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 brockport.edu/collegesenate

Resolution **2023-24 #08**  
**College Senate**

Supersedes Res #: \_\_\_\_\_

RECEIVED  
 JAN 25 2024  
 SUNY Brockport  
 Office of the President

TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

- RE: → I. Formal Resolution (*Act of Determination*)  
 II. Recommendation (*Urging the Fitness of*)  
 III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **PLS 113 Intro to American Politics** (#05\_23-24GE)

Implementation Effective Date\*\*: \_\_\_\_\_

Signed: Cathy Houston-Wilson Date: 1 / 25 / 24  
*(Dr. Cathy Houston-Wilson, 2023-2024 College Senate President)*

Signed: Eileen Daniel Date: 01 / 25 / 24  
*(Dr. Eileen Daniel, Senior Vice Provost, The College at Brockport)*

\*\*Implementation of resolution requires final approval from SUNY- State Education Department.        YES X NO

*This will need to added to SUNY dashboard.*

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Cathy Houston-Wilson, College Senate President

FROM: Dr. Heidi Macpherson, College President

- RE: → I. Decision and Action Taken on Formal Resolution (circle choice)  
 a. Accepted  
 b. Deferred for discussion with the Faculty Senate on \_\_\_\_/\_\_\_\_/\_\_\_\_  
 c. Unacceptable for the reasons contained in the attached explanation.  
 d. Comments:

Signed: Heidi Macpherson Date: 2/2/24  
*(Dr. Heidi Macpherson, President, The College at Brockport)*

**DISTRIBUTION:**  
 The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.



# College Senate SUNY BROCKPORT

## RESOLUTION PROPOSAL COVER PAGE

**DEADLINE FOR SUBMISSIONS: January 31**

For full consideration during the academic year.

Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

<b>Routing Number</b> <i>Routing # assigned by Senate Office</i>	<b>05_23-24GE</b>
<b>This Proposal Replaces Resolution</b>	
<b>Revision Date(s)</b>	
<b>Anticipated Effective Date:</b>	

### Proposal title

Revise PLS 113 Introduction to American Politics general education code.

### Proposal summary

Add V code to PLS 113 Introduction to American Politics and drop S code.

### Proposer information

Steve Jurek, PLS/INS dept, 5677

### Senate Office use only

	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee		
<input type="checkbox"/> Standing Committee <input type="checkbox"/> Equity, Diversity and Inclusion Committee	Standing Committee	9/19/2023
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

Notes (Senate Office use only):

## Student Learning Objectives/Outcomes (Cont)

The General Education Program "V" code is fulfilled by this course. Student Learning Outcomes for the "V" Code are:

- Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation (assessed with reading activities and quizzes described in A below)
- Understand the role of individual participation in US communities and government (assessed with course debate project as well as reading activities and quizzes; A, C, D described below)
- Apply historical and contemporary evidence to draw, support, or verify conclusions (assessed with news and views reviews and debate project; B,C,D described below).

The following Political Science Departmental Learning Outcomes are partially fulfilled by this course:

*"Upon graduation, students with a degree in Political Science and International Studies will be able to..."*

1.... understand and evaluate American political institutions and behavior

4.... use evidence to argue and critically evaluate political issues in writing and orally

## Required Course Materials

The primary text for the course will be on courseware called SAGE Vantage. This provides an on-line text with embedded exercises that aim to make reading more engaging and interactive. The precise title is *American Democracy In Context*, by Maltese, Pika and Shively. You can gain access free of charge for a two week grace period. Link to log-on to Sage Vantage

<https://vantage.sagepub.com/ORRSXX-2165/JoinCourse> the course id is ORRSXX-2165. Additional readings reports will be on Brightspace.

## Learning Activities and Assessments

### A. Weekly Reading with Embedded Activities and Quiz

Each week you will be assigned a chapter from the course text which will include a series of embedded learning checks and exercises. This should be completed by Wednesday at midnight. This reading will ensure we commence class with a shared basis of understanding on the topic of the week such that class time can be used for interactive discussion and extension of the ideas presented. If you do not complete work on time – please do so as soon as possible in order to receive partial credit.

The material in each chapter will form the basis for the weekly quiz. The time on task for the readings is approximately 1.5 hours according to research.

Each week you will take a brief 20 question quiz based on the week's reading and discussions. The majority of the questions will be drawn from the primary course text, a few will draw from in class lecture/discussion and additional materials. You will have 20 minutes to complete each test. Your lowest test score will be dropped. Tests must be completed by Sunday midnight each week. Please notify me ahead of time if you will not be able to meet the deadline and require an extension.

### **B. News and Views Reviews**

Reading the newspaper and keeping up with current affairs will aide your understanding of class material. In addition, political events often serve to illustrate real world implications of the topics we are addressing. Therefore, in an effort to encourage you to stay on top of the news, three weeks of the course you are required **to review an article from a major national or international newspaper on a topic related to the assigned reading for the week.** NB. For this assignment, online editions of newspapers are fine. You must submit three news reviews in, you may choose the weeks to submit review essays but can only submit one per week. You should coordinate with your debate group to ensure at least one person in the group submits a review each week. News items must be uploaded to the Brightspace drop-box midnight on Wednesday prior to the class on Thursday. E-mailed articles will not be accepted. Bring a copy of your article/review to class for discussion with your group. Continued...

Your reviews should contain:

- A brief summary of the content of the article – what is it about, what are the key points?
- A statement about why you selected this article and how it relates to class themes.
- The definition of two new words, terms, or concepts, you found in the article (some words have more than one meaning, use most applicable).
- A comparison of your article and one covering the same story from a newspaper of a different ideological perspective. You can find a listing of the ideological perspective of most reputable news sources at AllSides.com (<https://www.allsides.com/media-bias/media-bias-chart>). You can also search for stories covered by sources from the right/left/center <https://www.allsides.com/unbiased-balanced-news>

### **C. Group Debate Presentation**

For this assignment you will be divided into teams. Each team of students will be assigned to present, and serve as discussion leaders, for a debate during a class session. This role will require that you prepare a presentation that will serve to illustrate key positions (with supporting arguments and evidence) on the debate topic at hand (topics are listed below in the schedule). Each team should submit an outline of their presentation via dropbox by Tuesday prior to your presentation on

Thursday. You must include in your outline at least two questions for class discussion and five questions for a class quiz. The precise format of the presentation is your choice although I have provided an outline on Brightspace for those teams who wish to use it. The grade for this assignment will be for the group. Each group member will also write a debate paper that will be graded individually.

#### **D. Debate Paper**

On the week your group gives the debate presentation you should submit a debate paper that outlines your personal perspective on the topic. Each debate centers around a CQ Researcher report. These reports offer analysis of current political issues from a range of perspectives. Each report addresses a general topic and two or three key questions/issues related to it. You may write your paper on the general topic or select one of the questions that particularly engages you. It is best to complete the reading and think through your position on the issue before starting to write your paper. I recommend that as you read you map out arguments you agree with and those you disagree with along with reasons why, this will give you a basis for your paper.

Your paper should be 3-5 pages, 12 point font, 1 inch margins and ideally you should include the following components;

- In your opening paragraph(s), provide a brief summary of the issue you are addressing in the paper. Include background information and facts/statistics about the nature of the problem. Offer a "thesis statement" - that is state *your* position on the issue that you will then go on to defend through the paper.  
**Writing suggestion:** Ideally you should use your thesis statement to provide a "roadmap" of your paper. By that I mean, if you state your thesis and your reasons to support your position then the paragraphs in your paper should address the reasons you list in the same order. For example you might state, "I support same day voter registration because it increases turnout, ensures a more representative electorate because it is used most often by young citizens, and is relatively easy to administer given modern technology." This would mean that the paragraphs in your essay would provide more information/support for each of the claims. For example first, you might provide data on voter participation in same day registration states versus states without it. Second you could explore voter participation across age groups and data to show that young people use same day registration at high rates. Finally you could explore the historic reasons for voter registration and explain how technology can help make same day registration possible.
- Describe in your own words the opposing views on the issue provided by the CQ Researcher report that you feel are most compelling. While you may, and should, use quotes and facts from the article to illustrate the various perspectives, please use direct quotes sparingly. The best papers will use the information and critical perspectives provided but state the key points and capture the

arguments using your own words. If you can, try to highlight throughout this section arguments that support your position on the issue and ones that you disagree with and state why you agree or disagree.

- At the end of the paper re-state your perspective on the issue. Do you agree/disagree with one of the viewpoints expressed. Do you have an entirely different perspective on the issue, if so state what you think and explain /reiterate why. You should have developed your arguments in earlier sections as you described opposing view-points so use this section to provide a concluding summary of your position.

**D. Debate Paper (cont.)**

If it helps, you can think of the format of your paper in very simple terms, like this: there is an issue X (explain and provide background about X). Some people think A about X (explain this perspective and reasons/facts that support it), while others think B about X (explain). I agree with (A or B or some of both) because of (add your reasons here).

Please ask if the requirements for the paper are unclear to you. Finally, please make sure to **proof read** your paper and check for errors in spelling and grammar. You should aim to have 3-5 pages double spaced 12 point font and 1 inch margins.

**E. Participation**

The course has been designed to encourage active participation. The class will be divided into teams for debate activities. There will be regular break-out sessions in class for discussion of news items and debate topics among other activities. Your participation will be necessary to make these sessions successful. There will be participation assignments and debate quizzes that will factor into your participation grade. I will frequently use debate teams as a basis for group work so that you will get to know each other. I hope that students will support fellow team members and keep each other abreast of course activities and current events etc. When teams present, they will provide questions for the debate quiz. For those who may have anxiety speaking in class – crafting questions may be a way to contribute.

**Evaluation and Grading Scale**

**Grading Weights:**

Weekly reading and embedded activities	20%
Weekly quizzes (lowest score will be dropped)	25%
Debate Presentation	10% (Team Grade)
Debate Paper	20%
News and Views Reviews (3 reviews)	15%
Participation	10%

**Grading Scale:**

- **A** : 94% and above, **A-**: 90-94% (this is highest level work)
- **B+**: 87-90%, **B**: 84-87%, **B-**: 80-84% (this is better than average work)
- **C+**: 77-80%, **C**: 74-77%, **C-**: 70-74% (this is average level work)
- **D+**: 67-70%, **D**: 64-67%, **D-**: 60-64% (this is minimum level passing work)
- **E**: below 60% (failing work)

## Course Schedule

The course will run in weekly blocks. The first part of the class each week will be discussion of news review articles in groups. This will be followed by lecture/discussion addressing material from the text. The class will culminate with team lead debates and other engaged learning activities that apply course concepts to contemporary issues. Materials and instructions for each week will be placed on Brightspace.

### **Week 1 August 31<sup>st</sup> Introductions**

Course overview...please read syllabus. Group formation and debate assignments. Develop course expectations and ground-rules.

*In class activities...*(thinking prompts : What is your ideology? How polarized are US politics?)

Take the Political Personality Test <https://www.politicalpersonality.org/>

Take the Political Compass Test <https://www.politicalcompass.org/>

Take the Perception Gap Quiz <https://perceptiongap.us/>

Review All Sides.com, take the "check your bias" test <https://www.allsides.com/media-bias/rate-your-bias>

*Documentaries...*1) Dismantling Democracy 1 : *America, Land of the Free?* Link on Brightspace [https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1k4d56r/alma998474402404805](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1k4d56r/alma998474402404805)

2) "America's Socialist Experiment" link on Brightspace [https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1ocvps1/alma998447376104805](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1ocvps1/alma998447376104805)

3) Frontline "A Thousand Cuts" <https://www.pbs.org/wgbh/frontline/documentary/a-thousand-cuts/>

### **Week 2 September 7<sup>th</sup> - Democracy and U.S Politics**

*Read...*Chapter 1 in Sage Vantage text and complete in text exercises. Review one section of "It's Complicated. People and Their Democracy in Germany, France, Britain, Poland and the United States." *Report from More In Common* <https://www.moreincommon.com/attitudes-toward-democracy/>

*In class activity...*(thinking prompts: What is your democracy? How is US democracy distinct?)

Compare Data from different countries in "It's complicated..."

*Documentaries...*1) Dismantling Democracy 2 – Democracy Around the World [https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1k4d56r/alma998474401104805](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1k4d56r/alma998474401104805)

2) Frontline "Battle for Hong Kong" [https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1k4d56r/alma991060035258404801](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1k4d56r/alma991060035258404801)

### **Week 3 September 14<sup>th</sup> Making Policy**

*Read...* Chapter 15 in Sage Vantage text and CQ Researcher Social Security

*In class activities ...*Thinking prompt – What would you change about the federal budget? How does the budget reflect US values?

Try the Federal Budget "Balancing Act" <https://us.abalancingact.com/2022-federal-budget>

**Example Debate** - Social Security – How Should It Be Reformed?



Documentaries... "Obama's Deal" <https://www.pbs.org/wgbh/frontline/documentary/obamasdeal/>

#### **Week 4 September 21<sup>st</sup> Founding and the Constitution**

Read... Chapter 2 in Sage Vantage text and CQ Researcher "Deaths of Despair"

Explore the Interactive Constitution <https://constitutioncenter.org/interactive-constitution/the-constitution>

In class activities ... **Debate 1:** Why are so many Americans without college degrees dying prematurely? What should be done about premature deaths?

Documentaries... One Nation Under Stress [https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1k4d56r/alma998444510604805](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1k4d56r/alma998444510604805)

#### **Week 5 September 28<sup>th</sup> Federalism**

Read... Chapter 3 in Sage Vantage Text and CQ Researcher "Abortion Post Roe"

Explore the Guttmacher Institute Interactive State Policy Map <https://states.guttmacher.org/policies/>

In class activities ... **Debate 2:** Should Congress Pass a Federal Abortion Policy or Should States Decide?

Documentaries... 1) Any Frontline documentary in the Roe Overturned How We Got Here sequence <https://www.pbs.org/wgbh/frontline/article/supreme-court-overturned-roe-v-wade-documentaries/>  
2) Reversing Roe, Netflix Original Documentary

#### **Week 6 October 5<sup>th</sup> Civil Liberties**

Read... Chapter 4 in Sage Vantage Text and CQ Researcher Church and State

Explore Pew Research Reports on Religion in American Public Life (pick one to read)

<https://www.pewtrusts.org/en/topics/religion>

In class activities ... **Debate 3:** Church and State, Is Jefferson's Wall of Separation Eroding? If so, is it a challenge to U.S. democracy?

Documentaries... Frontline, Michael Flynn's Holy War <https://www.pbs.org/wgbh/frontline/documentary/michael-flynns-holy-war/>

#### **Week 7 October 12<sup>th</sup> Civil Rights**

Read... Chapter 5 in Sage Vantage text and CQ Researcher Obesity in America

Explore Our World In Data - Obesity <https://ourworldindata.org/obesity>

In class activities ... **Debate 4:** Debate 4: Obesity in America, Can the Increase in its Prevalence Be Reversed? Should It Be Reversed?

Documentaries... Obesity: America in Danger <https://www.watchjavafilms.tv/all-films/obesity-america-in-danger>

### **Week 8 October 19<sup>th</sup> Political Parties and Interest Groups**

Read...Chapter 7 in Sage Vantage view 538 Podcast on What if the US Had More Parties?

<https://www.youtube.com/watch?v=ZD9dMpVtivs>

Explore Echelon Survey Data <https://echeloninsights.com/in-the-news/june-omnibus-quadrants/>

*In class activities...* Thinking prompt – what political party or interest group would you join?

Take the Multiparty quiz - <https://www.nytimes.com/interactive/2021/09/08/opinion/republicans-democrats-parties.html> - multiparty quiz

Review the "No-Labels" Party <https://www.nolabels.org/about-us> and "Forward Party"

<https://www.forwardparty.com/>

Review the Project Vote Smart Interest Groups <https://justfacts.votesmart.org/interest-groups>

*Documentaries...* 1) Why Americans Dislike Political Parties -

<https://www.youtube.com/watch?v=vtpvpJTVLH4>

### **Week 9 October 26<sup>th</sup> Nominations and Elections**

Read...Chapter 8 in Sage Vantage text and CQ Researcher Redistricting Battles

*In Class Activities...* **Debate 5:** Redistricting Battles – Can Partisan Redistricting Be Reformed? Should it Be Reformed?

*Documentaries...* 1) "Slay the Dragon" <https://www.slaythedragonfilm.com/watch-at-home/>

<https://www.justwatch.com/us/movie/slay-the-dragon>

2) The Battle for Rank Choice Voting <https://rcvfilm.com/>

### **Week 10 November 2<sup>nd</sup> Political Participation, Voting Behavior and Campaigns**

Read...Chapter 9 in Sage Vantage text and CQ Researcher Dark Money

<https://cqpress-sagepub-com.brockport.idm.oclc.org/cqresearcher/report/dark-money-cqresrre20230106>

*In Class Activities...* **Debate 6:** Dark Money – Can it be Regulated? Should it Be?

*Documentaries...* Dark Money [https://suny-](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1k4d56r/alma998444306204805)

[bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1k4d56r/alma998444306204805](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1k4d56r/alma998444306204805)

### **Week 11 November 9<sup>th</sup> Congress**

Read Chapter 11 in Sage Vantage

*In Class Activities...* Research a member of Congress - <https://www.propublica.org/article/who-is-my-member-of-congress-heres-how-to-find-out-what-your-reps-have-been-up-to> view Good Trouble

Documentaries...1) Frontline Pelosi's Power

<https://www.pbs.org/wgbh/frontline/documentary/pelosis-power/> 2) The Swamp [https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1ocvps1/alma998447277504805](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1ocvps1/alma998447277504805)

### **Week 12 November 16<sup>th</sup> The Presidency**

Chapter 12 in Sage Vantage text CQ Researcher "Medical Debt in America"

*In class activities...***Debate 7:** Medical Debt in America – "Should the federal government forgive what people owe?"

Documentaries...1)The Best Health Care? America and the World?

<https://www.pbs.org/newshour/series/the-best-health-care-america-the-world>

2) The Healthcare Divide <https://www.pbs.org/wgbh/frontline/documentary/the-healthcare-divide/>

### **Thanksgiving November 23rd**

### **Week 13 December 1<sup>st</sup> The Judiciary**

Read Chapter 14 in Sage Vantage and CQ Researcher Supreme Court

*In class activities...***Debate 8: The Supreme Court – Can It Regain The Trust of the Public?**

Documentaries...1) Frontline "Supreme Revenge"

### **Week 14 December 8<sup>th</sup> The Bureaucracy**

Chapter 13 in Sage Vantage

Documentaries...1) Frontline "A Thousand Cuts"

2) Dismantling Democracy 3 – The Way Forward [https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY\\_BRO/1k4d56r/alma998474400104805](https://suny-bro.primo.exlibrisgroup.com/permalink/01SUNY_BRO/1k4d56r/alma998474400104805)

### **Debate Schedule**

September 21<sup>st</sup> - Debate 1: Why are so many Americans without college degrees dying prematurely? What should be done about these premature deaths?

September 28<sup>th</sup> – Debate 2: Should Congress Pass a Federal Abortion Policy or Should States Decide?

October 5<sup>th</sup> - Debate 3: Church and State, Is Jefferson's Wall of Separation Eroding? If so, is it a challenge to U.S. democracy?

October 12<sup>th</sup> – Debate 4: Obesity in America, Can the Increase in its Prevalence Be Reversed? Should It Be Reversed?

October 26<sup>th</sup> - Debate 5: Redistricting Battles – Can Partisan Redistricting Be Reformed? Should it Be Reformed?

November 2<sup>nd</sup> – Debate 6: Dark Money – Can it be Regulated? Should it Be?

November 16<sup>th</sup> - Debate 7: Medical Debt in America – “Should the federal government forgive what people owe?”

December 1<sup>st</sup> - Debate 8: The Supreme Court – Can It Regain The Trust of the Public?

## **Course Policies**

### **Late Work/Make-up Policy**

It is important to stay current with work in this course. Weekly activities that you are required to complete prior to class are meant to highlight areas and issues for discussion in class thus they have less value if they are submitted late. Therefore, late work on these assignments will receive a grade penalty except in extenuating circumstances. Please let me know if you anticipate a problem meeting deadlines and/or if you need consideration due to unfortunate or unforeseen incidents that prevented you from submitting work on time.

### **Attendance Policy**

In this course, students are expected to attend all class sessions and be prepared to discuss assigned readings. I will circulate an attendance sheet at most class sessions. The college policy on attendance states that students can be dismissed from a course for unexcused absences in excess of 15% of class sessions. For example – during a class that meets twice a week that means five unexcused absences. Please be advised that you are responsible for completing work that you miss due to either excused or unexcused absences.

### **Class Conduct and Netiquette**

The over-riding principal in this course is that we respect everyone and follow the golden rule – meaning treat everyone as you would like to be treated. This can a little more challenging in the on-line format, such as discussion boards etc. than it is in person as the “remote” aspect makes empathy a little more challenging. During the first week of the semester we will work together to establish some course rules and norms for our interactions. I feel this is especially important as we will be discussing some controversial issues during our time together.

### **Participation Expectations**

Each week we will be thinking about, and discussing, various pressing public issues. As you will learn, there is no “correct” solution or approach to resolving/responding to these issues, it is a matter for discussion! That said, it is important that we offer thoughtful reasoning/supporting arguments/evidence to support positions we take in class discussion. It is important too, that we consider opposing views thoughtfully. Of course, it is expected that we will always engage with our class community in a respectful manner. You will be rewarded for your willingness to share your

thoughts on class material, and for raising questions related to the material. The class will be much more fun if you are willing to participate. For those among you who may have anxiety speaking out in class – there will be alternate forms in which you can participate too.

### **Contacting Instructor**

If you have any questions or queries about the course or assignments, please first consult the syllabus and see if one of your peers in the class can help out. If you cannot find the answer then please reach out to me, I will try to respond within 24 hours (hopefully much sooner). We can set up a time to talk in person via phone or virtual meeting space.

### **Withdrawal and Drop Date Policy**

Students should be aware that, at the College at Brockport, individual course instructors are not allowed to drop or withdraw students who do not attend after registering for classes. Students who remain registered but do not attend will receive failing grades. If you wish to withdraw from the class please fill out the appropriate paperwork.

### **Incompletes**

If you fail to complete all of the required work for a course because of circumstances beyond your control, you may request that your instructor assign you a grade of "Incomplete." The decision to grant a grade of Incomplete is solely the instructor's, and should be based upon incomplete work, not failed examinations or poor attendance. If you are granted an Incomplete, you will be required to agree to an "I Contract," which will specify the work you must complete to meet course requirements, as well as an alternate grade to be assigned if the work is not completed as stated. The contract also specifies the date by which the work must be completed, which can be no later than the end of the following semester.

### **Resources**

Department Phone Number: 585 395 2584

Department Email Address: [dkurtz@brockport.edu](mailto:dkurtz@brockport.edu)

Student Accessibility Services: 585) 395-5409, E-mail: [sasoffice@brockport.edu](mailto:sasoffice@brockport.edu)

Academic Success Center: (585) 395-5397, E-mail: [asc@brockport.edu](mailto:asc@brockport.edu)

Drake Memorial Library: (585) 395-2277, E-mail: [askdrake@brockport.edu](mailto:askdrake@brockport.edu)

Counseling Center: (585) 395-2414, E-mail: [counselingcenterquestions@brockport.edu](mailto:counselingcenterquestions@brockport.edu)

Office of Equity, Diversity and Inclusion link: (585) 395-2024,

<https://www.brockport.edu/about/diversity/>

## School Wide Policies

### STATEMENT OF EQUITY AND OPEN COMMUNICATION

We recognize that each class we teach is composed of diverse populations and are aware of and attentive to inequities of experience based on social identities including but not limited to race, class, assigned gender, gender identity, sexuality, geographical background, language background, religion, disability, age, and nationality. This classroom operates on a model of equity and partnership, in which we expect and appreciate diverse perspectives and ideas. If anyone is experiencing exclusion, intentional or unintentional aggression, silencing, or any other form of oppression, I encourage open communication with myself and/or the class as a whole.

### STUDENT CODE OF CONDUCT

The following is a link to the University's [Code of Student Conduct](#).

### ACADEMIC INTEGRITY

Students are expected to read and abide by the policies and procedures set forth in the University's Policy of [Student Academic Dishonesty](#).

### DISRUPTIVE STUDENT BEHAVIORS:

The following is a link to SUNY Brockport's policy [Procedures for Dealing with Students who are Disruptive in Class](#).

### ATTENDANCE POLICY

Attendance in online courses is determined by appropriate participation in course activities. Professors are able to track both logging on times and dates as well as viewings of course materials. View the University's [Attendance Policy](#).

### DISABILITY STATEMENT

SUNY Brockport is committed to fostering an optimal learning environment by applying current principles and practices of equity, diversity, and inclusion. If you are a student with a disability and want to utilize academic accommodations, you must register with Student Accessibility Services (SAS) to obtain an official accommodation letter which must be submitted to faculty for accommodation implementation. If you think you have a disability, you may want to meet with SAS to learn about related resources. You can find out more about Student Accessibility Services at [/life/accessibility-](#)

[services/](#), or by contacting SAS via [sasoffice@brockport.edu](mailto:sasoffice@brockport.edu), or 585-395-5409. Students, faculty, staff, and SAS work together to create an inclusive learning environment.

The following is a link to the University's policy [Procedure for Accessing Services for Students with Disabilities](#).

## **SEXUAL HARASSMENT/TITLE IX STATEMENT**

Sex and Gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and University policy require the University to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination (including gender identity or non-conformity), discrimination on the basis of sexual orientation or pregnancy, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at [Title IX](#). Confidential assistance is available on campus at Hazen Center for Integrated Care and RESTORE. Faculty are NOT confidential under Title IX and will need to share information with the Title IX & College Compliance Officer.

## **EMERGENCY MANAGEMENT**

In case of emergency, the Emergency Alert System at SUNY Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the University's Emergency Information website, [/support/emergency](#). Included on the website is detailed information about the University's emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in the classrooms, halls, and buildings, and all university facilities.

## **ELECTRONIC DEVICES**

The following is a link to the University's [electronic devices policy](#).

## **Reasonable Accommodations**

**Note:** Students can find comprehensive details of college wide policies on the college website <http://www.brockport.edu/policies/category.php?id=2>

## **PLS 113 ~ American Politics Fall 2023**

Dr. Susan Orr

**Email:** [sorr@brockport.edu](mailto:sorr@brockport.edu)

**Office Hours:** W 9 – 12; Th 5.30-6.30 or by appointment on zoomphone

**Meeting Times/Location:** Thursday 6.30 – 9.15 – Hartwell 221

### **Course Description**

Humans exist in circumstances where they continually have to, or perhaps want to, coordinate their interactions. Humans also frequently disagree for a variety of reasons about the best ways to do so. Government provides one solution to such coordination problems. As such government and politics are unavoidable aspects of human existence. In this course we will explore some of the ways that citizens of the United States have addressed political questions and structured their government. We will do so in part by comparing the US political system and political culture to those in other nations.

This is an introductory course, that means we will cover a wide breadth of topics to provide you a sense of the different subjects of, and approaches to, studying American politics. The idea is to give you a framework or overview of American politics and help you prepare to be an active and engaged citizen upon graduation. For those with an interest in additional study of government and politics this class will prepare you for more specialized, deeper investigations of aspects of American politics that may particularly engage you. American politics is generally separated into the study of "individuals" and aggregates of individuals (political behavior), and the rules that govern their behavior (political institutions). Political behavior addresses such questions as who votes, what factors contribute to political engagement/disengagement, and how socio-economic, historical, and cultural forces impact a citizens' political activity. Political institutions explore formal institutions (such as Congress) as well as rules and conventions (electoral rules) and how they change over time to determine such things as how power is distributed and deployed among the different branches of government, and how voting rules impact policy outcomes. The class will combine exploration in both of these broad areas of study.

### **Student Learning Objectives/Outcomes**

- To introduce students to the main features of the American political system: its constitutional foundations, primary institutions, main political actors, and issues of democratic participation.
- To encourage students to think critically about the theory and practice of American politics.
- To ask students to consider current political issues, how such issues affect their lives and how they might take part in the political system.
- To improve students critical thinking, writing, and public speaking skills.