

# MAJOR COURSE REVISION FOR GE 5

For Provost's & Associate Provost's  
Office Use

Effective Term: \_\_\_\_\_

**For GE 4 courses in Basic Communication, Humanities, US Studies, Western Civilization, and World Civilizations; all Diversity courses; and current non-GE courses proposed for GE 5**

PROPOSER'S NAME (print): \_\_\_\_\_ Signature: \_\_\_\_\_

SCHOOL/COLLEGE: ☐ Business ☐ Fine & Performing Arts ☐ Science & Engineering  
☐ Education ☐ Liberal Arts & Sciences ☐ Honors/Interdisciplinary

DEPARTMENT/PROGRAM: \_\_\_\_\_

COURSE NUMBER: \_\_\_\_\_ COURSE TITLE: \_\_\_\_\_

**CURRENT COURSE INFORMATION:** Please attach or enter below the information (course description, credits, attributes, restrictions, pre-/co-requisites) that appears in the [current Undergraduate Catalog](#).

## Revising a GE 3/GE 4 Course for Approval in an *Analogous* GE 5 Category

GE 3/GE 4 Knowledge and Skills Areas -> -> -> ->	Analogous GE 5 Knowledge and Skills Areas
COMP / Basic Communication	Communication – Written and Oral
GE 3: DIVR Diversity graduation requirement for GE 4-matriculated students	Diversity: Equity, Inclusion, and Social Justice
HUM / Humanities	Humanities
USST / United States Studies	US History and Civic Engagement
WRLD / World Civilizations	World History and Global Awareness
WEST / Western Civilization	

To propose a GE 3/GE 4 or Diversity course for approval in the *analogous* GE 5 category noted in the table above, complete this section and follow the process outlined below.

1. **Identify the proposed GE 5 category:** ☐ Communication – Written & Oral ☐ Diversity: Equity, Inclusion & Social Justice ☐ Humanities ☒ US History & Civic Engagement ☐ World History & Global Awareness
2. **Identify any additional course revisions you propose<sup>1</sup>:**  
☐ Change course title ☐ Change course description ☐ Change credit hours  
☐ Change course restrictions ☐ Change, add or drop pre-/co-requisites  
☐ Add or drop Writing Intensive designation ☐ Other (specify): \_\_\_\_\_
3. **Combine the following documents in a single PDF:**
  - This revision form, which will serve as a cover sheet.
  - A *brief explanation* of how the revised course addresses the GE 5 SLOs.
  - A *brief description* of any additional revisions you propose and the reason(s) for each.
  - A *revised syllabus* that includes the GE 5 SLOs.
4. **Email the revision packet** to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

<sup>1</sup>If the proposed changes affect other programs or departments, please document consultation with their chairs/directors.

Department Chair/Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

## **Revising a GE 4 Course for Approval in a *Non-Analogous* GE 5 Category**

To propose a GE 3/GE 4 or Diversity course for approval in a *non-analogous* GE 5 category – i.e., a category *other than the one aligned in the table above* – complete this section and follow the process outlined below.

1. **Identify the proposed GE 5 category:** ☐ The Arts ☐ Communication – Written & Oral ☐ Diversity: Equity, Inclusion & Social Justice ☐ Humanities ☐ Mathematics (and Quantitative Reasoning) ☐ Natural Sciences (and Scientific Reasoning) ☐ Social Sciences ☐ US History & Civic Engagement ☐ World History & Global Awareness ☐ World Languages
2. **Identify any additional course revisions you propose<sup>1</sup>:**  
☐ Change course title ☐ Change course description ☐ Change credit hours  
☐ Change course restrictions ☐ Change, add or drop pre-/co-requisites  
☐ Add or drop Writing Intensive designation ☐ Other (specify):
3. **Combine the following documents in a single PDF:**
  - This revision form, which will serve as a cover sheet.
  - A *brief explanation* of how the revised course addresses the GE 5 SLOs.
  - A *brief description* of any additional revisions you propose and the reason(s) for each.
  - A *revised syllabus* that includes the GE 5 SLOs.
4. **Email the revision packet** to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

## **Revising a *non-GE* Course for Approval in Any GE 5 Category**

To propose a current non-GE course for GE 5 approval, complete this section and follow the process outlined below.

1. **Identify the proposed GE 5 category:** ☐ The Arts ☐ Communication – Written & Oral ☐ Diversity: Equity, Inclusion & Social Justice ☐ Humanities ☐ Mathematics (and Quantitative Reasoning) ☐ Natural Sciences (and Scientific Reasoning) ☐ Social Sciences ☐ US History & Civic Engagement ☐ World History & Global Awareness ☐ World Languages
2. **Identify any additional course revisions you propose<sup>1</sup>:**  
☐ Change course title ☐ Change course description ☐ Change credit hours  
☐ Change course restrictions ☐ Change, add or drop pre-/co-requisites  
☐ Add or drop Writing Intensive designation ☐ Other (specify):
3. **Combine the following documents in a single PDF:**
  - This revision form, which will serve as a cover sheet.
  - A *brief explanation* of how the revised course addresses the GE 5 SLOs).
  - A *brief description* of any additional revisions you propose and the reason(s) for each.
  - A *revised syllabus* that includes the GE 5 SLOs.
4. **Email the revision packet** to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

<sup>1</sup>*If the proposed changes affect other programs or departments, please document consultation with their chairs/directors.*

Department Chair/Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean / Date: \_\_\_\_\_ Associate Provost / Date: \_\_\_\_\_

8/22/2022

Laurel M. Garrick Duhaney

POL 216 (American Government and Politics) already addresses the GE 5 SLOs in US History and Civic Engagement.

1. *Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation.*

In certain respects, the entire course deals with this learning objective. The course is aimed at developing a comprehensive understanding of American government and politics, which is an essential component of United States society. Specific components of the course deal with the diversity of individuals and communities. The "Structure" portion of the first section of the course is about understanding the different social and economic communities that make up America and why they are important for understanding American government and politics. That section of the course includes readings and discussion on the myriad demographic, economic, and social groups that make up the country and how they have changed. It also includes discussion of poverty, income inequality, and capitalism. The sections of the course on "Public Opinion" and "Political Parties" also deal with this learning objective. In the "Public Opinion" section, students learn about how different political opinions are formed and co-exist within American society. In the "Political Parties" section, attention is paid to the role opinion formation plays in the grouping of people in political parties and what that means for democracy and policy making.

2. *Understand the role of individual participation in US communities and government.*

Several aspects of the course deal with this learning objective. The first section of the course focuses on democracy, and includes readings and discussion of the "Benchmarks of Democracy," and a significant amount of time is dedicated to understanding the importance of voting and political participation in the functioning of democracy. Perhaps more notably, the section of the course on "Voting, Campaigns, and Elections" is, among other things, focused on how voting in the United States works (including the ways it has gotten both easier and more difficult over time). Readings and discussions on campaigns and elections also deal directly with individual participation in American democracy by way of the role that individuals play in the functioning of political campaigns and election administration (volunteering, donations, etc.).

3. *Apply historical and contemporary evidence to draw, support, or verify conclusions.*

Readings and discussion throughout the course are aimed at supporting this learning objective. Additionally, two essay assignments (included with the syllabus) help students to engage with the process of using historical and contemporary evidence to support conclusions. The first essay assignment calls on students to write an essay considering the consequences of social media or cable news on the functioning of contemporary American democracy. The second essay assignment asks students to explore one effect of political polarization from a list of possible effects (e.g., who runs for office, ability of government to

pass laws, the function of political parties). For both essays, students are asked to support their argument with evidence by identifying examples and/or utilizing specific news events, polling data, and scholarly research.

**POL 216: AMERICAN GOVERNMENT AND POLITICS**  
**SUNY NEW PALTZ | DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**  
**COURSE SYLLABUS**

Section 03: Tuesdays, Wednesdays, and Fridays 9:30am-10:40am (HUM 310)

Section 04: Tuesdays, Wednesdays, and Fridays 12:30pm-1:40pm (HUM 310)

Dr. Scott L. Minkoff

Associate Professor

Email: [minkoffs@newpaltz.edu](mailto:minkoffs@newpaltz.edu)

Office: JFT 320

Office Hours: Tuesdays and Thursdays 2:00pm-4:30pm (and by appointment)

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**COURSE OVERVIEW**

The objective of this 4-credit course is to introduce you to the institutions, processes, and actors that comprise the American political system at the national level, as well as to engage you in empirical and critical thinking regarding the nature, quality, and complexity of American government.

We begin our semester by exploring what *American democracy* is and the ways that we can systematically examine American democracy's quality. From there, we turn to a section on the *Structure* of American government and society with an emphasis on the divisions of power between levels of government and branches of government as well as the social, economic, and cultural makeup of the country. In the *Political Linkages* section of the course we will take a look at public opinion, elections, parties, and interest groups: What do Americans think about politics? How do people and organizations engage with the system? What are the consequences of democratic involvement? The *Legislative and Executive Government* section examines the workings of the Congress, Presidency, and the Bureaucracy. The emphasis in this section will be on the complexities of the policy-making and policy-execution processes and what that complexity means for democratic responsiveness. And finally, in the *Courts and Rights* section we focus on the American judicial system and the contemporary state of civil rights and civil liberties in American law.

Throughout this course, we will be wrestling with three fundamental questions about American politics and democracy:

- (1) To what extent is America democratic?
- (2) To what extent does American government work?
- (3) To what extent is American politics equal?

We will be using Greenberg and Page's *Struggle for Democracy 2018 Elections and Updates Edition* textbook to establish and ensure basic understanding of major concepts. Some class meetings will also have other required readings. The course meets three times per week. Students can expect class meetings to take the form of an interactive lecture. Students are expected to participate by asking questions, offering comments, and engaging in debate with fellow students when appropriate.

### **COURSE GOALS AND OBJECTIVES**

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Students who complete this course successfully will:

- Demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.
- Demonstrate knowledge of common institutions in American society and how they have affected different groups.
- Demonstrate understanding of America's evolving relationship with the rest of the world.
- Demonstrate that they can thoughtfully apply their acquired understanding of the American political system to contemporary questions about political issues in writing and in discussion.
- Demonstrate well-reasoned critiques about existing public policies as well as reforms students would like to see instituted.

### **GE US HISTORY AND CIVIC ENGAGEMENT: STUDENT LEARNING OBJECTIVES**

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Students who complete this course successfully will:

- Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
- Understand the role of individual participation in US communities and government;
- Apply historical and contemporary evidence to draw, support, or verify conclusions.

### **READING MATERIALS**

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The course has one required book:

Edward Greenberg and Benjamin Page. *Struggle for Democracy 2020 Edition*. Pearson.

*You must purchase the electronic (Revel) version of the book* as we will be taking advantage of some its interactive features. Access to the book may be purchased at the campus bookstore (by buying an access card) or directly from Pearson. Please note that a temporary access option for those on financial aid is available. *Follow these instructions to get going:*

1. Go to <https://console.pearson.com/enrollment/ltanjo>. You must use this address so that your account is connected with this class.
2. Sign-in to your Pearson Account or create one.
3. Input your access code or purchase instant access online.

All other readings will be made available on Blackboard.

## GRADES

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Your grade in the course is broken down as follows:

Assignment	% of Grade
Attendance and Participation	10%
Revel Quizzes	15%
Essay 1	10%
Essay 2	10%
Exam 1	25%
Exam 2	30%

**Attendance and Participation (10%):** You are expected to attend and participate in all meetings of the class. Participation occurs by offering comments, asking questions, and engaging in debates/discussions with your fellow students when appropriate. You cannot get a good attendance grade unless you attend class. I will take attendance at each class. Absences correspond with the maximum participation you can receive. For example, if you have three unexcused absences, the best participation grade you can receive is a B but low participation may still result in a C. The following table details the relationship between unexcused absences and your participation grade.

Unexcused Absences*	Max Participation Grade
2	A-
3	B
4	C
5	D
6	F

**Revel Quizzes (15%):** Throughout the *Struggle for Democracy* readings (after each chapter section and at the end of each chapter) you will encounter short quizzes. *You must complete these.* They will provide a way for you to assess your own learning and a way for me to confirm that you are keeping up with the readings. These quizzes must be completed by 6:00pm on the

day the chapter quizzes are due (which is indicated on the course schedule and in Revel). However, I strongly recommend you complete the quizzes after completing each chapter section. Each question is worth 2 points and you get 2 chances for each question. If you get it correct on the first try you get 2 points, if you get it correct on the second try you get 1 point. Note that you can go back and look for answers within the chapter as you complete the quizzes.

**Essays (2 X 10% = 20%):** You will write two 5-page (double-spaced) essays. Assignments with a specific writing prompts and detailed expectations will be provided in advance.

**Exams (55%):** There will be two exams (the first worth 25% of your grade, the second worth 30%). All exams will require you to draw on material from lecture and the readings (including material that was not explicitly mentioned in lecture). Exam details will be provided as exam dates approach.

## GRADING SCALE

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Your research paper, participation, and final grade will be based on the following 100-point scale. I reserve the authority to curve this scale in such a way to as to improve grades.

100-Point Grading Scale			
Letter	Points	Letter	Points
A	94+	C	73-76.99
A-	90-93.99	C-	70-72.99
B+	87-89.99	D+	67-69.99
B	83-86.99	D	63-66.99
B-	80-82.99	D-	60-62.99
C+	77-79.99	F	Less than 60

## RESOURCES & CAMPUS-WIDE POLICIES

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**Academic Integrity:** Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz's [undergraduate](#) and [graduate academic integrity policies](#) are published in the respective catalogs. Sojourner Truth Library's website contains several excellent resources to help with [avoiding plagiarism](#).

**Reasonable accommodation of individuals with disabilities:** Students needing classroom and/or testing accommodations related to a disability should contact the [Disability Resource](#)



Center (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students' instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director ([knappd@newpaltz.edu](mailto:knappd@newpaltz.edu)) or Jean Vizvary, Director ([vizvaryj@newpaltz.edu](mailto:vizvaryj@newpaltz.edu)).

**Veteran & Military Services:** New Paltz's Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to OVMS's website; call 845-257-3120, -3124 or -3074; e-mail [np-vms@newpaltz.edu](mailto:np-vms@newpaltz.edu); or stop by the Student Union, Room 100 South.

**Computer and Network Policies:** Users of New Paltz's computer resources and network facilities are required to comply with the Acceptable Uses and Privacy Policy and other institutional policies related to computer and internet access and usage.

**Identify Verification for Online Courses:** New Paltz's Online Identity Verification Policy is designed to verify that students enrolled in our online courses and/or programs are the ones who take the courses, complete the programs, and receive the academic credit.

**Title IX and Related Policies:** Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. The Office of Human Resources, Diversity & Inclusion can provide more information on Title IX reporting and support as well as the College's Consensual Relationships Policy.

## **STUDENT EVALUATION OF INSTRUCTION (SEI)**

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SEIs will be administered at the end of the semester. To elicit a robust student response to the online SEIs, consider using this statement in your syllabi: You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during that period.

## READING AND ASSIGNMENT SCHEDULE

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SFD = Edward Greenberg and Benjamin Page. *Struggle for Democracy 2020 Edition*. Pearson.

Tues, Jan 21 - Course Introduction

Wed, Jan 22 - Democracy and the Current Moment

- Carey et al 2019 - Trump supporters and opponents are increasingly divided on Constitutional Principles
- Shenkman 2019 - The Shocking Paper Predicting the End of Democracy

Fri, Jan 24 - Democracy and the Current Moment

- SFD Ch 1: All
- Hardin 1965 - Tragedy of the Commons

Tues, Jan 28 - The Founding and the Constitution

- SFD Ch 2: Intro, 2.1, 2.2, & 2.3
- Due: Ch 1 Quizzes

Wed, Jan 29 - The Founding and the Constitution

- Federalist 10
- Federalist 51

Fri, Jan 31 - The Founding and the Constitution

- SFD Ch 2: 2.4, 2.5, 2.6, Conclusion
- Due: Ch 2 Quizzes

Tues, Feb 04 - Federalism

- SFD Ch 3: Intro, 3.1, 3.2

Wed, Feb 5 - Federalism

- SFD Ch 3: 3.3, 3.4, 3.5, Conclusion
- Due: Ch 3 Quizzes

Fri, Feb 07 - Federalism

- Tabuchi 2017 - US Climate Change Policy: Made in California

Tues, Feb 11 - Catch-Up

Wed, Feb 12 - Structure

- SFD Ch 4 Intro, 4.1, 4.2, 4.3

Fri, Feb 14 - Structure

- SFD Ch 4 Intro, 4.4, 4.5
- Due: Ch 4 Quizzes

Tues, Feb 18 - Policy: Federal Safety Net Programs

- SFD Ch 17: 17.5
- Due: Essay 1 Due
- Due: Ch 17.5 Quizzes

Wed, Feb 19 - Public Opinion

- SFD Ch 5: Intro, 5.1, 5.2

Fri, Feb 21 - Public Opinion

- SFD Ch 5: 5.3, 5.4, Conclusion
- Due: Ch 5 Quizzes

Tues, Feb 25 - Public Opinion

Wed, Feb 26 - Interest Groups

- SFD Ch 7: Intro, 7.1, 7.2, 7.3

Fri, Feb 28 - Interest Groups

- SFD Ch 7: 7.4, 7.5, 7.6, Conclusion
- Due: Ch 7 Quizzes

Tues, Mar 03 – Interest Groups

- Hall, Wayman 1990 - Buying Time, Moneyed Interests and the Mobilization of Bias in Congressional Committees

Wed, Mar 04 – Political Parties

- SFD Ch 9: Intro, 9.1, 9.2

Fri, Mar 06 - Political Parties

- SFD Ch 9: 9.3, 9.5, Conclusion
- Due: Ch 9 Quizzes

Tues, Mar 10 - Political Parties

- SFD Ch 9: 9.3, 9.5, Conclusion

Wed, Mar 11 - Review for Exam 1

Fri, Mar 13 - Exam 1

Spring Break

Tues, Mar 24 - No Class - Thursday Classes Meet

Wed, Mar 25 - Voting, Campaigns, & Elections

- SFD Ch 10: Intro, 10.1, 10.2

Fri, Mar 27 - Voting, Campaigns, & Elections

- SFD Ch 10: 10.3, 10.4

Tues, Mar 31 - Voting, Campaigns, & Elections

- SFD Ch 10: 10.5, 10.6, Conclusion
- Due: Ch 10 Quizzes

Wed, Apr 1 - Voting, Campaigns, & Elections

- Watch Colbert Report Videos

Fri, Apr 3 - Congress

- SFD Ch 11: Intro, 1.1, 1.2

Tues, Apr 7 - Congress

- SFD Ch 11: 11.3, 11.4

Wed, Apr 8 - Congress

- SFD Ch 11: 11.5, 11.6, Conclusion
- Due: Ch 11 Quizzes

Fri, Apr 10 - Congress/Presidency

- Due: Essay 2

Tues, Apr 14 - Presidency

- SFD Ch 12: Intro, 12.1, 12.2, 12.3

Wed, Apr 15 - Presidency

- SFD Ch 12: 12.4, 12.5, Conclusion
- Due: Ch 12 Quizzes

Fri, Apr 17 - Executive Branch

- SFD Ch 13: Intro, 13.1, 13.2, 13.3

Tues, Apr 21 - Executive Branch

- SFD Ch 13: 13.4, 13.5, 13.6, Conclusion
- Due: Ch 13 Quizzes

Wed, Apr 22 - Policy: The Federal Budget

- SFD Ch 17: 17.3
- Due: Ch 17.3 Quizzes

Fri, Apr 24 - The Courts

- SFD Ch 14: Intro, 14.1, 14.2, 14.3

Tues, Apr 28 - The Courts

- SFD Ch 14: 14.4, 14.5, Conclusion
- Due: Ch 14 Quizzes

Wed, Apr 29 - Civil Rights & Liberties

- SFD Ch 15: Intro, 15.1, 15.2

Fri, May 1 - Civil Rights & Liberties

- SFD Ch 15: 15.3, 15.4, Conclusion
- Ch 15 Quizzes Due

Tues, May 5 - Civil Rights & Liberties

Wed, May 6 - Civil Rights & Liberties

Section 1 Final Exam: Wed, May 15, 10:15am-12:15pm

Section 2 Final Exam: Wed, May 15, 12:30pm-2:30pm