

**PSCI 1101: The American Political System  
Sections 105 and 110  
Recitation Syllabus**

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**Office:** Ketchum 130

**Office Hours:** Tuesdays 10:30-12:30, Thursdays 1:35-2:35, and by appointment

**Section 105:**  
8:00-8:50 AM  
MUEN D439

**Section 110:**  
11:00-11:50 AM  
CLRE 301

The objective of this course is to introduce you to the institutions, processes, and actors that comprise the American political system. Recitation is an opportunity for you to expand upon the topics covered in lecture and in assigned readings as well as to engage in a scholarly and informed discussion about course themes. The success of any discussion-based class is contingent upon class preparation. Because we learn from each others' observations, questions, and comments, failure to prepare will substantively hinder the learning of you *and* your classmates. Consequently, it is expected that you come to class (1) having attended lecture, (2) having completed all assigned readings and assignments, and (3) prepared to participate by way of asking questions or offering comments. Furthermore, you should use me as a resource. I want you to do well in this course; however, the burden is on you to seek out my help if you are struggling with the material, an assignment, or if you simply wish to discuss a topic further. My office hours are listed above and I am available by appointment.

*This recitation syllabus should be read in conjunction with the lecture syllabus.* The schedule for the required readings for this course (including recitation) can be found on the course website.

**Course Website:** [http://socsci.colorado.edu/~mciverj/1101\\_idx.html](http://socsci.colorado.edu/~mciverj/1101_idx.html)

Because lecture meets twice per week and recitation only meets once per week, it will be important that you come to recitation having completed all of the required reading for that that week. At times, I will modify what should be read in preparation for recitation in order to better focus our discussions. If, for example, we will only be discussing a particular section of the reading in recitation, I will do my best to let you know that ahead of time. Because this course is importantly connected to current events, I may also require you to read additional articles that I circulate via email. I will always give you reasonable notice for any changes or additions to the syllabus. *However, in order for me to give you reasonable notice, it is essential that you frequently check your University email account.*

The work you do in recitation counts for 15% of your overall grade in the course. Note, however, that in order to pass this course you cannot fail any of the three components of your grade (examinations, papers, and recitations). In other words, if you fail recitation you will fail the course no matter how well you perform on tests and papers. Consequently, while assignments (see below) may constitute 5% of your overall grade they also constitute 33% of your recitation grade. The 15% of your grade attributed to this recitation is divided as follows:

**Attendance (33% of recitation grade, 5% of overall grade):** Attendance is required. You will lose credit for each recitation you miss. If you miss more than 7 recitations you will be given an F for attendance and will likely receive a failing grade for recitation and participation.

**Participation (33% of recitation grade, 5% of overall grade):** Participation comes in many forms including offering comments, asking questions, or even regularly visiting me during my office hours to further discuss course material. You cannot get a good participation grade unless you show up to class; consequently, students should keep in mind that their attendance influences both their participation grade and their attendance grade. Students should feel free to visit me during my office hours if they wish to discuss their participation in the course to that point.

**Reading Quizzes and Assignments (33% of recitation grade, 5% of overall grade):** Quizzes may be announced or unannounced and will typically (but not always) require you to answer a few short questions about the week's reading. Quizzes will be given at the beginning of class and no make-up quizzes will be given. Students late or not in attendance on days when a quiz is given will receive a zero for the quiz. Assignments may come in the form of homework and in-class assignments. Homework assignments will generally be short and require you to come to class with a summary or critical analysis of that week's reading. *Please note that I require both in-text citations and a bibliography for even the shortest writing assignments. Assignments handed in without citations and a bibliography will be docked points. The final page of this syllabus contains bibliographic examples that you may find useful.*

### **Administrative Policies**

**Late Work:** Late assignments will not be accepted. Make-up quizzes will not be offered.

**E-Mail and Web Communication:** An email list has been setup to contact you with class updates, additional readings, and questions you might consider while reading. It is critical that you regularly check your University email account and the course webpage for updates. Students will be held accountable for assignments and syllabus changes communicated via email. I will always give you reasonable notice for any changes or additions to the syllabus.

**Academic Integrity:** In an academic community our ideas are our capital—in the end, ideas are really all we have. Consequently, I take issues of academic integrity very seriously. Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course. All forms of academic dishonesty will result in an F for the course. Per the University of Colorado at Boulder: "All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic

integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>.

**Disability Services:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices). Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at [www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices).

**Religious Observances:** The University of Colorado acknowledges a legal and a moral obligation to accommodate all students who must be absent from classes or scheduled exams in order to observe religious holidays. Details of this policy may be found on the University of Colorado web site. Students who have a religiously-based conflict with classes or exams must, by the end of the third week of class, notify their TA and arrange a way to make up missed work. For campus religiously-based conflict policies, see [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html).

**Classroom Behavior:** Students and faculty each have a responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information on classroom behavior policies you can visit the following websites: <http://www.colorado.edu/policies/classbehavior.html> and [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

**Harassment:** The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment, and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes he or she has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

### Scott's Writing Tips

1. *Take pride in what you hand in.* Do not hand in first drafts. Proofread and edit. Papers that have clearly not been proofread and revised reveal that you do not take your work seriously. It is always best to sleep on anything you have written for at least one night. Have someone else read it over, read it aloud, do whatever it takes to make sure a fresh set of eyes looks at your paper before you hand it in.
2. *Assume an informed and knowledgeable reader.* Avoid all but the briefest summary of basic concepts. Your argument and analysis should be proof enough that you have a thorough understanding of the relevant material.
3. *Include appropriate citations and a bibliography.* Whether you are including a direct quotation or merely got the idea from somewhere else, make sure to indicate where you got it from with a citation. For example, if you are citing the week's reading, include the author and the page number parenthetically after the quotation or referenced material. At the end of the paper include full bibliographic citation for referenced material. Wikipedia is not an academic source.
4. Avoid using the 2<sup>nd</sup> person (you).
5. Do not use contractions in formal writing (can't, don't, won't, they're).
6. Avoid using the passive voice (Write: "*Political scientists study government.*" Do not write: "*Government is studied by political scientists*")
7. Avoid drawing definitive conclusions you are not prepared make.
8. Give your paper a title and make sure your name, the date, the instructor, and the class are written at the top of the first page. Be certain to staple everything together in the appropriate order.

## Bibliographic Examples

I do not require a specific bibliographic style. However, you might consider using the following formats when producing your own bibliographies and in-text citations.

**If you are citing a reading from a reader (or any book comprised of shorter works by various authors), you can follow this format:**

Article author last name, first name. Year published. "Title of article in the book." In *Name of Book*, ed. Name of editor of the book. City of publication: Name of publisher.

Fonte, John. 2007. "The Cultural Assimilation of Immigrants: The Melting Pot is Broken." In *You Decide! Current Debates in American Politics*, ed. John T. Rourke. New York: Pearson-Longman.

In text parenthetical citation (note that 125 is the page number where the direct quotation occurs and the period comes after the citation):

Fonte notes, "blah, blah, blah, blah" (Fonte 2007 in Rourke 2007: 125).

**If you are citing your textbook (or most other books), you can follow this format (note that there are two authors in this example; many book citations do not require an edition number):**

First author last name, first name, and second author first then last name. Year published. *Title*. Edition#. City of publication: Name of publisher.

Barbour, Christine and Gerald C. Wright. 2005. *Keeping the Republic*. 3rd ed. Washington, D.C: CQ Press.

In text parenthetical citation (note that this example does not include a direct a quotation but is an example of information taken from a source and thus needs to be cited—information that is not common knowledge should be cited):

While public opinion polls are frequently discounted by politicians, they are conducted with a high degree of scientific accuracy and produce reliable results (Barbour 2007: 43).

**If you are citing a newspaper or magazine article, you can follow this format:**

First author last name, first name, and second author first then last name. "Article Title." *Newspaper Name*, Date published: page.

Balz, Dan, and Jan Cohen. "McCain Moves Into Lead; Obama Gains on Clinton." *The Washington Post*, January 14, 2008: A01.

In text parenthetical citation:

According to Balz and Cohen, "Clinton continues to lead Obama among Democrats, although by a slimmed-down, eight point edge, while Obama has a 13-point edge among independents" (Balz: January 14, 2008).