

**Semester: SPRING 2024;**  
**Instructor: Darlene Haines;**  
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**Phone/Text: 559-797-1321**  
**Office Hours: By Appointment Only;**

**Section: 59021**  
**Class Dates: 1/16/24-5/17/24**  
**Class Days: TBD**  
**Class Time: TBD**  
**Bldg/Room: Online (Asynchronous)**

### WELCOME MESSAGE

Welcome to Introduction to American Government and Politics! This course satisfies, in part, the American history and institutions requirements for CSU/UC. In this course we will be discussing many various aspects of American government. Some of the topics we will discuss include the history and foundations of American government and how they relate to current events. This includes the three branches of our Federal Government and the U.S. Constitution and its predecessor, the Articles of Confederation. In studying the U.S. Constitution, this class will focus largely on the Bill of Rights and the Civil War Amendments, as well as the struggle for equal rights in the United States. We will spend the final portion of the course studying California state and local government.

It is important to note that some topic discussion (abortion, gay marriage, gender, gun control, religion, etc.) may be sensitive and some may have strongly held beliefs. Therefore, it is necessary to maintain respect for others' opinions and keep an open mind as to why they feel that way. In addition, when discussing your opinion on topics it is important to maintain respect and give examples from your educational background and life experiences so that others may understand why you hold these opinions. We will not debate topics as to whether they are right or wrong, but rather explore the nature of those topics as they relate to policies, power, authority, legitimacy, and democracy in American government.

It is important that you communicate any technical difficulties you may be experiencing to the help desk as soon as possible to keep up with the course. In addition, please be aware of the due date for each assignment in this course. To perform well you will need to be vigilant in reading assigned texts, keeping up with your coursework and checking Canvas every day. If you experience extenuating circumstances, please let me know right away. It is a pleasure to have you in class and I look forward to helping you on your academic journey!

### 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 accessing the [OpenStax website](#).

• Introduction to California Government and Politics, Version 3. Reti, Steven. 2022. An Open Educational Resources Publication by College of the Canyons. licensed under CC BY 4.0.

→ This text is available in electronic version free by accessing [Google Drive](#).

• Computer or e-device AND 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, discussion board assignments and classroom assignments.

**CANVAS/EMAIL/ZOOM**

**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 using Zoom; however, they are not mandatory and will not count against your grade if you cannot attend. Typically, these meetings will not present any new information that could otherwise be found in the syllabus and/or Canvas Announcements. These meeting may be recorded and available for future viewing. You can view upcoming or past Zoom meetings by clicking on the Zoom button from the Canvas Home Page. If you 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.

**PARTICIPATION AND ATTENDANCE**

All students enrolled in Distance Education courses must log in to the course(s) and complete any assignment(s) or other activities, to be determined by the instructor, that are required during the first week. Students who fail to complete first week assignments/activities within the instructor's deadline will be dropped. After the first week and during the time period before the final withdrawal date, "students are responsible for officially withdrawing from any class or classes in which they no longer wish to be enrolled."

**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.

## ONLINE CLASSROOM GUIDELINES

In this course, effective communication and respectful behavior are essential. Adhering to these guidelines will create a conducive online learning environment where we can explore the complexities of American government and politics thoughtfully and respectfully. Failure to follow these guidelines could result in meeting with the instructor, loss of points, and/or other disciplinary action and/or removal from class, depending on the severity of the action. These guidelines include, but are not limited to, the following:

1. **Contributions in Discussion Boards:** Engaging in meaningful discussions allows for a deeper understanding of the complexities of American politics and governance. Actively participate in discussion boards, engage with your peers, and contribute substantively to discussions on American government topics. (see "Leaving Feedback"). **Example:** Instead of a brief comment like "I agree," provide reasoning and evidence to support your agreement or disagreement with a classmate's post on a political issue.
2. **Academic Language:** Academic language fosters clear communication and demonstrates a thorough understanding of the subject matter. Use formal and appropriate language suitable for an academic context when discussing certain topics and political concepts. **Example:** Instead of using colloquial language like "the big political guys," use "prominent political figures" to maintain an academic tone.
3. **Being Respectful of Others' Opinions:** Respectful discussions promote a constructive learning environment and allow for the exchange of diverse perspectives. Treat your classmates' opinions with respect and engage in respectful discussions, even when opinions differ. **Example:** Instead of rejecting an opposing viewpoint, acknowledge the validity of their perspective and offer a counterargument supported by relevant theories or historical examples.
4. **Respecting Diversity:** Recognizing diverse viewpoints enhances the exploration of the multifaceted nature of American democracy. Embrace the diversity of political beliefs, cultural backgrounds, and experiences within the class when discussing the topic. **Example:** When discussing public policy, consider how different cultural backgrounds may influence individuals' perspectives on the issue.
5. **Academic Integrity - Doing Your Own Work:** Academic integrity is fundamental to the study of politics and ensures fair evaluation of students' knowledge and insights. Submit original work that reflects your understanding of American government and politics. **Example:** Provide proper citations when referring to historical events, court cases, or political theories to acknowledge the sources of your information.
6. **Using Chat GPT or AI Tools:** While AI tools can assist in research, they should not replace your engagement with the subject matter. Treat Chat GPT or AI tools as supplemental resources to complement your learning, not as replacements for critical thinking and analysis. Using ChatGPT or AI tools to write for you and submit it as your own work is a violation of academic integrity and will not be tolerated. **Example:** Use AI-generated summaries of legislative debates as a starting point for further research and analysis but independently analyze and assess the nuances of the discussion.
7. **Using Proper MLA Format - Citing Sources and In-Text Citations:** Proper citation strengthens the credibility of your political analyses and demonstrates responsible scholarship. Accurately cite all sources used in your academic work to give credit to authors and researchers. **Example:** Follow MLA format guidelines for citing Supreme Court cases or government reports in your research.
8. **Avoid Emoticons and Texting Language:** Professional language encourages clear and respectful communication in academic discussions. Maintain a formal tone in your online communications and avoid using emoticons or texting language. **Example:** Refrain from using expressions like "LOL" or emoticons like ":)" when discussing political events or policy issues.
9. **No "Yelling" or Using All Caps:** Respectful debates and conversations promote a conducive learning atmosphere. Avoid writing in all caps, as it may be perceived as shouting and disrupt the flow of discussions. **Example:** Instead of writing "THE PRESIDENT SHOULD DO THIS," write "The President should consider implementing this policy due to these reasons."
10. **No Flaming:** Respectful debates foster a constructive exchange of ideas and enhance the learning experience. Refrain from engaging in aggressive or offensive behavior towards others, even when discussing politically sensitive topics. **Example:** If you disagree with a classmate's political perspective, focus on presenting your own views with supporting evidence rather than resorting to personal attacks.

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

## **CHAPTER QUIZZES**

Chapter Quizzes are available on Canvas and are designed to enhance your understanding of specific topics covered in the chapters. All Chapter Quizzes for each Unit will be available once the Unit begins and will remain available until the last day of class at 11:59pm. Each quiz will contain 10 randomly chosen questions and may consist of multiple choice, true/false, fill in the blank, and matching question types. There will not be a time limit and you will have unlimited attempts. Canvas will keep the highest score of all your attempts.

## **TOPIC QUIZZES**

Topic Quizzes are quizzes based on your understanding and analysis of an article, podcast, website, or documentary. Each quiz contains 10 questions worth 2 points each. You will not be timed; however you will only have one attempt. You will be able to see your responses one time after you complete the quiz. Topic Quizzes will have about a one-day grace period. This means that you can submit the quiz after the due date without penalty until the availability end date.

## **DISCUSSION BOARDS**

The quality of your writing assignments is significant in this course. You are expected to do your own work and maintain a professional and academic tone. Engage your critical thinking skills and ensure to address all aspects of the question comprehensively. To achieve your highest potential, follow these guidelines:

**Length:** A minimum of two paragraphs is required for each assignment, however a well written response to these topics generally spans four paragraphs or more.

**Supporting Sources:** It is required to include at least one reference to the textbook to reinforce your analysis. However, you are encouraged to explore other resources, in addition to the textbook, to further back your argument and provide a richer context to your work. All sources used, including your textbook, should be appropriately cited using the Modern Language Association (MLA) style. This includes in-text citations and a Works Cited list. Familiarize yourself with the guidelines of the [MLA citation format](#) to avoid plagiarism and a deduction of points.

**Participation and Feedback:** Active participation in this course extends beyond just posting your assignments. You are expected to read and leave meaningful comments on at least two other posts. 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). Use the **WHO** feedback method:

### **What you liked:**

Explain specifically what you liked about their writing (how they described or explained something, how they supported their thoughts, etc.).

### **How to improve:**

Offer suggestions what could have been included or omitted to improve their writing (defined a term or concept, support their opinion using the textbook, cited sources, used specific examples, etc.).

### **Overall thoughts:**

provide your overall reaction to their writing and encourage them to continue improving.

**Helpful Tips:** It is highly recommend drafting your assignments in Microsoft Word before pasting them onto the discussion board. This approach ensures that your work is saved and allows you to perform spell checks and grammar edits before submission.

**Grading Rubric:** All discussion board assignments (excluding Discussion Board 1) will be graded using the Discussion Board Grading Rubric. This measure is designed to provide you with constructive feedback to improve your future assignments. Any additional comments and feedback on your assignments will be posted in the assignment comment section on Canvas.

**DISCUSSION BOARD RUBRIC:**

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

**REFLECTIVE ESSAY**

This writing assignment will be a reflection on your political thoughts and attitudes of American government and politics before and throughout this course. You must address **ALL** of the questions in your essay. Sources are not required, however, if you use a source, it must be cited appropriately. You must submit this assignment on Canvas. Late submissions, emails, and hard copies will **NOT** be accepted. The final reflective essay is submitted privately so you may be as candid as you see fit. Specific guidelines are provided below and on Canvas at the appropriate time.

**1. Content:** Reflection papers are to be used as proof of your thoughtful, meaningful, and critical thinking of our subject matter. You should use your textbook and other sources used in class to help you develop an informed opinion based on facts and not biases.

**2. Format and Citations:** Submissions must be in MLA format. Sources are not required however, if you choose to use sources, you are expected to cite appropriately. When using citations, you must provide a Work Cited list at the end of the essay.

**3. Length:** 2 to 4 pages (Times New Roman 12-point font; double-spaced; 1-inch margins – top/bottom; left/right).

**4. Questions: YOU MUST ANSWER ALL QUESTIONS FOR FULL CONSIDERATION.**

**You do not have to type these questions as part of your essay.**

1. What were your political thoughts and attitudes prior to taking this course? (This question is not specifically addressing your political leaning, but rather how much of a role the government played in your life and whether you thought that was good, bad, beneficial, detrimental, etc.)
2. How did your *political socialization* play a role in developing these thoughts? (See Openstax Ch 6.1)
3. What particular area of the course impacted you the most? Why?
4. Has what you have learned affected preconceptions (ideas or opinions formed beforehand; a bias; prejudice) or misconceptions (ideas that are wrong or untrue) prior to this class?
5. Will what you have learned change your thoughts, attitudes, and or behavior in the future?

### **FINAL CUMULATIVE EXAM**

The Final Exam will be available on Canvas during Finals Week Monday through Thursday until 11:59pm. This is a comprehensive exam and may contain selected questions from the entire textbook and Topic Quizzes. Question formats will consist of multiple choice, true/false, fill in the blank, and/or matching. Once you begin the exam you must complete it in one sitting. If you close the exam before answering all the questions, all unanswered questions will be marked as incorrect, and you will not be able to resume the exam at a later time. Report any technical difficulties to the Help Desk right away and send me an email so I can either reset the exam or recalculate your grade, depending on how much you completed prior to the interruption.

### **LATE/MISSED ASSIGNMENTS AND EXAMS POLICIES**

**Missed Exams:** Occasionally, unanticipated circumstances may cause you to miss an Exam. In such cases, a provision exists for a make-up exam under two conditions: either prior notification is given before the scheduled exam date, or credible evidence (e.g., doctor's note, substantiation of a family crisis, etc.) is provided to demonstrate that your absence was indeed unavoidable. Please note that explanations such as "I forgot" or "I didn't know" will not be deemed acceptable. If you fail to appear for the rescheduled examination without a compelling reason, anticipate receiving a score of zero for that particular exam. Be aware that the make-up exam may have a different structure from the original, potentially comprising entirely of essay and/or short answer questions.

**Late Assignments:** It's essential for the progression of the course that all assignments are submitted by the specified due dates. However, I understand that sometimes other commitments might cause minor delays. Therefore, a grace period has been factored in, allowing you to submit your posts, in some cases a few days, past the initial due date, provided that the discussion board is still open. During this grace period, there will be no penalty for late submissions. This is intended to promote active participation without overly penalizing unforeseen delays. Try to adhere to the original deadlines as closely as possible to maintain pace with the course.

**Missed Assignments:** If you miss the submission window for an assignment, you will receive a zero. Assignment make-up opportunities are permitted provided you can offer documented evidence that substantiates the unpreventable nature of your absence. This may include, but is not limited to, situations such as a family emergency, medical appointments, illness, or other unforeseen major events. As with exams, "I forgot" or "I didn't know" are not considered valid excuses.

### **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:**

<b>Assignments</b>	<b>Points</b>
Chapter Quizzes (20) 20 points each	33% (400 points)
Topic Quizzes (5) 20 points each	8% (100 points)
Discussion Boards (1) 25 points (2) 50 points each	11% (125 points)
Reflective Essay points	23% (275 points)
Final Essay Exam 300 points	25% (300 points)
<b>TOTAL</b>	<b>100% (1,200 points)</b>

**GRADING SCALE:**

A	1,200 points to 1,080 points
B	1,079 points to 960 points
C	959 points to 840 points
D	839 points to 720 points
F	719 points and below

**TENTATIVE COURSE SCHEDULE BY MONTH**

		JANUARY 2024				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	15	Martin Luther King, Jr. Day NO CLASSES	16 Read Syllabus	17 DUE: Disc Board 1 - Purpose of Govt	18	19 Reading DUE: OpenStax Ch 1
WEEK 2	22	QUIZ DUE: Chapter Quiz 1	23	24 Reading DUE: OpenStax Ch 2	25 QUIZ DUE: Chapter Quiz 2	26
WEEK 3	29		30 Reading DUE: OpenStax Ch 3	31 QUIZ DUE: Chapter Quiz 3	1	2 QUIZ DUE: <b>Topic Quiz 1</b> – Article: California’s Proposition 12 & Federalism
		FEBRUARY 2024				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 4	5		6 Reading DUE: OpenStax Ch 4	7 QUIZ DUE: Chapter Quiz 4	8	9
WEEK 5	12		13 Reading DUE: OpenStax Ch 5	14 QUIZ DUE: Chapter Quiz 5	15 DUE: Disc Board 2 – Liberties & Rights	16 Lincoln Day NO CLASSES
WEEK 6	19	Washington Day NO CLASSES	20 Reading DUE: OpenStax Ch 6	21 QUIZ DUE: Chapter Quiz 6	22	23
WEEK 7	26	Reading DUE: OpenStax Ch 7	27 QUIZ DUE: Chapter Quiz 7	28	29 Reading DUE: OpenStax Ch 8	1 QUIZ DUE: Chapter Quiz 8
		MARCH 2024				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 8	4		5 Reading DUE: OpenStax Ch 9	6 QUIZ DUE: Chapter Quiz 9	7	8 QUIZ DUE: <b>Topic Quiz 2</b> – Presidential Podcast Episode 8: Martin Van Buren
WEEK 9	11		12 Reading DUE: OpenStax Ch 10	13 QUIZ DUE: Chapter Quiz 10	14	15 Reading DUE: OpenStax Ch 12

WEEK 10	18 QUIZ DUE: Chapter Quiz 12	19	20 Reading DUE: OpenStax Ch 15	21 QUIZ DUE: Chapter Quiz 15	22 QUIZ DUE: Topic Quiz 3 – The A.I. Dilemma Documentary
WEEK 11	25	26	27	28	29
<b>SPRING BREAK</b>					
<b>APRIL 2024</b>					
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
WEEK 12	1 1	2 Reading DUE: OpenStax Ch 11	3 QUIZ DUE: Chapter Quiz 11	4	5 DUE: Disc Board 3 – U.S. Representative Research
WEEK 13	8	9 Reading DUE: OpenStax Ch 13	10 QUIZ DUE: Chapter Quiz 13	11	12 Reading DUE: OpenStax Ch 16
WEEK 14	15 QUIZ DUE: Chapter Quiz 16	16	17 QUIZ DUE: Topic Quiz 4 – Article – Social Media & Youth Mental Health	18	19 Reading DUE: OpenStax Ch 17
WEEK 15	22 QUIZ DUE: Chapter Quiz 17	23	24 Reading DUE: OpenStax Ch 14	25 QUIZ DUE: Chapter Quiz 14	26
<b>MAY 2024</b>					
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
WEEK 16	29 Reading DUE: CA Govt Ch 1-3	30 QUIZ DUE: Chapter Quiz CA 1	1 QUIZ DUE: Topic Quiz 5 – CalMatters Article: Groundwater Pumping	2	3 Reading DUE: CA Govt Ch 8,9, 11
WEEK 17	6 QUIZ DUE: Chapter Quiz CA 2	7	8 Reading DUE: CA Government Chapters 13-14	9 QUIZ DUE: Chapter Quiz CA 3	10 <b>Reflective Essay Due</b>
WEEK 18	13	14	15	16 <b>FINAL CUMULATIVE EXAM DUE</b>	17

**TENTATIVE COURSE SCHEDULE BY WEEK:**

<b>WEEK</b>	<b>DATES</b>	<b>ASSIGNMENTS</b>
1	Jan 15-19	Read Syllabus; Submit <b>Discussion Board 1</b> ; Read Openstax Chapter 1
2	Jan 22-26	Submit Chapter 1 Quiz; Read Openstax Chapter 2; Submit Quiz Chapter 2
3	Jan 29-Feb 2	Read Openstax Chapter 3; Submit Quiz Chapter 3; Submit <b>Topic Quiz 1</b>
4	Feb 5-9	Read Openstax Chapter 4; Submit Quiz Chapter 4
5	Feb 12-16	Read Openstax Chapter 5; Submit Quiz Chapter 5; Submit <b>Discussion Board 2</b>
6	Feb 19-23	Read Openstax Chapter 6; Submit Quiz Chapter 6
7	Feb 26-Mar 1	Read Openstax Chapters 7; Submit Quiz Chapter 7; Read OpenStax Chapter 8 Submit Quiz Chapter 8
8	Mar 4-8	Read Openstax Chapter 9; Submit Quiz Chapter 9; Submit <b>Topic Quiz 2</b>
9	Mar 11-15	Read OpenStax Chapter 10; Submit Quiz Chapter 10; Read OpenStax Chapter 12;
10	Mar 18-22	Submit Quiz Chapter 12; Read OpenStax Chapter 15; Submit Quiz Chapter 15; Submit <b>Topic Quiz 3</b>
11	Mar 25-29	<b>SPRING BREAK</b>
12	Apr 1-5	Read OpenStax Chapter 11; Submit Quiz Chapter 11; Submit <b>Discussion Board 3</b>
13	Apr 8-12	Read OpenStax Chapter 13; Submit Quiz Chapter 13; Read Chapter 16
14	Apr 15-19	Submit Quiz Chapter 16; Submit <b>Topic Quiz 4</b> ; Read OpenStax Chapter 17
15	Apr 22-26	Submit Quiz Chapter 17; Read OpenStax Chapter 14; Submit Quiz Chapter 14
16	Apr 29-May 3	Read California Government & Politics Chapters 1-3; Submit Quiz CA 1; Submit Topic Quiz 5; Read California Govt Chapters 8, 9, 11;
17	May 6-10	Submit Quiz CA 2; Read California Govt 13-14; Submit Quiz CA 3; Submit Reflective Essay
FINAL	May 13-17	<b>Final Cumulative Exam</b>

**COURSE OBJECTIVES:**

1. Study both the theory and Chapter 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.