Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
GOVT 329
AMERICAN EXCEPTIONALISM

COURSE DESCRIPTION
This course introduces the student to the idea of “American Exceptionalism” – the notion that the United States of America has played and continues to play a key role in advancing justice and freedom throughout the world. The course examines the unique biblical foundation of American government and politics which in turn has made America a bastion of liberty and freedom. In turn, America’s impact on world politics and history is discussed. Students will also be challenged to thoughtfully examine ways in which America has not lived up to its highest ideals and to formulate strategies for ensuring that America stays on course to uniquely support liberty and freedom throughout the world.

RATIONALE
American Exceptionalism is a course designed to introduce and affirm the importance and unique role that America has and will play in modern history. The course examines the principles and history of America’s founding, ways that the country has overcome past mistakes such as slavery, and provides discussion of what can and needs to be done in the future to keep America great.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Defend the notion of American exceptionalism from a biblical and historical perspective.
B. Explain the role that evangelical Christianity plays in revitalizing American exceptionalism.
C. Articulate the importance of American exceptionalism in the post-Cold War global arena.
D. Discuss historical and current challenges to American exceptionalism.
E. Describe the cultural traits which characterized American exceptionalism.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings, articles, and lecture presentations/notes

B. Course Requirements Checklist

After reading the Syllabus and **Student Expectations**, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, there will be 5 opportunities for discussion participation on topics provided in Blackboard. Student participation is required and will be graded. The student must use proper netiquette in the discussion; quality as well as quantity counts. The student will present his or her own informed opinion on the assigned topic in a 400–600-word thread (with citations to support assertions for full credit). Then, the student will submit 2 replies to at least 2 other students’ threads (the student must not let the minimum be his or her maximum—minimal participation means a minimally passing grade). Each reply must be 200–300 words and must bring in new ideas and analysis. The student must cite course-specific and non-course-specific material in the thread and the replies. Each post must be in current Turabian format.

D. Research Paper

This assignment will be completed in 3 distinct parts: a Topic Brief, an Annotated Bibliography, and a Final Research Paper.

**Research Paper – Topic Brief**

The student will write a topic brief of 2 pages, with a minimum of 3 scholarly sources, choosing from 1 of 4 topics pertaining to the traits of American exceptionalism. The topic brief will be the basis for the Final research paper at the end of the course. The topic brief must be in current Turabian format.

**Research Paper – Annotated Bibliography**

The student will develop an Annotated Bibliography to jumpstart his or her research into the topic selected for the topic brief for the final research paper. The student will use the sources/information he or she record in his or her Annotated Bibliography as he or she develops his or her paper. The student will submit his or her annotated bibliography, citing a minimum of 8 scholarly sources in current Turabian format (this includes the 3 he or she provides in the topic brief) with 1–2 paragraphs of summarized notes under each source listed.

**Research Paper – Final**

The student will write a 6–8-page Research Paper with at least 10 scholarly sources, discussing the topic chosen with the Topic Brief. Scholarly sources used must include those previously indicated in the Topic Brief and those from the Annotated Bibliography. This assignment must be completed in current Turabian format and include an abstract, title page, and bibliography.

E. Quizzes (2)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each
quiz will be open-book/open-notes and contain 50 multiple-choice, true/false, and fill-in-the-blank questions. Each quiz has a 1-hour time limit.

VI. **COURSE GRADING AND POLICIES**

A. **Points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums</td>
<td>500</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
</tr>
<tr>
<td>Research Paper: Topic Brief</td>
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</tr>
<tr>
<td>Research Paper: Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper: Final</td>
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<tr>
<td>Quiz 1 (Modules 1–3)</td>
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<tr>
<td>Quiz 2 (Modules 4–5)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1010</td>
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</tbody>
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B. **Scale**

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. **Disability Assistance**

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
**COURSE SCHEDULE**

**GOVT 329**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Gingrich: Intro, chs. 1–3  
             | Metaxas: Intro, ch. 1  
             | Murray: ch. 1  
             | 3 presentations  
             | 1 lecture note | Course Requirements Checklist  | 10 |
|             |                 |             | Class Introductions  | 0 |
|             |                 |             | DB Forum 1 | 100 |
| 2           | Metaxas: chs. 2–3  
             | 6 presentations  
             | 2 articles | DB Forum 2 | 100 |
| 3           | Gingrich: chs. 4–6  
             | Metaxas: chs. 4–5  
             | Murray: ch. 2  
             | 4 articles | Research Paper – Topic Brief  | 100 |
|             |                 |             | Quiz 1 | 50 |
| 4           | Book Excerpt: Sellout  
             | 1 presentation  
             | 9 articles | DB Forum 3 | 100 |
| 5           | Gingrich: ch. 7  
             | 1 presentation  
             | 5 articles | Research Paper – Annotated Bibliography | 100 |
|             |                 |             | Quiz 2 | 50 |
| 6           | Barton: All  
             | 3 presentations  
             | 4 articles | DB Forum 4 | 100 |
| 7           | Gingrich: ch. 8  
             | 1 presentation  
             | 10 articles | DB Forum 5 | 100 |
| 8           | Gingrich: chs. 9–10, Conclusion  
             | Metaxas: chs. 6–7, Epilogue  
             | Murray: chs. 3–4  
             | 3 presentations  
             | 2 articles | Research Paper – Final | 200 |

**TOTAL** | **1010**

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.