

LINDENWOOD

U N I V E R S I T Y

COLLEGE OF ARTS AND HUMANITIES

Hello and welcome to Special Topics: Workshop on American Government. I am Dr. Hosto-Marti, and I am excited that you are taking this course this semester. I look forward to working with you as we explore the institutions of the American governmental system and how institutions at the local, state, and national government work together to address the policy needs of our nation. My goal for this course is to deliver a thoughtfully planned learning experience. The course will deepen your understanding of Government and how it touches all our lives. Challenge you to develop your critical thinking ability and enhance your communication skills. I will include you in all aspects of the course, support you as a student, and motivates you to explore the course topic in depth. Welcome to the course, and I am looking forward to working with you this semester!

😊 I look forward to learning with you over the next 8 weeks. I want you to reach out to me for further discussion of the course materials or to clarify any assignment or issue. 😊

I. COURSE

College: College of Arts and Humanities

Course Number: PS19002

Section ID: OL

Course Title: Special Topics: Workshop in State and Local Government

Credit Hours: 3

Term: Spring 1 -8 WKS 2024

Term Start Date: January 8, 2023

Term End Date: March 3, 2023

Student Drop-in Times and Location: Virtually through Teams or Zoom by Appointment



Course Description

GE-Human Culture: US History/Government This course provides students with an introduction to American and Missouri government constitutions, institutions, politics, and processes. Students develop an understanding of the foundations and environment of the American political system by examining the principles of democracy and political ideology and thought upon which the US and State of Missouri is based. Describe and evaluate the key concepts about voting, political parties, campaigns, and other forms of political participation, understand the interactions between the branches of government, the citizens, and how those interactions create domestic and foreign policy. This course follows up on participation in the weeklong intensive Missouri Boy's State or Missouri Girl's State governmental simulation and course work analyzing the theories of representative government, Federalism, and the interaction between states.

This course is only available to participants in Missouri Boys State or Missouri Girls State programs; administrative approval required.

Textbooks, Materials and Resources

Krutz, American Government 3e, ISBN 978-1-951693-43-5

<https://assets.openstax.org/oscms-prodcms/media/documents/AmericanGovernment3e-WEB.pdf>

Declaration of Independence (open access)

US Constitution (open access)

Missouri Boys State Citizenship Manual or Missouri Girls State Manual (received through the Missouri Boys State and / or Missouri Girls State programs)

The Missouri Constitution (open access)

Handouts and/or manuals provided in the schools of instruction.

Canvas Access

You will have access to the course Canvas shell two weeks prior to the course start date, and two weeks after the course end date.

Notifications

The course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be notified in writing of all substantive changes to the course syllabus.

II. INSTRUCTOR

Name Barbara Hosto-Marti

Student Consultation Hours:
By appointment on Teams or Zoom

Contact Information

Bhosto-marti@lindenwood.edu

1-636-949-4486

For further assistance, please contact Humanities@lindenwood.edu

Biography

Dr. Hosto-Marti received a Ph.D. in Political Science from the University of Missouri – St. Louis, an MPA from Southern Illinois University at Edwardsville, and a BA from Illinois College. She is interested in examining the interaction between civil society and public policy at both the national and global stage. This interest stems from her 20 plus years working as a nonprofit professional. Her current research explores how public perception of advocacy by nonprofits affects people's willingness to contribute to or volunteer for nonprofit organizations. In the classroom, she is committed to preparing students to be informed and engaged participants in the political process.

Throughout this course you will receive comments and feedback from me through Canvas discussion boards, comments on papers and other assignments.

Availability/Presence & Responsiveness

Contacting Me: My preferred communication method is by e-mail: bhosto-marti@lindenwood.edu. I will respond to e-mails promptly. **Please allow 12 to 24 hours on weekdays and 24-48 hours on the weekends for a response.** I will let you know in advance if I will be out of communication for several days. You can also reach me through Canvas email.

Contacting You: I will communicate with you through campus (NOT PERSONAL) e-mail, Canvas announcements, and within Canvas course modules. **Check these sources several times a week.** I will make every effort not to post time sensitive information later than Sunday each week. It is your responsibility to make sure that your campus e-mail is operating properly – faulty campus e-mail will not be an excuse for missed communication. Since e-mail will be the primary means of communication. Include your name in all e-mail communications

III. STUDENT SUPPORT SERVICES & RESOURCES

Lindenwood University faculty and staff want to partner with you for success in this course and in your Lindenwood University experience. **The experience of the past years with the pandemic and natural disasters, and their lingering effects, have added significant stress and trauma to our lives.** Please work with your instructor, advisor, and

other members of the Lindenwood community to be proactive in accessing and utilizing the support resources available to you. **Remember to reach out if you need help!**

Academic

For time-management strategies, study habits, test preparation, course-specific tutors, or to work with a Life Coach, contact Student and Academic Support Services (SASS) at SASS@lindenwood.edu.

For writing assistance, contact the Writing Center at writingcenter@lindenwood.edu.

Library Services can help you find materials, navigate the research process, and answer any library related questions. To get started, contact Library Services located in the Library and Academic Resources Center (LARC) or you can reach us via email, LibrarySTC@lindenwood.edu, phone (636) 949-4820, or via chat through the library website [Lindenwood Library | Lindenwood University](#).

For internet connectivity issues, new IDs, and computer issues, contact the [Help Desk](#) at helpdesk@lindenwood.edu or stop by the front desk of the LARC.

For Canvas support, please review the information in the Help folder on the left side of the Canvas menu in your Canvas shell, contact the [Help Desk](#), or contact Canvas directly at 1-855-691-2240.

Personal Support

For free confidential mental health assistance for you or for a fellow Lindenwood student, contact the [Student Counseling and Resource Center \(SCRC\)](#) at (636) 949-4522. Some services may not be available to non-residential students.

For advocacy and equity support, contact the [Center for Diversity and Inclusion \(CDI\)](#) at diversity@lindenwood.edu.

For spiritual support, contact our [university chaplain](#), Rev. Dr. Nichole Torbitzky at ntorbitzky@lindenwood.edu.

Global Navigation Menu

For the following information, please refer to the Lindenwood folder in the Canvas Global Navigation Menu:

- Student and Academic Support Services
See also:
- Technical Support Services and Resources

- Technical Requirements

IV. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)

- Students/Citizens will develop an understanding of the foundations of the American political system by examining the principles of democracy and political theories upon which the US and State of Missouri government institutions are based.
- Students/Citizens will have a working knowledge of the functions of state and local government as well as a better understanding of how governmental authority effects the lives of citizens.
- Students/Citizens will have a greater appreciation for the importance of participation in a democratic political system and a heightened awareness of public service as a career choice.
- As part of the simulation students/citizens will gain hands on experience with the functions of state, county, and municipal government. Including budgeting, legislation, administration, and elections.
- Students/Citizen will actively participate in a selected school of instructions to gain understanding and experience in how this institution contributes to governing.
- Students/Citizens will develop a working knowledge of the US and Missouri Constitutions.

Graduate Attributes

Lindenwood University is committed to preparing its graduates for a world of increasing complexity, innovation, and change. Accordingly, developing and demonstrating the following Graduate Attributes is central to the educational spectrum at Lindenwood, including the general education curriculum, major programs of study, and co-curricular experiences.

General Education Category

US History and Government

Graduate Attribute

Responsible Citizens

Graduate Attribute Definition

Responsible citizens take responsibility for their actions and understand their roles in the community. They engage in their communities by working collaboratively in order to promote the welfare of others.

Graduate Attribute Rubric

Lindenwood University—College of Arts and Humanities

► Preparing for Every Future ◀

Make Your Own Way. Tell Your Own Story.

<https://www.lindenwood.edu/files/resources/responsible-citizen-rubric.pdf>

Graduate Attribute Signature Assignment and Description

Policy Proposal – By week 3 of the course students will identify a policy issue facing state or local government they wish to address. Students will research this policy issue and create a 3–5-page policy recommendation report.

V. GRADING

Final Grades

Grade Grading Scale

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

Grades are rounded to the nearest whole percentage.

Methods of Assessment

Methods of Assessment	Assignments
Policy Proposal	100 points (40%)
Discussion and Activities	100 points (40%)
Letter to Elected Official	50 points (20%)
Total Points	250 points

Assignments

Discussion Board – Students will use these discussion boards to reflect on the connection between their simulation experience and the fundamental theories underlying the US and Missouri state systems of government. They will also engage and response to varied ideological and functional perspectives.

Policy Proposal – By week 3 of the course students will identify a policy issue facing state or local government they wish to address. Students will research this policy issue and create a 3–5-page policy recommendation report. This report will address the following information.

Issue Summary

- Why is the issue important?
- Who is affected by the issue?
- What happens if this issue is not addressed?

Policy Analysis

- **Identify Propose two possible solutions?**
 - What are the strengths and weaknesses of each solution?
 - How much would it cost \$\$\$\$?
 - Political Agreement - How much do the political parties or American people agree with the solution (Public Opinion Polls)
 - Political Will – Is this issue a priority of most Americans?
 - Are they willing to make sacrifices to see it changed?

Policy Analysis

- What advice would you offer an elected official working on this policy? (Preferred policy option)

Letter to Elected Official – You will take the knowledge gained from crafting the policy proposal and summarize it in a letter to a relevant elected official. The purpose of this assignment is to get you used to using your constitutional right to petition government for the redress of grievances. You are not required to send this letter to the official, but I hope you will want to.

VI. POLICIES & REQUIREMENTS

Please note that the class policies and requirements are designed to help you be successful in this course and gain skills that will help you in your future endeavors.

For all policies and procedures that apply to all courses at Lindenwood University, go to: <https://www.lindenwood.edu/academics/support-resources/academic-services/university-syllabus-policies/>. This material can also be found in the Lindenwood folder in the Canvas Global Navigation Menu, under Syllabus Policies. Such policies include those pertaining to academic integrity, copyright, accessibility for students with disabilities, and student authentication. You are responsible for familiarizing yourself with and adhering to these policies.

Late & Missing Work

Late work should be avoided. Any late work will be assessed a point deduction of 10% for every week that it is late. All assignments must be turned in by the last day of class.

File Formats

All written assignments uploaded in Canvas should be in doc, docx, or pdf file formats unless otherwise specified by the instructor.

Writing Style

Students may use MLA or APA style of writing, or other commonly accepted writing style with which they are familiar. Students should take care to ensure they are internally consistent in using a particular style within a writing assignment (do not mix styles within an assignment).

Academic Honesty

This course is structured to promote and support academic honesty. All writing assignments must be submitted through TURN IT IN website to assess for correct citations. Students are encouraged to review the TURN IT IN report and correct any citation issues and resubmit the document. Please reach out to your instructor or the Lindenwood University Writing Center for guidance on proper citation.

In addition, the first and last discussion board will be a video presentation.

Attendance

Attendance in an online course is based on submission of one or more academic activities, such as discussion board participation, quiz, exam, paper, or other graded assignment. First week attendance in online courses is based on submission of a graded assignment. Neither logging into a course in Canvas nor the submission of the required Introductory Video is counted as attendance.

Student Interaction & Communication

“If all mankind minus one were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.” -John Stuart Mill

Even in an online setting we will be creating a building a marketplace of ideas and a community of learners. As members of this community, students are expected engage with the instructor and fellow students in a manner that is constructive, relevant, and respectful. You are encouraged to keep an open mind and respectfully consider the opinions and viewpoints of your fellow students and the instructor. We will not agree, and we need not change others' views, but we will gain a better understanding and appreciation of different perspective and maybe even our own opinions. We will be interacting in discussion and through peer-review activities.

Etiquette rules are applicable to all online communications. When conducted properly, online communications should be no less in terms of quality and consideration than that which is exchanged in face-to-face or printed communications.

Suggestions for Doing Well in this Course

If you put in the effort, I am confident that you will be successful in this course! Here are a few suggestions to help you have a positive and successful learning experience:

- Familiarize yourself with our Canvas shell and check it regularly.
- *Carefully* read all course communications (announcements, instructions, emails, etc.).
- Let me know *as soon as possible* if you are having problems with anything! I am happy to meet with you to help in any way I can. Just reach out to me and we will set up a time to meet.
- Do the readings
- Thoughtfully participate in the class discussions and activities. These are an excellent opportunity to get feedback from the instructor and your classmates.

VII. COURSE SCHEDULE

COURSE CALENDAR AND READING ASSIGNMENTS

Students will participate in a one-week intensive academic simulation in the summer prior to enrolling in this course. That simulation contains 40 hours of instruction time as well as additional academic exercises beyond those hours in support of the program. The remainder of the contact hours necessary for awarding 3-credits is delivered in asynchronous online format as outlined below.

Week 1

January 8

American Government and You – The Constitution and Public Policy in Our Daily Lives

- Syllabus Review
- Constitutions and Government
- Federalism and the Making of America

READ:

Krutz Chapters 2 and 3
Declaration of Independence
US Constitution
Missouri Constitution

Survey and Discussion Board

Week 2

January 15

Civil Rights - When Should Government Protect Freedom and Fairness?

Civil Liberties and Tolerance - Whom Should Government Protect?

READ:

Krutz Chapters 4 and 5
Bill of Rights
Landmark Court Cases (posted in canvas)

Discussion Board

COURSE CALENDAR AND READING ASSIGNMENTS

- Week 3** **January 22**
Our Three Ring Circus - Executive, Legislative, and Judiciary
READ:
 Krutz Chapters 11, 12, 13, 15
- Discussion Board**
 Policy Proposal Topic
-
- Week 4** **January 29**
Power Players - Interest Groups, Political Parties, the Media,
and WE THE PEOPLE
READ: Krutz Chapters 6, 7, 8
- Discussion Board**
-
- Week 5** **February 5**
Who Decides? - Political Parties, Elections, and Campaigns
READ:
 Krutz Chapter 9
- Policy Proposal Draft 1 – Peer Review**
-
- Week 6** **February 12**
Who Pays? – Budgets, Choice, and Domestic Policy
READ:
 Krutz Chapter 16
- Policy Proposal Draft 2**

Week 7

February 19

Who Pays? – Budgets, Choice, and Foreign Policy

READ:

Krutz Chapter 17

Discussion Board

Letter to Elected Official

Week 8

February 26

Policy proposal Consultation Meetings

Final Policy Proposal