

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

**Political Science 650**  
**Federalism: The American Governance Process**  
**3 Credit Hours**  
**8 Weeks**  
**Prerequisite(s): None**

### Course Description

This course focuses on theories of federalism, the Supreme Court and federalism, recent presidents and federalism, nullification, and secession. We will also consider the relationship between liberalism, conservatism, and federalism.

### Course Learning Objectives

- Objective 1:** Analyze various theories of federalism.
- Objective 2:** Examine historical Supreme Court cases on federalism.
- Objective 3:** Evaluate contemporary Supreme Court cases on federalism.
- Objective 4:** Apply the federalism policies of various presidents to contemporary American government.
- Objective 5:** Assess the historical and contemporary debates over nullification and veto.
- Objective 6:** Analyze the theory and practice of secession, from comparative and American perspectives.
- Objective 7:** Assess the relationship between federalism, liberalism, and conservatism.
- Objective 8:** Synthesize contending perspectives on the role of the federal government.

### Course Delivery Method

The course includes forum questions and individual assignments. Students are evaluated for: (1) demonstrated understanding of the core principles of federalism developed during the

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

course; (2) quality of academic work including demonstrated critical thinking and writing skills; and, (3) quality of collaboration with classmates as demonstrated in discussion forums.

This course stresses critical thinking regarding the relations of the three branches of the federal government and the relations between the federal government and the state governments. Weekly announcements are a prime teaching tool for the course.

Initial discussion forum posts must be made by Friday at 11:55 pm, Eastern Time. Replies to classmates must be made by Sunday at 11:55 pm, Eastern Time.

Initial posts should be between 500 and 750 words. Replies should be at least 150 words and substantive.

## Course Materials

### TEXTBOOKS (all available as e-books)

Christopher P. Banks and John C. Blakeman, *The US Supreme Court and New Federalism: From the Rehnquist to the Roberts Court*. New York: Rowman & Littlefield Publishers, 2012.

Kyle Scott, *Federalism: A Normative Theory and its Practical Relevance*. New York: Continuum Books, 2011.

E. J. Dionne, Jr., *Our Divided Political Heart: The Battle for the American Idea in an Age of Discontent*. New York: Bloomsbury, 2012.

## Evaluation Procedures and Graduate Grading Scale

Class learning is evaluated on the basis of (a) eight weekly forums; (b) a 3000-word research paper; and (c) a 3000-word final exam

| <u>Requirement</u> | <u>Percent of Grade</u> |
|--------------------|-------------------------|
| Forums (eight)     | 40 percent              |
| Paper              | 30 percent              |
| Final exam         | 30 percent              |

Please see the student handbook for the University's [grading scale](#).

### RESEARCH PAPER TOPICS

Students will write a 3000-3500 word paper on one of the following topics:

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

1. Explanations for the growth of government.

2. Supreme Court cases:

- *Marbury v. Madison* (1803)
- *McCullough v. Maryland* (1819)
- *Hammer v. Dargenhart* (1917)
- *National Labor Relations Board v. Jones & Laughlin Steel Corporation* (1937)
- *Gibbons v. Ogden* (1824)
- *Dred Scott v. Sandford* (1857)
- *Plessy v. Ferguson* (1895)
- *Wickard v. Filburn* (1942)
- *Schechter Poultry Corporation v. United States* (1935)
- *United States v. Butler* (1936)
- *Alexander v. Tennessee Valley Authority* (1936)
- *West Coast Hotel Company v. Parrish* (1937)
- *Brown v. Board of Education* (1954)
- *Mapp v. Ohio* (1960)
- *Gideon v. Wainwright* (1962)
- *Baker v. Carr* (1962)
- *Miranda v. Arizona* (1965)
- *Furman v. Georgia* (1972)
- *Roe v. Wade* (1973)
- *National League of Cities v. Usery* (1974)
- *United States v. Morrison* (1980)
- *South Dakota v. Dole* (1986)
- *US Term Limits v. Thornton* (1994)
- *United States v. Lopez* (1995)

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- *Printz v. United States* (1997)
- *Reno v. Condon* (2000)
- *Bush v. Gore* (2000)
- *Nevada v. Hibbs* (2003)
- *Kelo v. New London* (2005)
- *Gonzalez v. Raich* (2005)
- *Citizens United v. Federal Election Commission* (2008)
- *McDonald v. Chicago* (2009)
- *Arizona v. United States* (2011)
- *National Federation of Independent Business v. Sebelius* (2012)

3. Federalism v. unitary systems

4. Government reorganization plans:

- President Nixon
- President Carter
- President Reagan
- President Clinton
- President Obama

5. The doctrine of national supremacy

6. Are conservatives wrong about the Constitution?

7. Are liberals wrong about the Constitution?

## Course Outline

| <u>Week</u> | <u>Topic(s)</u> | <u>Learning Objective</u> | <u>Reading(s)</u> | <u>Assignments</u> |
|-------------|-----------------|---------------------------|-------------------|--------------------|
|-------------|-----------------|---------------------------|-------------------|--------------------|

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

|          |   |          |  |   |
|----------|---|----------|--|---|
| <b>1</b> | <b>Theories of federalism</b>           | <b>1</b> | <i>Federalism: A Normative Theory and its Practical Relevance,</i> chapters 1-3  | <b>Introductions</b><br><b>Forum 1</b>                                    |
| <b>2</b> | <b>Historical Supreme Court Cases</b>   | <b>2</b> | <i>The US Supreme Court and Federalism,</i> chapters 1-4   | <b>Forum 2</b><br><b>Submit Research Paper Topic and Thesis Statement</b> |
| <b>3</b> | <b>Contemporary Supreme Court Cases</b> | <b>3</b> | <i>The US Supreme Court and Federalism,</i> chapters 5-6, postscript   | <b>Forum 3</b>  |
| <b>4</b> | <b>Presidents and Federalism</b>        | <b>4</b> | Giliam Metzger, "Federalism Under Obama," <i>William and Mary Law Review</i> , 2011.<br><br>David B. Walker, "The Advent of an Ambiguous Federalism and the Emergence of New Federalism III," <i>Public Administration Review</i> , May/June 1996. | <b>Forum 4</b><br><b>Submit Research Paper Bibliography</b>               |
| <b>5</b> | <b>Nullification and Veto</b>           | <b>5</b> | <i>Federalism: A Normative Theory and its Practical Relevance,</i> chapters 4-5  | <b>Forum 5</b>  |
| <b>6</b> | <b>Secession</b>                        | <b>6</b> | <i>Federalism: A Normative Theory and its Practical Relevance,</i> chapters 6-7  | <b>Forum 6</b>  |

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

|          |   |          |   |   |
|----------|---|----------|---|---|
|          |   |          |   |   |
| <b>7</b> | <b>Federalism, Liberalism, and Conservatism</b> | <b>7</b> | <i>Our Divided Political Heart</i> , introduction, chapters 1-5<br><br>Garrett Epps, "Stealing the Constitution," <i>The Nation</i> , February 7, 2011. | <b>Forum 7</b><br><br><b>Research paper due: Sunday, 11:55 pm Eastern time.</b> |
| <b>8</b> | <b>Federalism and the Role of Government</b>    | <b>8</b> | <i>Our Divided Political Heart</i> , chapters 6-10  | <b>Forum 8</b><br><br><b>Final Exam due: Sunday, 11:55 pm Eastern time.</b>     |

## Polices

### ACADENIC DISHONESTY: PLAGIARISM AND CHEATING

American Public University System supports and promotes academic honesty and personal integrity. Cheating can take the following forms:

- Submitting another person's work
- Writing a paper for someone else
- Working in a group effort without faculty consent
- Buying a paper from a research service
- Getting outside help or giving outside help without a teacher's expressed permission
- Submitting the same assignment twice for different courses

**The Internet and Plagiarism:** The Internet has made it quite easy to copy and insert materials into a paper. Students must be careful to properly attribute materials found on the Internet. In a collegiate setting, attribution typically relies on a formal academic style manual for its citation models (see [Citation and Reference Style](#)). Such models describe how to append footnotes and endnotes, when:

- Quoting another's exact words, you are obviously expected to name the author and place the words in quotation marks or in indented text blocks. The citation number is placed immediately at the end of the quotation to include page number.
- Acknowledging background sources to your own descriptions. The citation number is normally placed at the end of the paragraph to include page number.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The University offers tools in its [Online Library Research Center](#) to help you analyze your papers for possible plagiarism violations and for instructors to uncover such activities.

**Plagiarism penalty:** The instructor has the option of awarding any assignment that has been found to have been plagiarized a zero. Subsequent violations may result in an F in the class.

## **WRITING EXPECTATIONS**

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial, 12-point font
- Page margins: top, bottom, left side, and right side margins should be 1 inch, with reasonable accommodation being made for special situations and online submission variances. Please do not right justify your margins.

## **CITATION AND REFERENCE STYLE**

Assignments completed in a narrative essay or composition format must follow the **Turabian Style Manual**. The following link may help:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

To access the manual using the APUS course site click on:

- Online Library
- Tutorial and Student Studies Center
- Information Literacy Style Manuals/Citations
- Approved Manuals
- Chicago/Turabian

## **COURSE EXTENSIONS**

Students must determine the need for their first Course Extension and submit their "Request Course Extension" form **before** the end of the session. Courses may be extended in 30-day intervals for a maximum of 60 days. If the request form is unavailable and the student is within the extension request period the student may e-mail the professor and registrar@apus.edu to request an extension. You must submit your plan (specific dates) of completion and have 50% of all course work to be complete.

Extension requests made **after** the last day of the course will be denied.

Students who will be prevented from participating in a course due to extenuating circumstances may be eligible for a ["deployment and/or special circumstances" extension](#).

## **LATE ASSIGNMENTS**

For each week that an assignment is late, points will be deducted from your grade for the assignment (in five percent increments) unless the student contacts the instructor ahead of time about an extenuating situation.

## **DISABILITY ACCOMODATIONS**

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

This institution complies with the [Americans with Disabilities Act, Section 504 of the Rehabilitation Act](#), and the [World Wide Web Consortium's \(W3C\) Universal Access Guidelines](#). Students with special needs should inform their individual instructors and the University's student services staff.

## **NETIQUETTE**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

## **Academic Services**

### **ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES**

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions may be directed to [orc@apus.edu](mailto:orc@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** [Turnitin.com](http://Turnitin.com) is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an "originality report" to instructors and/or students.



**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Turnitin.com analyzes electronic submissions of student writing, compares them to the contents of a huge online database, and generates a customized Originality Report. The database used to produce this analysis contains a massive collection of documents available on the Internet from both free and commercial sources, as well as the full texts of all other papers that have been previously submitted to Turnitin.com.

The Similarity index is based on the amount of matching text to a submitted paper:

**Blue** = no matching text  
**Green** = one word to 24% matching  
**Yellow** = 25 -49% matching text  
**Orange** = 50-74% matching text  
**Red** = 75-100% matching text

Your assignments will be automatically submitted to Turnitin through the assignment submission tab. There is no need for you to do anything. However, if your similarity index is above 25%, you should revise the submission and resubmit prior to the deadline. If it is above this percentage, generally it signals that you have not used enough of your own analysis or made an attempt to paraphrase the sources. You will find the APUS library writing center website helpful when trying to understand how to paraphrase from a source.

#### AIR FORCE GRADE POLICY-Not Accepting Grade Changes

(Please read the Air Force memo below)

It is important to let Air Force students know to submit any grade appeals or exception extension requests immediately upon the end of a course. If a corrected grade is not submitted within the Air Force deadline, the Air Force will force tuition reimbursement, even if a failing grade has now been changed to a passing grade.

It is also important that any Air Force students who appeal and receive a grade change from an F send a copy of their updated grade report immediately to [milta.reimb@us.af.mil](mailto:milta.reimb@us.af.mil) or take a copy into their Education office to request their grade be updated. Unfortunately the Air Force portal only allows our office the ability to post missing grades or change Incomplete grades in their online portal. We do not have access to change a grade in the AI Portal once a final grade has been submitted.

Excerpt from the Air Force Memo:  
MEMORANDUM FOR ALL MAJCOM VOLUNTARY EDUCATION OPERATIONS  
A1KE AND FSS/FSDE SECTIONS

FROM: AF/A1DL  
1500 Perimeter Road, Ste 4750  
Jt Base Andrews, MD 20762

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

**Clarification:** Mil TA requests may be delayed or denied due to missing grades. Reimbursement actions will be initiated for grades not received within 60 days. It is the Airman's responsibility to ensure grades are received and posted in their official education record (AFAEMS) by the Education and Training Section. Airman will be given no more than 30-days from reimbursement notification to contact the academic institution to address final grade discrepancies and provide a corrected grade. After this time period has elapsed, reimbursement actions will be initiated. Refunds will not be given to members for grades changed from unsatisfactory to satisfactory after the 30-day due process or when a corrected grade is received. Once a reimbursement action is started, it will not be stopped or deferred if a new grade is submitted.

## **BIBLIOGRAPHY**

Baron de Montesquieu, 1748, *The Spirit of Laws* (Amherst, New York: Prometheus Books, 2002).

Jean-Jacques Rousseau, 1761, *A Lasting Peace Through the Federation of Europe* (London: Constable, 1917).

David Hume, 1752, "Idea of a Perfect Commonwealth," in T.H. Green and T.H. Grose, editors, *Essays Moral, Political, and Literary* (London: Longmans, Green, 1882). (Text available online.)

Alexander Hamilton, James Madison, and John Jay, 1787-1788, *The Federalist Papers*, Jacob E. Cooke, editor, Middletown, Connecticut: Wesleyan University Press, 1961. (Texts available online.)

Akhil Reed Amar, *America's Unwritten Constitution: The Precedents and Principles We Live By* (New York: Basic Books, 2012).

Herman Bakis and William C. Chandler, editors, *Federalism and the Role of the State* (Toronto: University of Toronto Press, 1987).

Samuel H. Beer, *To Make a Nation: The Rediscovery of American Federalism* (Cambridge: Harvard University Press, 1993).

Robert A. Dahl, *How Democratic is the American Constitution?* (New Haven: Yale University Press, 2001).

Karmis Dimitrios and Wayne Norman, editors, *Theories of Federalism: A Reader* (New York: Palgrave, 2005).

Daniel Elazar, *Federalism as Grand Design: Political Philosophers and the Federal Principle* (Lanham, Maryland: University Press of America, 1987).

Murray Forsyth, *Union of States: The Theory and Practice: The Theory and Practice of Confederation* (Leicester: Leicester University Press, 1981).

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Patrick Riley, "Three Seventeenth-Century Theorists of Federalism: Althusius, Hugo, and Liezniz," Publius 6;3: 7-42. (1976).

Yael Tamir, *Liberal Nationalism* (Princeton: Princeton University Press, 1993).