

**Mayville State University**  
History 305 - History of American Government  
**Fall Semester 2024**

## Course and Instructor Information

**Instructor:** John M. Pederson, Ph.D.

**Credit Hours: 3**

**Office:** Classroom Building 111A

**Office phone:** (701) 788-4668; on campus 34668, 800 437-4104, ext. 34668

**Office hours:** Tuesdays & Thursdays 8:30 AM -10:00 AM;

Mondays, Wednesdays, and Fridays: 1:00 PM – 3:00 PM and by appointment

**Instruction mode:** On-campus face-to-face      **E-mail:** [john.pederson.2@mayvillestate.edu](mailto:john.pederson.2@mayvillestate.edu)

**Meeting Times and Location:** Tuesdays and Thursdays: 2:00- 3:15 PM; CB 104

**Zoom Link:** <https://mayvillestate.zoom.us/s/99057809280>

## Required Texts

Benedict, Michael Les, *The Blessings of Liberty: A Concise History of the Constitution of the United States*. 3<sup>rd</sup> edition.

Krutz, Glen. *American Government*. 2<sup>nd</sup> edition.

## Course Description

The study of the United States, State and Local government and issues related to politics at these governmental levels. Topics include how the multicultural character of Americans, past and present, has influenced the development of the various levels of government; how events have shaped the responsibilities of each level of government; and how real world practice varies from written constitutions or charters. **Pre-/Co-requisites:** No Pre-/Co-requisites are required.

## Course Objectives:

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

- understand and explain the English and Colonial origins the Constitution;
- understand and explain the constitutional implications and consequences of the American Revolution;
- understand and explain the shortcomings of the Articles of Confederation;
- understand and explain the reasons for the creation of the Constitution and the Bill of Rights;
- understand and explain the Constitution and its relationship with slavery;
- understand and explain the consequences of the Civil War for the Constitution;
- understand and explain the process of passing the Thirteenth Amendment;
- explain the consequences and importance of the Thirteenth Amendment;
- understand and explain the significance of Judicial Review;
- understand and explain Liberal Constitutionalism;
- understand and explain Conservative Constitutionalism;
- understand and explain increasing politicization of the Supreme Court;
- understand the Constitutional crisis confronting the United States;

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understand and explain how changing Constitutional interpretations impact the relations between national, state, and local government;  
understand and explain the importance of a free press to democratic government;  
understand and explain the significance of the Pentagon Papers;  
explain the importance of Roe v. Wade and the implications of the Supreme Court overturning it  
understand and explain the concept of traditionalistic, moralistic, and individualistic state political culture and the primary critiques of those concepts;  
understand and explain the formal powers of modern day governors;  
understand and explain how state legislatures vary in size, diversity, party composition, and professionalism;  
describe the basics of legislative term limits and compare the costs and benefits of term limits;  
identify the differences between county and municipal governments in terms of their responsibilities and funding sources;  
describe the two primary types of municipal government and the three basic types of county government;  
understand the controversies surrounding unfunded mandates;  
understand and explain how the role of state and local governments have evolved with changes in the laws.

## **Standards Alignment (Social Science Education Program Approval Standards-ND ESPB):**

- 15035.1 In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).

## **Program Student Learning Outcomes (SLOs) Addressed in This Course**

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLO:

- Social Science SLO 2: Students will explain and demonstrate content knowledge in various formats.

## **Method of Evaluation/Grading**

Your scores on the items listed below determine your grade. NO so-called EXTRA CREDIT assignments will be given individually.

First Essay: 100 points

Course Evaluation: 10 points

Second Essay: 100 points

Class Discussion: 120 points

Final Project: 50 points

Total: 380 points

**Grading Scale:** Grades are earned on the following point scale (380 possible points).

A = 342 or more (90 % +);

B = 304 - 343 (80 % +)

C = 266 - 303 (70 % +);

D = 228 - 265 (60 % +)

F = 227 or below

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## Instructional Strategies and Learning Experiences

This course will utilize readings, discussion of assigned readings, lectures, written essays, films, and student presentations. Listed class readings are to be completed prior to the start of class on the respective day they are listed in the syllabus semester schedule below. When reading your daily assignments consider what is the most important and surprising information from that reading. As applicable, for each reading assignment you are to also identify what law, Supreme Court ruling, or trend in the reading you consider the best, and which worst, and why. In class you should be prepared to discuss all four points: the most important information, the most surprising information, the best and the worst. The sharing of those four points will be the basis of our class discussion. If you are an education major, your final project will involve creating a lesson suitable for grades 7 – 12, or for grades 4 – 6 if an elementary education major. If you are not an education major, your final project will involve a report on a course topic that relates to a career or issue of interest to you.

## Expectations and Student Responsibilities

Student participation in discussion is expected. Prior to beginning class discussion, you will be asked to rate your level of preparation by color codes. Green indicates you have read the material and are comfortable with it; yellow indicates you read the material but did not understand some of it; and red indicates you did not read the material, or if you did read it that you did not understand it. If you indicate red, you will not be called upon for the opening question. Daily attendance is expected. Attendance will be taken regularly throughout the semester. If you miss class, you are to contact the instructor to share verbally or in written form your answers for the reading in the missed class. Students are responsible for material assigned and presented in class, including any handouts and videos shown. Instructions for the writing assignments will be accessible via Blackboard. Essays should be written in MLA format. Students are expected to be courteous and cooperative with the instructor and each other. Behavior that disrupts instruction and/or the learning of other students will not be tolerated. Given my faculty rank and degree, I prefer to be addressed as Dr. Pederson or Professor Pederson.

## Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

## Instructor / Student Communication

My preferred method of communication is face-to-face during office hours. You may call my office phone or e-mail if stopping by my office is not feasible. 6 PM Sunday through 4 PM on Friday you can anticipate a response to your e-mail or phone call within 24 hours. I do not text via a cell phone. Students are accountable for all academic communications sent to their Mayville State University e-mail address.

## Enrollment Verification

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The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

## Important Student Information

**Instructions:** Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

INTASC Principles covered in this course:	
1	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for the students.
5	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

## Coronavirus (COVID-19) Information for On-Campus Courses

The health and safety of our students, staff, and faculty is our top priority. Please refer to the university website for the most current information related to COVID-19 policies. In the event that a rebound in COVID-19 local infections necessitates a change in course format, plans for remote options for this course include utilizing zoom and having the course meet at the same time and/or having online activities that the students may complete at their own pace. If this happens, you will receive e-mail notifications of how the course will continue.

## Semester schedule

The following is subject to change at the instructor's discretion.

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<u>WEEK</u>	<u>DATE</u>	<u>SUBJECT</u>	<u>READING</u>
<b>AUGUST</b>			
1	T – 27 Th – 29	Course Introduction English Origins	Benedict, vii–viii, 1–4, 9– 28
<b>SEPTEMBER</b>			
2	T – 3 Th – 5	Colonial Origins The American Revolution	Benedict, 28 – 54 Benedict, 55 – 73
3	T – 10 Th – 12	The Articles of Confederation The Constitution and Bill of Rights	Benedict, 74 – 88, 595 – 601 Benedict, 88–103, 602 – 617
4	T – 17 Th – 19	Early Issues Judicial Review	Benedict, 104 – 122 Benedict, 123 – 144
5	T – 24 Th – 26	Jackson Slavery	Benedict, 145 – 170 Benedict, 171 – 200
<b>OCTOBER</b>			
6	T – 1 Th – 3	The Civil War Lincoln and the Thirteenth Amendment	Benedict, 201 – 216
7	T – 8 Th – 10	Lincoln and the Thirteenth Amendment Reconstruction	Benedict, 217 – 245
8	T – 15 Th – 17	The Industrial State Assessment Day • First Essay Due	Benedict, 246 – 270 No Class
9	T – 22 Th – 24	The National Economy, Progressives & World War I The 1920s: Liberal vs. Conservative	Benedict, 273 – 296 Benedict, 300 – 313
10	T – 29 Th – 31	The New Deal Liberal Constitutionalism & World War II	Benedict, 316 – 333 Benedict, 337 – 359
<b>NOVEMBER</b>			
11	T – 5 Th – 7	Liberal Constitutionalism & Equality Curbing Presidential Power (Nixon)	Benedict, 363 – 386 Benedict, 391 – 400
12	T – 12 Th – 14	Presidential Power and the Press ( <i>The Post</i> ) Conservative Constitutionalism	None Benedict, 402 – 423
13	T – 19 Th – 21	Conservatives & the Supreme Court The Erosion of Constitutional Comity	Benedict, 427 – 452 Benedict, 454 – 467
14	T – 26 Th – 28	The Conservative Court Thanksgiving Holiday	Benedict, 469 – 491 No Class
<b>DECEMBER</b>			
15	T – 3 Th – 5	The Security State Constitution Wars	Benedict, 494 – 509 Benedict, 512 – 541

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16	T – 10	Constitutional Crisis	Benedict, 546 – 574
	Th – 12	The Trump Court	Benedict, 578 – 593
		• Second Essay due Friday, 13, 11 PM	
<b>W – 18</b>	<b>F I NAL Project Presentations</b>		