**REEDLEY COLLEGE**

**POLITICAL SCIENCE 2**

**Introduction to American Government**

**Semester: Spring 2022; Section: 52682**

**Instructor: Darlene Haines; Meeting Dates: 1/10/2022-5/20/2022**

**Email: darlene.haines@scccd.edu; Room: ONLINE (Asynchronous)**

**Office Hours: TBA; Phone/Text: 559-797-1321**

**CATALOG COURSE DESCRIPTION: “An introduction to the principles and problems of national, state, and**

**local government with particular emphasis on the Constitution of the United States and the state and local government of California.”**

**REQUIRED MATERIALS:**

• American Government 3e. Krutz, Glen and Sylvie Waskiewicz. July 28, 2021. OpenStax: Creative Commons. ISBN-13: 978-1-951693-38-1

The text is available in electronic version free by visiting the [OpenStax website](https://openstax.org/details/books/american-government-3e).

• Field, Mona (2018). California Government and Politics Today, 15th edition. Pearson Education: New York, NY. ISBN: 978-0-13-462710-6

• Computer or e-device

• Good internet connection

**PREREQUISITES:**  It is advised that students are eligible for **English 1A or 1 A H**.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Recognize the Constitutional processes and principles as they occur in modern U.S. and California politics.
2. Relate the structures, roles and powers of the national, state and local governments.
3. Recognize the impacts of various “policy inputs” on the development of public policy in the United States and in California.
4. Identify the categories of policies made by governments within the United States, and relate the questions underlying these policies.

**OUTCOME ASSESSMENT:**

Students will have achieved course objective if they complete all coursework and/or assignments with a cumulative average grade of C or better.

**LEARNING METHODS:**

Lectures, active learning, required readings from the textbook, newspaper and/or journal articles, internet articles, assignments and class discussions.

**INTERNET/EMAIL/CANVAS:**

**CANVAS** will be utilized for test scores and announcements. Make sure you check Canvas every day for changes or updates. The new 24/7 Online Support is now LIVE. You can reach them by calling 1-844-629-6837.

**EMAIL:** Reedley College will use your student email account as the primary means to communicate with you. Communication with all students will be via district provided email unless you choose to receive notices about your student account by U.S. Mail. Email accounts can be accessed from any of the lab computers on campus or from an off-campus computer with Internet access.

**ZOOM MEETINGS:** **This class is asynchronous and does not require regular attendance via virtual meetings.** Virtual meetings may be scheduled however, they are not mandatory and will not count against your grade if you cannot attend. If you choose to attend a virtual meeting you must present yourself as if you were in an on-campus class. Your appearance and background environment must be professional and academic. Cameras are not required but are highly encouraged.

**ONLINE CLASSROOM GUIDELINES:**

While these are not all encompassing, they do provide a basic idea of acceptable behavior for you to follow. Failure to follow these guidelines could result in the following: (1) Meeting with the instructor; (2) Loss of points earned in class; (3) Other disciplinary action and/or removal from class. Proper online etiquette must always be adhered to.

* **Contribute**: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
* **Help Others**: You may have more experience with online discussion forums than others in the class. Be encouraging and show them it’s not so hard. They’re really going to appreciate it!
* **Be Patient**: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don’t.
* **Be Respectful:** Treat other students and their opinions with respect. This means not making or directing any comments of a personal nature to any of your fellow class members. It is okay to disagree, it is not okay to be disrespectful. Violent or aggressive behavior in any manner will not be tolerated. You will be reported to campus police.
* **Do Your Own Work:** Academic dishonesty (cheating and plagiarism) will not be tolerated and will result in a zero on the assignment, a zero for the entire class, a short term suspension, or expulsion, depending on the severity of the case.
* **Use Proper Writing Style**: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. This includes essay/paragraph and MLA format including citations.
* **Cite Your Sources**: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
* **Emoticons and Texting**: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r’s.
* **Respect Diversity**: It’s an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racist, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
* **No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody **(NOT TO MENTION BEING HARD ON THE EYE)**.
* **No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
* **Review Before Posting:** Read your post out loud before hitting the send button to ensure that you’ve conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.
* **Report Glitches**: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

\*\*Essentially, any behavior that disrupts the class will not be tolerated.

**EXAMINATIONS and ASSIGNMENTS:**

**Exams:**

This course consists of three Units. After each Unit there will be a Unit Exam. All Exams must be taken on Canvas (unless you have been approved for accommodations). The exam will only be available on the scheduled exam day until 11:59pm. If available, examination review guidelines and writing assignment guidelines can be accessed on Canvas.

**Practice Quizzes:** You may quiz yourself on the information you are learning after every chapter. These are practice quizzes and any points earned **will not count toward your final grade**. You will have two attempts and there is no time limit. Correct answers can be viewed once after each attempt. The due date is a “soft” date and is only listed as a guide to help you progress throughout the course. Practice quizzes related to the chapters in the unit will be available at the beginning of the Unit until the day prior to the Unit Exam. Practice quizzes will not be extended for any reason.

**Writing Assignments:**

Writing assignments must be professional and academic. Writing assignments must be submitted on Canvas by the due date. If an assignment is available past the due date, you may still submit it for full credit. For Discussion Board assignments, it is highly recommended to write your essay in Microsoft Word (or similar), save it, and then copy/paste to the discussion board.

**Discussion Boards:** These will require you to select one question to analyze and discuss. You will be expected to use critical thinking and address all aspects of the question. A minimum of two paragraphs is required. It is required to use your textbook as a source to strengthen your analysis. Other sources may be used in addition to the textbook. Cite your sources using MLA format. It is required to read and comment on at least two other post to receive full credit (see Leaving Feedback). Discussion board writings will be graded with a rubric which will provide feedback for improvement. Additional comments (if any) will be provided in the assignment comment section on Canvas.

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| **Criteria** | **Ratings** | | | **Points** |
| Critical Thinking  Used critical thinking to demonstrate analysis and understanding of the topic. | **20 to >15.0 pts**  **Proficient**  Fully demonstrates critical thinking and analysis of the topic. Fully defines and explains uncommon words or phrases. | **15 to >6.0 pts**  **Refining**  Somewhat demonstrates critical thinking and analysis of the topic. Somewhat defines and explains uncommon words or phrases. | **6 to >0.0 pts**  **Developing**  Minimally demonstrates critical thinking and analysis of the topic. Minimally defines and explains uncommon words or phrases. | 20 |
| Source Connections  Used at least one source (textbook) to connect the topic to authoritative data. | **20 to >15.0 pts**  **Proficient**  Fully articulates specific examples from the textbook to connect the topic to course learning. May skillfully connect additional authoritative sources and/or personal experiences to the topic. | **15 to >6.0 pts**  **Refining**  Somewhat articulates specific examples from the textbook to connect the topic to course learning. May somewhat connect additional authoritative sources and/or personal experiences to the topic. | **6 to >0.0 pts**  **Developing**  Minimally articulates specific examples from the textbook to connect the topic to course learning. May vaguely connect additional authoritative sources and/or personal experiences to the topic. | 20 |
| Participation and Collaboration  Demonstrated class participation by reading and responding to other posts. | **10 to >7.0 pts**  **Proficient**  Fully provides respectful, meaningful, and reflective feedback. Responds to at least two other posts. | **7 to >4.0 pts**  **Refining**  Provides feedback that is respectful, but is general and somewhat meaningful and reflective. Responds to at least two other posts. | **4 to >0.0 pts**  **Developing**  Provides feedback that is respectful, but does not provide meaningful, and reflective feedback. Responds to only one post. | 10 |
| **Total 50** | | | | |

**Leaving Feedback:** Respectful, constructive, and meaningful feedback is important to help improve critical thinking and communication. Simply saying "good job" or "I liked your post" doesn't help others improve (and won't earn you points for participation). It is expected that you will use the **WHO** feedback method:

1) **What you liked:** explain specifically what you liked about their writing (how they described or explained something, how they supported their thoughts, etc.).

2) **How to improve:** explain specifically what could have been done to improve their writing (defined a term or concept, supported their opinion, cited sources, used specific examples, etc.).

3) **Overall thoughts:** provide your overall reaction to their writing and encourage to continue to improve.

**Final Reflective Essay:** this writing assignment will be a reflection paper on your political thoughts and attitudes of American government and politics over this course. Sources are not required, however if you use a source, it must be cited appropriately. You must submit this paper on Canvas. Late papers and hard copies will **NOT** be accepted. Specific guidelines will be provided at the appropriate time in the class. Paper length: 2 to 4 pages, plus references (if used).

**LATE ASSIGNMENTS AND MISSED EXAMS:**

**Missed Exams:** Make-up exams will only be given to students who make prior arrangement **BEFORE** the scheduled exam or can show valid proof (Doctors appointment, family emergency, etc.) that missing the exam could not be avoided. **“I forgot” or “I didn’t know”** is not a valid excuse. Barring extenuating circumstances, if the extension is missed you will receive a zero for the missed exam. The Make-up exam may be different than the version taken on the scheduled exam date and may consist of all essay and/or short answer questions.

**Missed Assignments:** Discussion Board assignments are generally available for one week. It is recommended to submit your post by the due date or before, however they are usually available for submission 2-3 days after the due date. You may submit your assignment past the due date without penalty, as long as the assignment is still available. Extensions will only be given to students who make prior arrangements before the availability date ends or can show valid proof missing the final submission date could not be avoided. **“I forgot” or “I didn’t know” is not a valid excuse.**

**STUDENTS WITH DISABILITIES:**

Upon identifying themselves to the instructor, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Programs and Services located in the Disabled Students Programs and Services Building. You may also call (559) 638-0332. The TTY phone number is (559) 638-0356. "If you have a verified need for an academic accommodation or materials in alternate media (e.g., Braille, large print, electronic text, etc.) per the American with Disabilities Act or Section 504 of the Rehabilitation act please contact your instructor as soon as possible."

**ACADEMIC FREEDOM:**

Academic freedom includes freedom of inquiry and instruction for every faculty member, including freedom in presenting and discussing subjects related to his academic discipline. Academic freedom also includes, but is not limited to, freedom to:

* Inquire about, present, and explore difficult and controversial material that is relevant to the official course outline of record;
* Express differences of opinion with and among students, faculty, staff, and administration on academic matters;
* Demonstrate, teach, and defend critical thinking skills and intellectual honesty.

Every faculty member is a member of a learned profession and shall have the freedom to use his professional scholarship, and present this scholarship in any academic discourse.

**CHEATING AND PLAGIARISM:**

“Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.”

“Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.”

**GRADING:**

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| **Assignment** | **Points** |
| Exams (3) 150 points each | 56% (450 points) |
| Discussion Boards (5) 50 points each | 31% (250 points) |
| Reflective Essay 100 points | 13% (100 points) |
| **TOTAL** | **100% (800 points)** |

**GRADING SCALE:**

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| A | 800 points to 720 points |
| B | 719 points to 640 points |
| C | 639 points to 560 points |
| D | 559 points to 480 points |
| F | 479 points and below |

**TENTATIVE COURSE SCHEDULE**

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|  | **JANUARY 2022** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | 10 | 11 | 12 | 13 | 14 |
| WEEK 1 | Read Welcome message and Syllabus |  | Discussion Board: Introductions Available 1/10-1/23 |  | Disc Board 1: Purpose of Govt Available 1/12-1/23 |
| WEEK 2 | 17 | 18 | 19 | 20 | 21 |
| **Martin Luther King, Jr. Day**  **NO CLASSES** | Read:OpenStax Ch 1 | Practice Quiz 1 Available 1/14-2/11 |  | Read:OpenStax Ch 2 |
| WEEK 3 | 24 | 25 | 26 | 27 | 28 |
| Practice Quiz 2 Available 1/14-2/11 |  | Read:OpenStax Ch 3 | Practice Quiz 3 Available 1/14-2/11 | DB 2: Democracy, The Constitution, & Federalism Available 1/26-2/1 |
|  | **FEBRUARY 2022** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| WEEK 4 | 31 | 1 | 2 | 3 | 4 |
| Read:OpenStax Ch 4 |  | Practice Quiz 4 Available 1/14-2/11 |  |  |
| WEEK 5 | 7 | 8 | 9 | 10 | 11 |
| Read:OpenStax Ch 5 |  | Practice Quiz 5 Available 1/14-2/11 |  | **UNIT 1 EXAM** Ch 1-5 (150 pts) |
| WEEK 6 | 14 | 15 | 16 | 17 | 18 |
| Read:OpenStax Ch 6 |  | Practice Quiz 6 Available 2/12-3/17 |  | **Lincoln Day**  **NO CLASSES** |
| WEEK 7 | 21 | 22 | 23 | 24 | 25 |
| **Washington Day**  **NO CLASSES** | Read:OpenStax Ch 7 | Practice Quiz 7 Available 2/12-3/17 |  |  |
|  | **MARCH 2022** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| WEEK 8 | 28 | 1 | 2 | 3 | 4 |
| Read:OpenStax Ch 8 |  | Practice Quiz 8 Available 2/12-3/17 |  | DB 3: Public Opinion & The Media Available 3/2-3/8 |
| WEEK 9 | 7 | 8 | 9 | 10 | 11 |
| Read:OpenStax Ch 9 |  | Practice Quiz 9 Available 2/12-3/17 |  |  |
| WEEK 10 | 14 | 15 | 16 | 17 | 18 |
| Read:OpenStax Ch 10 |  | Practice Quiz 10 Available 2/12-3/17 |  | **UNIT 2 EXAM** Ch 6-10 (150 pts) |
| WEEK 11 | 21 | 22 | 23 | 24 | 25 |
| Read:OpenStax Ch 12 |  | Practice Quiz 12 Available 3/19-5/15 |  |  |
| WEEK 12 | 28 | 29 | 30 | 31 | 1 |
| Read:OpenStax Ch 15 |  | Practice Quiz 15 Available 3/19-5/15 |  | DB 4: President & Bureaucracy Available 3/30-4/5 |
|  | **APRIL 2022** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| WEEK 13 | 4 | 5 | 6 | 7 | 8 |
| Read:OpenStax Ch 11 | Practice Quiz 11 Available 3/19-5/15 |  | Read:OpenStax Ch 13 | Practice Quiz 13 Available 3/19-5/15 |
| WEEK 14 | 11 | 12 | 13 | 14 | 15 |
| S P R I N G B R E A K | | | | |
| WEEK 15 | 18 | 19 | 20 | 21 | 22 |
| Read:OpenStax Ch 16 |  | Practice Quiz 16 Available 3/19-5/15 |  |  |
| WEEK 16 | 25 | 26 | 27 | 28 | 29 |
| Read:OpenStax Ch 17 |  | Practice Quiz 17 Available 3/19-5/15 |  | DB 5: Domestic & Economic Policy Available 4/27-5/3 |
|  | **MAY 2022** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| WEEK 17 | 2 | 3 | 4 | 5 | 6 |
| Read:OpenStax Ch 14 |  | Practice Quiz 14 Available 3/19-5/15 | Read: CA Govt Ch 1-3 | Practice Quiz CA 1 Available 3/19-5/15 |
| WEEK 18 | 9 | 10 | 11 | 12 | 13 |
| Read: CA Govt Ch 8,9, 11 | Practice Quiz CA 2 Available 3/19-5/15 |  | Read: CA Government Chapters 13-14 | Practice Quiz CA 3 Available 3/19-5/15 |
| WEEK 19 | 16 | 17 | 18 | 19 | 20 |
|  |  | **UNIT 3 EXAM** Ch 11-14 & CA (150 pts) | FINAL REFLECTION Available 4/30-5/19  (100 pts) |  |

**COURSE OBJECTIVES:**

1. Study both the theory and practice of “democracy.”

2. Research the forces and political philosophies that influenced the founding fathers of the United States and the

framers of the Constitution.

3. Compare and contrast the Articles of Confederation with the Constitution of the United States of America,

including a discussion of the Federalist and Anti-Federalist factions.

4. Review the role played by the U. S. Constitution in (a) creating our federal system of government, with its

subsequent divided responsibilities, and (b) establishing the separation of powers and checks and balances

principles at the national level, as well as the implications of such.

5. Examine the federal system as a practical device to accommodate—within one government—national and local

needs unique to the United States.

6. Evaluate the relationship between the Bill of Rights, the government, and the concept of “civil liberty,” noting that

liberty is both the absence of governmental intrusion and the result of a set of guarantees that protect the

individual against the excesses of government.

7. Assess the idea of civil rights as the rights of all citizens to equal protection of the law, as provided in the 14th

Amendment of the Constitution. Students will also explore the development of civil rights, using the evolving

civil rights of African-Americans and other groups as examples.

8. Consider his/her role as a voter in the United States political system, and survey the varying forms and systems of

elections used in the United States, including primary elections, general elections, California referendum and

initiative elections, California recall elections, and the electoral college.

9. Gain an understanding of the characteristics of the American political party system and the functions parties serve

in the process of governing.

10. Analyze the issues surrounding the development of public opinion, and its influence on the formation of public

policy.

11. Examine the influence of different means of mass communication (media)—both news-based and entertainment-

based—on the development of public policy, and the techniques employed by each.

12. Evaluate the positive and negative effects of the countervailing influences of interest groups in American politics,

the tactics of interest groups, and the means employed for keeping them honest.

13. Appraise the powers and limitations of the office of the President of the United States, and examine the roles

he/she plays as a ceremonial, political, administrative, military, and legislative leader.

14. Examine the various powers/roles of Congress, different theories of representation, and the strengths and

weaknesses of the legislative, or lawmaking, process.

15. Study the role of the national courts in interpreting the Constitution, shaping individual rights, and determining

the distribution of governmental power. Students will also consider the subtleties of constitutional interpretation,

noting that the Constitution is a living document that adapts to changing needs.

16. Explore the vastness and complexity of the bureaucracy. Students will investigate the different national

departments and agencies, the characteristics of their growth and evolution and the mechanics of reorganization

and reform; and to comprehend the difficulties of effective reform.

17. Examine the programs in the area of domestic policy intended to promote “the general welfare.”

18. Investigate the forces that shape American foreign and defense policy.

19. Study the structure, major functions, and significant powers of both the State of California and local

governmental entities. Additionally, students will examine the relationship of state and local institutional powers

to the concept of Federalism and survey various examples of direct and indirect democracy at the state and local

levels.

The instructor retains the right to change or modify this syllabus as necessary.