

History / Political Science 498: Building a Republic

Spring 2018

Wednesdays, March 14 – May 9 in Webster 208

+ Washington DC Trip, May 14 – May 21

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COURSE DESCRIPTION:

This course will focus on the central political ideas of the American constitutional order, and how they inform the creation of public spaces/monuments that are critical to American political life. Students will be given the opportunity to interpret public spaces/monuments utilizing academic work focused on historical memory. Students will travel to Washington D.C. and the surrounding areas to visit important public spaces/monuments to apply the material discussed throughout the course.

COURSE OBJECTIVES:

- Demonstrate written communication skills through response papers and a comparative site analysis.
- Analyze selected topics and issues in political science from a historical and contemporary perspective.
- Demonstrate the ability to describe the interrelationship between social, political and governmental institutions in resolving political issues.
- Develop skills in utilizing historical and contemporary political science sources and techniques to gain a better understanding of advanced political science topics.

COURSE OUTLINE:

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| <ul style="list-style-type: none">• Week 1: Introduction• Week 2: Republicanism• Week 3: Federalism• Week 4: Nationalism | <ul style="list-style-type: none">• Week 5: Union• Week 6: American Exceptionalism• Week 7: Liberalism• Week 8: Democracy |
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REQUIRED MATERIALS:

One book is required for this course, and additional materials will be provided via Blackboard.

- Savage, Kirk. (2011). Monument Wars: Washington DC, the National Mall, and the Transformation of the Memorial Landscape. ISBN: [9780520271333](https://www.amazon.com/9780520271333).

PROCEDURES:

- The instructors will introduce topics for discussion and assign readings for each of the selected topics.
- Students are expected to take an active part in class discussion based upon their analysis and response to issues raised by the instructor and readings.
- Guest lecturers and audio/visual materials may be used as class enhancement and supplements.
- Students will travel to Washington D.C. and the surrounding areas. During the course-related trip, students will be expected to submit periodic assignments focused on trip-related activities.

EVALUATION & ASSIGNMENTS:

Students will be evaluated based upon their written summaries of assigned readings, class discussion, and a series of writing assignments. Student grades will be assigned using the following A – F grading scale:

A = 90-100 points
B = 80-89 points
C = 70-79 points

D = 60-69 points
F = Less than 60 points

Response Papers (21 points)

- Submit weekly response papers that cover the assigned readings. Response papers provide a graded incentive to read all assigned materials and to think critically about the material before class discussions. *No late response papers will be accepted, but the single lowest response paper will be dropped. Due each Wednesday by 2:00 pm.*

Class Participation and Discussion (30 points)

- Actively participate in class discussions. Please note that mere attendance is not sufficient. Active participation in class discussions is required. (24 points)
- Lead the class discussion of assigned readings on your assigned day(s). The objective is to set the stage and ask insightful questions to spur class discussion. (6 points)

Comparative Site Analysis (44 points)

- 1 Pre-Travel Paper: Topic/Theme Selection (3 points)
 - During Week 2, students must submit their choice of topic or theme for approval. Students should also brainstorm a preliminary list of sites that would serve as viable options for analysis.
- 2 Pre-Travel Paper: Background Paper 1 (7 points)
 - Students must pick their first site related to their theme, and during Week 4, students must submit a 2-page (double-spaced) paper explaining the history of their site. They should answer when, how, and why it was created. The paper should include at least two reliable sources.
- 3 Pre-Travel Paper: Background Paper 2 (7 points)
 - Students must pick their second site related to their theme, and during Week 6, students must submit a 2-page (double-spaced) paper explaining the history of their site. They should answer when, how, and why it was created. The paper should include at least two reliable sources.
- 4 Pre-Travel Paper: Background Paper 3 (7 points)
 - Students must pick their third site related to their theme, and during Week 8, students must submit a 2-page (double-spaced) paper explaining the history of their site. They should answer when, how, and why it was created. The paper should include at least two reliable sources.

- Comparative Site Analysis (20 points)
 - While in DC, students must make arrangements (during designated times) to visit their three sites in order to analyze them. Students will want to take careful notes on the visual effects of the sites as well as their written inscriptions. Students may also want to note the site's surroundings. In museums, students will want to study the exhibit layout, the mood of the space, and the overall interpretation of the museum or a specific exhibit.
 - Students will write a 6-8 page (double-spaced) paper in which they compare the way that their chosen topic/theme is presented in each of their three commemorative sites. In this process, they should compare not only what they see and read in DC, but they should also take into account the background information they researched prior to the trip.

Post-Travel: Reflection Survey (5 points)

- Complete a post-travel reflection survey.
- Students will discuss how the trip related to course material/readings.
- Students will discuss how the course material/readings helped to better inform them about the public spaces/monuments that were visited on the trip.

WASHINGTON DC TRIP INFORMATION

Students will travel with the course instructor(s) to Washington D.C. and the surrounding area for approximately 8 days. The class trip is tentatively scheduled to begin on Monday, May 14th and conclude on Monday, May 21st.

Students will be assessed a special course fee to pay for the trip to Washington, D.C. The total cost of the trip for students is \$870.20. This will cover flight costs and hotel accommodations. Any remaining funds will be put towards ground transportation, food, and miscellaneous expenses. Students will pay the cost of the trip over two payments - the first payment must be paid by 03/15/2018 and is non-refundable. This first payment will be used to purchase airline tickets. If you have special travel needs, be sure to alert the instructors immediately. The first payment will be \$650.00.

The second payment, in the amount of \$220.20 will be due 4/2/2018 and will be put towards hotel accommodations, ground transportation, and miscellaneous expenses.

An itemized budget for the trip will be posted to Blackboard and updated periodically so that you can see how your course fees are being allocated. Please note that the special course fee paid to the university covers budgeted costs for the trip, and any costs that students incur which are not budgeted *will be paid directly by the student*. Additional costs may include items such as souvenirs, food, special event tickets, etc. It is important for all participants to consider what additional financial resources they may need.

ACADEMIC INTEGRITY STATEMENT

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor,

or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

AMERICANS WITH DISABILITIES (ADA) STATEMENT

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Disabilities Coordinator at the Student Success Center (417-659-3725).

NON-DISCRIMINATION STATEMENT

In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally-protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing.

INCLEMENT WEATHER/CLASS CANCELLATION

Students will be expected to monitor their University-provided email accounts to get instructions posted to Blackboard regarding class activities in the event of inclement weather and/or other situations leading to the (unplanned) cancellation of class.

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TECHNICAL SUPPORT

If you have any technical problems or issues with blackboard, please contact the MSSU blackboard help desk at 417-625-9885 or via email (blackboardhelp@mssu.edu).