

**Course Syllabus**  
**IRL2020- U.S. Politics in the Global Context**  
**Alliant International University**

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[Term and Year]

[Class location]

[Class Meeting days and time(s)]

[Instructor Name and Title]

[Office location, e-mail, phone]

[Office Hours: scheduled + by appointment? Virtual Office Hours?]

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**Course Rationale:** How does the U.S government function? What are the institutional bases of the political decision making process? How do American citizens participate in the political life? How does global economic and political forces impact U.S. role in world politics? These are some of the questions this course will focus on. The course satisfies the GE requirement for American Government/Political Science course. The General Education Program at Alliant International University provides a common integrative learning experience for all undergraduates, regardless of their major or their program of study. Alliant is committed to the principle that, while general education prepares students for personal and professional success in the specialized focus of their majors, it also provides a lasting broader foundation for intellectual and personal growth, for critical inquiry and problem-solving, and for ethical and responsible choices.

**Course Description:** This course explores the structure and political processes of American national government, providing an introduction to the ideas and institutions that shape American politics in the context of changing global economic and political processes and security concerns.

**Textbook:** (These are suggestive only. The actual textbooks shall be determined by the instructor)

Cal Jillson, *American Government: Political Change and Institutional Development*

David Held and Mathias Koenig-Archibugi, *American Power in the 21<sup>st</sup> Century*

**Course Specific Learning Outcomes:**

Upon successful completion of the course students will be able to:

- *Demonstrate* an understanding of the U.S political institutions and their historical evolution.
- *Gain* an analytical and conceptual understanding of the different branches of the government and how they work together.
- *Develop* an understanding of the bases for political culture and political behavior in the United States.
- *Understand* the influence of media and interest groups in political decision making process.

- *Think creatively* about American politics and domestic and international political challenges.
- *Demonstrate* a clear understanding of United States role as a global power and its foreign policy towards

### **General Education Learning Outcomes:**

#### *Reading Comprehension:*

- Define the purpose and/or thesis of a written text.
- Identify main ideas or themes and supporting details of a text
- Distinguish between fact and opinion
- Make logical inferences from the reading
- Accurately summarize, paraphrase, and organize information from the reading
- Evaluate the persuasiveness of the written text

#### *Creative Thinking:*

- Independently formulate questions for exploration
- Accurately interpret evidence/findings
- Evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs;
- Clearly communicate and defend their position or conclusions by evaluating the validity of claims, providing evidence and support, and arguing against competing claims when applicable;
- Create new ideas/positions/solutions/ techniques by critically examining emerging issues, solving problems, and applying knowledge and theory to novel situations;
- Evaluate one's own positions/conclusions through reflective thinking.

#### *Effective Communication in Writing*

- Apply fundamental strategies such as invention, drafting, revising, editing for their writing projects
- Develop a controlling idea or thesis for the writing project
- Develop effective organizational strategies
- Arrange supporting details coherently
- Construct logical and persuasive arguments
- Locate, evaluate, and synthesize primary and secondary sources into presentations without falling into plagiarism
- Document sources in at least one standard style of documentation

#### *Effective Communication through Speaking and Presentation:*

- Generate, evaluate, and organize material for effective oral presentation
- Deliver effective oral presentations in the classroom settings, using standard diction of American English
- Speak clearly and project the voice sufficiently, employing appropriate verbal and nonverbal strategies

- Utilize visual aids such as Power Point effectively
- Lead and participate effectively in group discussions
- Apply active listening skills in interpersonal settings

**Instructional Strategy**

(To be determined by the instructor)

**Course Requirements and Assessment:**

(To be developed by the instructor)

**Course Schedule:** (this is only an outline. The actual course schedule will be developed by the instructor)

***Section I: American Political Culture and Behavior***

The American Voter  
Political Parties  
Interest Groups  
The Media

***Section II: Structure and Institutions of US Politics***

The Constitution: Origins and Structure  
The Congress  
The Presidency  
The Judiciary

***Section III: US Politics in the Global Era***

Liberal Hegemony or Empire?  
War on Terror  
Goals of Diplomacy  
Beyond Iraq

**IV. Policies and Procedures:**

***Behavioral Expectations/Attendance***

What behavioral expectations does the instructor have for the students in class? Requirements for attendance, participation, respect for others, etc. should be spelled out. Describe the policies on:

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University

Catalog for the complete policy on attendance. Attendance criteria for this class are:  
[instructor to insert statement pertaining to this class].

2. Information on Participation/types of participation required by the course [as necessary]  
[instructor to insert statement]

3. Instructor Assumptions

This is a section where the instructor can communicate personal assumptions regarding the course content to distinguish it from other similar courses and other instructors. What principles and/or beliefs held by the instructor about either the content or how to learn the content would be helpful for the students to know up front?

4. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

5. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

6. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.***

An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the University’s Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined in the University’s catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Currently, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, students agree that all assignments are subject to submission for textual similarity review to Turnitin.com. Please note that any assignments or course documents submitted to this service will be included as source documents for the restricted access database of Turnitin.com which is exclusively used for the purpose of detecting plagiarism. You may indicate in writing to the instructor by the end of the

add/drop deadline for this course that you refuse to participate in the Turnitin.com process, in which case the instructor can use other means to verify the originality of your work. Material identified as plagiarized will be dealt with pursuant to University's Student Code of Conduct and Ethics: Academic. Penalties for plagiarism can be severe, up to and including expulsion from the University.

7. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance. See the full policy approved June 10, 2008 for the complete policy.

9. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Campus and Student Services for information on obtaining tutoring – or other student support services – on your campus.

10. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located in the Alliant Graduate and Undergraduate Student Handbooks or contact the University Dean of Students at [cbrewer@alliant.edu](mailto:cbrewer@alliant.edu)