss civil rights and liberties, along with several other topics of special interest.

Credit hours: 3 lecture hours.

Prerequisites: None.

Description: The American political system. May be used to satisfy University Requirements.

About the Professor

Name: Dr. Ben Peterson

Office: Hardin Administration Building 131F

Contact: Email: benjamin.peterson@acu.edu. Office phone: 325-674-2208.

Student hours:

MW 2:00-4:30 pm

TR 9:30-10:30 am

Meetings by appointment are also available. Student hours may need to change based on travel or university business.

Mission Statements

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Science is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend liberal arts education with professional and career education.

Department Mission: The mission of the Department of Political Science and Criminal Justice is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in public service.

Christian Perspective: This course integrates Christian faith and learning by challenging students to evaluate the system of government in the United States in light of biblical teaching. Students will also be invited to reflect on the role and uses of religion in American politics and to consider how they might constructively engage in the political process.

Course Format

Class meetings will involve lectures and discussion of material from textbooks and other sources. There will be occasional quizzes over assigned reading material, exams, short writing assignments, and a project. Students will also be expected to participate in class discussions.

Instructional Materials

Required texts:

Gregg, Gary L. II, and Aaron N. Coleman. (2020). *Reflection and Choice: The Federalists, the Anti-Federalists, and the Debate that Defined America*. Louisville, KY: McConnell Center Books. ISBN: 9781953058034.

Lincoln, Abraham. 2009. *Selected Speeches and Writings*. With an introduction by Gore Vidal. New York: The Library of America. ISBN: 9781598530537.

Tocqueville, Alexis de. (2016). *Democracy in America: A New Abridgement for Students*. Edited with an introduction by John D. Wilsey. Bellingham, WA: Lexham Press. ISBN: 9781577997658.

Available in the campus bookstore: <http://www.campusstore.acu.edu/home.aspx>.

Other materials:

Krutz, Glen, et al. (2021). *American Government 3e*. OpenStax.
<https://openstax.org/details/books/american-government-3e>. (Free).

You will have access to other readings and resources through Canvas:
https://acu.instructure.com/courses/sis_course_id:2310_POLS22501.

Recommended reading:

<i>Dallas Morning News</i>	http://www.dallasnews.com
<i>Washington Post</i>	http://www.washingtonpost.com
<i>Wall Street Journal</i>	www.WSJ.com
<i>The New York Times</i>	https://www.nytimes.com
<i>Politico</i>	https://www.politico.com

Learning Outcomes

The goal of this course is to familiarize you with the structures, functions, and processes of American government. By the end of this course, you should be able to:

1. Explain how government affects your daily life;
2. Recognize and evaluate the basic debates and issues in government and political history in the United States;
3. Explain and critically assess the formal political institutions in American politics;
4. Identify and describe the components of the U.S. Constitution, as well as the functions of the three branches of government; and
5. Assess the causes and consequences of different forms of political participation and outline the ways in which individuals and groups can affect political outcomes in the United States.

Your ability to master these competencies will be assessed through quizzes and exams, participation in class discussions, and completion of writing assignments and projects.

Assignment Categories and Grading

Your grade is based on completion of assignments in the below categories. Assignments must be turned in on the date due and in time to receive credit. I will provide additional instructions related to each assignment prior to the due date.

Participation (10%) Students are required to read assigned materials and be prepared to discuss material in class. Students should be attentive and participate verbally.

Quizzes (10%) I will occasionally use quizzes, both scheduled and unscheduled (pop), to assess familiarity with reading material.

Assignments (30%) Students will complete short writing assignments and a final project as assigned.

Exams (50%) There will be exams covering material from lectures and assigned readings.

Grade scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (below 60%). Final grades will be rounded to the nearest whole number. For example, if a student earns an 89.5 or higher, he or she will receive an "A."

Course Policies

Attendance: ACU expects students to attend all classes. Students with more than six (6) unexcused absences will be dropped from the course with a failing grade. Excused absences include death in the immediate family, documented illness or required quarantine, and ACU-sponsored trips or activities. Quarantined students may, but are not required to join class virtually. Students who participate in official university activities must provide the required university form in advance to qualify for an excused absence. Note, even for an excused absence, assignments due that class period are not delayed unless I give you approval for a delay in advance. Feel free to contact me if you have special circumstances you need to discuss.

Tardiness: Arriving tardy two times will equal one absence. Arriving tardy means arriving after class begins. I endeavor to start at the scheduled time.

Late work: Assignments must be turned in by the assigned due date and time to receive credit. No late work will receive credit unless I give prior approval, or in a university-excused emergency situation. Additional instructions related to these assignments will be provided prior to the due date. Exams must be taken on the day assigned unless I give prior approval, or in a university-excused emergency situation.

Technology use: This class will operate with a generally technology-free policy. During lectures and class discussions, phones and laptops should be turned off or silenced and out of sight. If a student violates this policy, I will give a verbal warning. Each subsequent violation will also result in a verbal warning and be treated as an unexcused absence (see Attendance policy above).

Recording: Under no circumstances can class sessions be audio or video recorded in any manner without my express consent and through prior arrangement. Any violation

of this policy may result in the student being dropped from the course with a failing grade.

Classroom etiquette: Drinks and snacks in class are fine, but please be respectful. I expect students to address each other and me respectfully and cordially. Disagreement and debate is welcome and encouraged where appropriate. You are free to express questions, reactions, thoughts, and conclusions about other viewpoints, provided you do so in a manner that is idea-driven and civil. If a student exhibits uncivil behavior during a discussion (e.g. name-calling or personal attacks), I will ask the student to refrain. If the student continues to exhibit uncivil behavior, I will ask the student to leave the class session, counting the student absent. I will take further disciplinary action if the student persists in exhibiting uncivil behavior. See the [ACU student handbook](#) for additional information about student conduct.

Covid-19 Guidance: You are not required to wear masks in this course, though students are welcome to do so if they wish. We will follow university guidance as the semester proceeds, so please be flexible.

University Policies

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu or call their office directly at 325-674-2667.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following:

- 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own,
- 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and
- 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or a failing grade in the course.

Additionally, the department chair, dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Course Outline

This is a roadmap of the activities, readings, and assignments for the course. The outline is subject to change based on unforeseen circumstances or the needs of the class.

Day	Topic	Reading	Activities	Assignments
Monday, 08/29	Course Introduction and Overview	Syllabus		
Wednesday, 08/31	What Is Government?	Bible Passages on Government		
	Government in the Bible	1 American Government and Civic Engagement		

UNIT 1 DEBATING THE CONSTITUTION: THE CONVENTION AND RATIFICATION

Friday, 09/02	Colonial Roots of American Government	2 The Constitution and Its Origins The Declaration of Independence		
Monday, 09/05	The Articles of Confederation	The Articles of Confederation		
Wednesday, 09/07	The Constitutional Convention	The Constitution		
Friday, 09/09	Introducing the Ratification Debate	Gregg and Coleman, 1-21		
Monday, 09/12	The Extended Union	Gregg and Coleman, 23-74		
Wednesday, 09/14	Federalism and Republicanism	Gregg and Coleman, 243-271 (Federalist #s 37- 40)		
Friday, 09/16	Federalism and Republicanism continued	Gregg and Coleman, 309-322		
Monday, 09/19	Constitutionalism and Constitutional Structure	Gregg and Coleman, 325-354		
Wednesday, 09/21	The House of Representatives	11 Congress Gregg and Coleman, 355-61		
Friday, 09/23	The Senate	Gregg and Coleman, 417-24		
Monday, 09/26	The Executive Branch	12 The Presidency Gregg and Coleman, 451-512		
Wednesday, 09/28	The Judicial Branch	13 The Judiciary Gregg and Coleman, 513-70		
Friday, 09/30	The Bill of Rights	Gregg and Coleman, 571-600	Constitution Quiz	

UNIT 2 DEBATING DEMOCRACY: TOCQUEVILLE, DOUGLASS, AND THE ANTEBELLUM PERIOD

Monday, 10/03	Introducing Tocqueville, and <i>Democracy in America</i>	Wilsey, "Introduction," 1-27		
Wednesday, 10/05	The Social State of the Anglo-Americans	Wilsey, 30-71		
Friday, 10/07		Wilsey, 72-144	NO MEETING	

Monday, 10/10	The American Republic	Wilsey, 145-72		
Wednesday, 10/12	Tocqueville on Race	Wilsey, 173-234		
Friday, 10/14	Equality and Individualism	Wilsey, 300-311		
Monday, 10/17	Associations and Soft Despotism	Wilsey, 312-323, 444-449, 459-471		
Wednesday, 10/19	William Lloyd Garrison, Frederick Douglass, and the Abolition Movement	Garrison, "Garrison's First Anti-Slavery Address in Boston" Douglass, "What to the Slave is the Fourth of July?" Douglass, "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?"		
Friday, 10/21			NO MEETING (FALL BREAK)	
Monday, 10/24			Exam 1	

UNIT 3 DEBATING THE UNION: LINCOLN AND THE CIVIL WAR

Wednesday, 10/26	Comparative Party Systems		Guest Speaker: Dr. Candice Ortals-Wiser	
Friday, 10/28		"Address to the Young Men's Lyceum" "House Divided" Speech "From First Lincoln-Douglas Debate" "From Second Lincoln-Douglas Debate" "From Third Lincoln-Douglas Debate"	NO MEETING	

		"From Fourth Lincoln-Douglas Debate"		
Monday, 10/31	Introducing Lincoln	"From Fifth Lincoln-Douglas Debate" "From Sixth Lincoln-Douglas Debate" "From Seventh Lincoln-Douglas Debate"		
Wednesday, 11/02	Lincoln as President	Lincoln, "First Inaugural Address" "Proclamation Suspending the Writ of Habeas Corpus" "Address at Gettysburg" "Second Inaugural Address"		
Friday, 11/04	Reconstruction and the Future of American Government			

UNIT 4 DEBATING THE ROLE OF GOVERNMENT: THE RISE OF THE MODERN AMERICAN STATE

Monday, 11/07	The Progressive Era and the New Deal			
Wednesday, 11/09	The Evolution of Federalism	3 American Federalism		
Friday, 11/11	Civil Liberties	4 Civil Liberties		
Monday, 11/14	Civil Rights	5 Civil Rights		
Wednesday, 11/16	Media and Public Opinion	6 The Politics of Public Opinion, 8 The Media		
Friday, 11/18	Elections and Voting	7 Voting and Elections		
Monday, 11/21	Gerrymandering and the Debate on Voter Suppression			
Wednesday, 11/23			THANKSGIVING	
Friday, 11/25			THANKSGIVING	
Monday, 11/28	Political Parties and Interest Groups	9 Political Parties 10 Interest Groups and Lobbying		

Wednesday, 11/30	The Bureaucracy	15 The Bureaucracy		
Friday, 12/02	Domestic Policy	16 Domestic Policy		
Monday, 12/05	Foreign Policy	17 Foreign Policy		
Wednesday, 12/07	Race and American Institutions			
Friday, 12/09	Wrap-Up and Review			
Friday, 12/16			FINAL EXAM, 10:00-11:45am	