



Course Sections, Reedley College:

56881: TTh, 9:30 – 10:45 A.M., Forum 1

56883: TTh, 2:00 – 3:15 P.M., CCI-201

Instructor: Dr. Tellalian

Email: bryan.tellalian@reedleycollege.edu

Office Hours: Thursdays, 11:00 A.M. – 12:00 P.M.

Fridays, 10:00 A.M. – 12:00 P.M. &

by appointment.

Course Description:

The field of American politics deals with the organization, distribution, and orientation of political power in American society. This course surveys the processes and institutions of the United States' national, state, and local politics. Among the topics discussed are individual political attitudes and values, political participation, voting, political parties, interest groups, Congress, the presidency, Supreme Court, the federal bureaucracy, civil liberties, civil rights, and domestic and foreign policy. Attention is paid both to the present state of the American political system and to its historical roots.

Course Objectives:

In the process of completing this course, students will:

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.

Required Texts:

Ginsburg, Benjamin, Theodore J. Lowi, Margaret Weir, and Caroline J. Tolbert. *We The People*, 10th ed. New York: W.W. Norton & Company, 2015.

Anagnoson, J. Theodore, Gerald Bonetto, J. Vincent Buck, Richard E. DeLeon, et al. *Governing California*, 5th ed. New York: W.W. Norton & Company, 2015.

Textbooks are also available as eBooks. You can access them by purchasing the e-version in the Bookstore or using the links below.

We The People, 10th ed.: <https://digital.wwnorton.com/wethepeople10>
 Governing California, 5th ed.: <https://digital.wwnorton.com/govcali5>

REEF Polling 6 Month (180 days) Access Card – For purchase in the Bookstore.

Supplemental materials will be provided by the instructor and are required reading for this course. To see what supplemental materials will be assigned, please see page nine (9) of this syllabus. You can retrieve the supplemental materials on your PoliSci 2 Blackboard page unless otherwise indicated. The supplemental materials that will be assigned are subject to change at any time at the discretion of the instructor.

Add/Drop Dates:

Friday, August 28, 2015 – Last day to drop a full-term class for a full refund.

Friday, September 4, 2015 – Last day to register for a full-term class for Fall, 2015; last day to drop a full-term class to avoid a “W” in person.

Sunday, September 7, 2015 – Last day to drop a full-term class on WebAdvisor to avoid a “W” for Fall, 2015.

Beginning with the fourth week of full-term classes, students wishing to add classes must complete a Student Petition for Exception to Enrollment Deadline Due to Extenuating Circumstances form (SPEEDEC), secure the instructor's approval and explanation for adding beyond the add deadline, secure the Dean's approval, and present the petition to the registration desk for processing.

Friday, September 18, 2015 – Last day to change a class to or from “Pass/No Pass.”

Friday, October 16, 2015 – Last day to drop a full-term class in person. Letter grades will be assigned after this date.

Monday, December 14, 2015 – Friday, December 18, 2015 – Finals Week

Friday, December 18, 2015 – End of Fall, 2015 Semester.

Attendance Requirements:

Due to State Center Community College District (SCCCD) policy, attendance records must be kept. To assist with keeping attendance records, there will be assigned seating via a seating chart and a sign-in sheet. Failure to sit in your assigned seat at the beginning of class will result in being marked absent.

Attendance will be taken at the beginning of class using through circulating a sign-in sheet. A student is considered late if he is not in his assigned seat when class begins, i.e. the time the class is scheduled to start. *If you are late, you will need to sign in late after class. Otherwise, you will be marked absent. Additionally, these absences will be counted as part of the absences required to drop a student from the course.*

Policy for Absences & Leaving Early: In order for an absence or leaving early to be excused, the student must give the instructor **prior notice** (*no later than 24 hours before class*), **a valid reason** (e.g. illness, medical emergency, court appearance, car trouble), **AND a written letter from the appropriate individual on the individual's letterhead** (e.g. a letter from a doctor on the doctor's letterhead, a letter from the court clerk on the court's letterhead, an invoice from an auto repair shop). Failure to comply with this policy will result in being marked absent. These absences will be counted as part of the absences required to drop a student from the course.

A student who has missed two weeks of instruction in a full term class will be dropped (any combination of tardies and absences equal to two weeks of instruction). For classes that meet three times per week, six absences equal two weeks of instruction. For classes that meet twice per week, four absences equal two weeks off instruction. However, a student cannot be dropped after the ninth week with respect to attendance. The last day to drop a full-term class is Friday, October 16, 2015. A letter grade will be assigned after this date.

Children and Guests in Class:

Children and guests are **not** allowed in class.

Participation:

Please be advised that students will be called on randomly during lecture in order to respond to questions related to the material being covered. Therefore, students should complete the required reading **before** to coming to class. To maximize retention of the material, it is recommended that students review their notes prior to class.

Behavior:

Conduct in the classroom that detracts from the instructor's ability to deliver the course material and/or a student's ability to receive the course material may trigger the removal procedure outlined in the Student Conduct Code (available at the campus library, Admissions office, Dean of Students office, Student Activities office, and Office of Instruction). Such conduct includes, but is not limited to, reading unrelated material, talking, sleeping, writing letters, text messaging, etc., during class, or failure to treat one's classmates or instructor with respect. Those who engage in such actions can be asked to leave the classroom at the instructor's discretion and subject you to the disciplinary process outlined below. Persisting in such behavior will subject you to further disciplinary action (see below).

Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of authority or persistent abuse of college personnel is prohibited.

Failure to treat the instructor with respect, including, but not limited to, talking back in a disrespectful tone and emotional outbursts, are prohibited.

Engaging in the prohibited conduct detailed in the syllabus or this addendum is not permitted before, during, or after class. Additionally, such conduct is not permitted via email, during office hours, or any other time a student interacts with the instructor.

Students should enter the class room quietly out of courtesy to students who are studying prior to class. Likewise, students who arrive late for class should take their seat in a manner that does not disrupt the lecture for either the students or the instructor. *For students who have class in **Forum 1**, if you arrive late, please enter through one of the **rear** entrances and take your seat by walking down either the right or left aisle. **Do not cross the well** (the space between the rostrum and the front row).*

Cell phones, pagers, MP3 players, and all other digital or electronic devices are to be turned OFF and PUT AWAY during class unless their use is requested by the instructor. This includes any and all digital, electronic, or other recording devices. *“Turned Off” is defined as pressing the power button on your device so that it does not function and excludes “vibrate,” “silent,” and other modes. “Put Away” is defined as zipped up in your backpack, purse, or other piece of luggage and out of the view of the instructor.* However, if there is an exceptional circumstance that requires you to leave your phone on during class, please notify me before class so that the situation may be judged accordingly. If your request to leave your phone on is granted, please switch your ring setting to the “vibrate” mode. **On examination days, no technological devices are allowed to be on. They must be turned off and put away (see definition above).** Failure to adhere to these policies will trigger the disciplinary process outlined below.

Engaging in prohibited conduct in, but not limited to, the syllabus will trigger the following:

1. First incident – Warning and/or conference with the instructor.
2. Second incident – Conference with the Dean of Student Services and/or removal from class for one or more days. Removal from class will activate the process to remove the student from the class for 10 or more days if appropriate.
3. Third incident – Conference with the Dean of Students and Removal from class for one or more days. Persisting in misconduct may subject the student to short-term suspension, long-term suspension, or expulsion.

In spite of the three-step process listed on the previous page, for student behavior that is severe, which includes, but is not limited to, the aforementioned conduct, the instructor reserves the right to remove the student from class immediately for one or more days or drop the student from the course. If the student is removed from class, this will activate the process to remove the student from the class for 10 or more days if appropriate.

Cheating and Plagiarism:

Cheating is defined as “the willful and intentional practice of fraudulent and deceptive acts for the purposes of improving a grade or obtaining course credit.” Cheating is NOT limited to examinations only. It extends to any act in which you engage for the purpose of obtaining unmerited academic credit. Students are expected to do their own work unless otherwise specified by the instructor (e.g. the instructions for an assignment indicate it is a group activity). If a student copies their work from another student or otherwise engages in the behavior mentioned in this paragraph, this constitutes cheating. Plagiarism is “the fraudulent representation of someone else’s writing or other scholarly material as your own.” That is, the student tries to take credit for the work that someone else did. This includes, but is not limited to, any source you use for a paper, or submitting a fellow student’s homework while representing it as your own work. Please see the Reedley Course Catalogue for more on cheating and plagiarism.

Cheating and plagiarism constitute serious offenses which will result in severe consequences to the student. The Cheating and Plagiarism Policy is separate and distinct from the Behavior Policy listed above. The student will receive a “zero” on the exam, assignment, activity, etc., and will be reported to the Vice President of Student Services for consultation. A subsequent instance of cheating will result in receiving a “zero,” being reported to the Vice President of Student Services, and removal (one or two days) or being dropped from the course. Students may also be subject to further disciplinary action.

Grades and Make-Up Exams

Please note that you will be tested on all the materials covered in lecture, the reading assignments, and the handouts. In particular, you will be responsible for the lecture even if the material covered in lecture is not in the reading assignments or handouts. Likewise, you will be responsible for the reading assignments even if the material is not covered in lecture or the handouts. Finally, you will be responsible for the material in the handouts even if that material is not covered in lecture or the reading assignments.

All exams will consist of fifty (50) multiple choice questions worth fifty (50) points.

Exam 1: 50 points	Final: 50 points	A = 378 – 420	F = 251 & Below
Exam 2: 50 points	Leg. Project: 120 points	B = 336 – 377	
Exam 3: 50 points	Assignments: 50 points	C = 294 – 335	
Exam 4: 50 points		D = 252 – 293	

Make-up exams will only be given under special circumstances. In order for a student to qualify for taking a make-up exam, the student must give the instructor **prior notice** (*no later than 24 hours before class*), **a valid reason** (e.g. illness, medical emergency, court appearance, car trouble), **AND a written letter from the appropriate individual on the individual's letterhead** (e.g. a letter from a doctor on the doctor's letterhead, a letter from the court clerk on the court's letterhead, an invoice from an auto repair shop). Failure to follow the make-up exam requirements, i.e. an unexcused absence on the exam date, will result in a "zero" on the exam.

If a student meets the qualifications listed above, a make-up examination must be completed within one week of the original date of administration in the Tutorial Center. Due to the limited availability of space and time constraints on the instructor and Tutorial Center staff, **a single time and date will be chosen by the instructor** for all qualified students to make up the exam. The time and date chosen will be the **only** opportunity for qualified students to make up the exam. If a qualified student fails to appear on the time and date selected for the make-up, the student will receive a "zero" on the exam. Students who are not qualified to take a make-up exam but nevertheless show up on a scheduled make-up day will receive a "zero" on their exam and will be subject to the disciplinary guidelines listed in this Course Syllabus.

There will be no make-up exam for the final due to the time constraints placed on the instructor and Tutorial Center staff at the end of the semester.

The instructor reserves the right to give pop quizzes at any time.

For students who will require an accommodation due to disability, please see the section below regarding academic adjustments.

Scantrons:

Unless notified otherwise, please use Scantron Form 882-E and a No. 2 pencil for all examinations.

Holidays:

Friday, September 4, 2015 – Labor Day, No Class, Campus Closed

Wednesday, November 11, 2015 – Veterans Day, No Class, Campus Open

Monday, December 21, 2015 – Friday, January 15, 2015 – Christmas Holiday

Homework Assignments, In-Class Activities, Papers, & Late Work:

Homework assignments will be posted on Blackboard for **twenty-four hours** following the class session on which the homework is assigned. After the twenty-four hour period has elapsed, the homework

assignment will be **removed** and will not be posted again. Please note the distinction between homework assignments and in-class activities and papers.

Late work is not eligible to receive full credit. For each day the assignment is late, the maximum amount of credit will be reduced by one grade level. At the same time, the student will still be graded on the original point scale. Additionally, if the student's performance warrants a lower score, that score will be assigned. For example, assume a student would have received 20 out of 20 points for a paper but turned in the assignment one day late. The maximum amount of points the student is eligible to receive is 17 points (a "B") out of 20. However, if the student's performance shows that he or she deserves a lower score than the maximum available points, he or she will receive that score. For example, if the student turns in an assignment one day late, the maximum available points are 17. However, if the student deserves only 15 points, the student's grade will be 15 out of 20 points. A student has **five calendar days** (Saturdays and Sundays are considered "calendar days") from the due date to turn in a late assignment, otherwise the student will receive a "zero" on the assignment.

In order for a student to submit an assignment or paper without penalty, the student must give the instructor **prior notice** (*no later than 24 hours before the due date*), **a valid reason** (e.g. illness, medical emergency, court appearance, car trouble), **AND a written letter from the appropriate individual on the individual's letterhead** (e.g. a letter from a doctor on the doctor's letterhead, a letter from the court clerk on the court's letterhead, an invoice from an auto repair shop). Failure to follow these requirements will result in a "zero" on the assignment or paper.

For in-class activities, if a student has an unexcused absence on a day in which a class activity or is passed out, the student will not be able to make up the activity and will receive a "zero." Please note the distinction between homework assignments and in-class activities and papers.

For students who will require an accommodation due to disability, please see the section below regarding academic adjustments.

Blackboard:

You will find some important resources for this class on Blackboard. To use Blackboard, you can go to the Reedley College, Willow International, or Oakhurst Center websites. Click on the Bb box. You will then use your student ID number as both your user name and password. Once you've gained access to your Blackboard account, you can then click on any of your classes. You should also seriously consider changing your password to better secure your account. For this political science class, you will see three rectangular categories entitled Announcements, Assignments, and Course documents.

You should check your Blackboard account several times a week for important announcements, assignments, and course documents. The course syllabus will be available under the Course Documents tab. If you do not have a computer or access to one, you can use the media center/library at the Madera Center. **It is critical that you get access to a computer since you will want to avoid missing important assignments and announcements that are found online.** Should you have any questions regarding Blackboard, please do not hesitate to ask me.

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Academic Adjustment due to Disability:

If you have a verified need for an accommodation or accommodations due to disability as described in the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101-12213; 42 U.S.C. §§ 225, 611) and/or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701, et seq.), please notify your instructor as soon as possible (before or after class, email). All reasonable requests will be considered and efforts will be made to accommodate your needs

General Guidelines for Legislative Simulation Paper & Assignments

Handouts detailing all of the requirements for the legislative simulation will be passed out at a later date. These handouts are incorporated by reference into the course syllabus and upon distribution, will be effective immediately. What follows are general guidelines for you to keep in mind in anticipation of the legislative simulation paper and assignments. Please note that the instructor reserves the right to change these guidelines.

All papers **MUST** include a “Bibliography” page noting the materials used to derive the content and arguments. All citations must be formatted according to the Chicago Manual of Style specifications. When submitted, these materials should be typed in 12-point Times New Roman font, double spaced, and have 1” margins. Students must use complete sentences and paragraphs in response to all questions. These materials will be graded primarily on content, clarity, and completeness. However, a portion of your grade will be based on grammar, spelling, word choice, and use of slang or colloquial language. **Please note that papers and assignments must be turned in on the dates they are due during class or the work will be considered late.** With respect to late papers and assignments, unexpected medical situations or other valid reasons for submitting late work, please see the above mentioned section entitled “Homework Assignments, In-Class Activities, Papers, & Late Work.” Regarding submitting work after a deadline due to a preexisting medical or psychological condition, please see the section entitled “Academic Adjustment due to Disability” above.

Caveat:

This syllabus is subject to change at the instructor’s discretion.

Course Readings, Assignments, & Exam Dates

Please note that you will be tested on all the materials covered in lecture, the reading assignments, and the handouts. In particular, you will be responsible for the lecture even if the material covered in lecture is not in the reading assignments or handouts. Likewise, you will be responsible for the reading assignments even if the material is not covered in lecture or the handouts. Finally, you will be responsible for the material in the handouts even if that material is not covered in lecture or the reading assignments.

*****OVER*****

For assistance with completing the reading assignments, please review the Roman numeral conversion table and symbol key below.

I - 1	V - 5	VIV - 9	XIII - 13	XVII - 17	XXI - 21	XXIV - 25	Art. = Article
II - 2	VI - 6	X - 10	XIV - 14	XVIII - 18	XXII - 22	XXV - 26	§ = Section
III - 3	VII - 7	XI - 11	XV - 15	XIV - 19	XXIII - 23	XXVII - 27	§§ = Sections
IV - 4	VIII - 8	XII - 12	XVI - 16	XX - 20	XXIV - 24	Amend. = Amendment	¶ = Paragraph ¶¶ = Paragraphs

The United States Constitution is in the Appendix of your textbook on pp. A9 - A20. Please note that even though multiple sections of the Constitution have been assigned, the reading itself is light as there may be only one sentence, a few sentences, or a few paragraphs associated with each section. In order to have mastery of the material, it will help you to have familiarity with the primary documents.

Week 1 (1/17 – 1/21) – The Trial & Death of Socrates

Assignment: PolSci 2 Supplement (retrieve from Blackboard):

Plato. (2009). *Apology* (B. Jowett trans.). (Original translation published 1871).

Retrieved from:

<http://classics.mit.edu/Plato/apology.html> Chic

Week 2 (8/24 – 8/28) – Government

Assignment: Ch. 1, American Political Culture, pp. 3 – 17, 24 – 30

PolSci 2 Supplement:

Chs. 12 – 15 in Adler, Mortimer J. *Aristotle for Everybody*. New York: Simon & Schuster, 1978.

Week 3 (8/31 – 9/4) – Democracy

Assignment: *Declaration of Independence* (pp. A1 – A3); Review Ch. 1, p. 30

PolSci 2 Supplement:

Adler, Mortimer J. “How to Think about Democracy,” in *How to Think About the Great Ideas*, ed. Max Weisman Peru, IL: Open Court, 2000, 414-423.

Week 4 (9/7 – 9/11) – The Founding and the U.S. Constitution; Exam 1

Exam 1, Tuesday, September 8, 2015 - The Trial & Death of Socrates, Government, and Democracy

Assignment: Ch. 2, The Founding and the Constitution, pp. 39 – 62, Review *The Declaration of Independence, Articles of Confederation, Art. II & 3, The U.S. Constitution: Art. 1, §§ 2 – 3, Art. V, Amend. XVII, Federalist No. 51*, pp. A23 – A25.

Week 5 (9/14 – 9/18) – The U.S. Constitution and Federalism

Assignment: Ch.3, Federalism, pp. 77 – 95, 99 – 107, Art. I, §§ 1, 7, 8, 10, ¶¶ 1 – 3; Art. II, §§ 1 – 2; Art. III, 1; Art. IV, § 1 – 2, ¶ 1; Art. IV, § 4, Art. VI, ¶ 6; Amend. I – X; Amend. XIV, § 1.

Week 6 (9/21 – 9/25) – The Legislative Branch

Assignment: *Congress*, Ch. 12, pp. 471 – 480, 484 – 497 504 -- 511, Art. I, § 1; Art. I, § 2, ¶¶ 1-7; Art. I, § 3, ¶¶ 1-5; Art. I, § 8; Art. I, § 5, ¶¶ 1-3; Art. I, § 6; Art. I, § 7; Amend. XXVII, § 1.

Week 7 (9/26 – 9/30) – The Executive Branch; Exam 2

Assignment: *The Presidency*, pp. 519 – 552; Art. I, § 2, ¶ 5; Art. 1, § 3, ¶ 6-7; Art. II, Amend. XIV, § 3; Amend. XX; Amend. XXII, § 1; Amend. XXV, §§ 1 – 2.

Exam 2, Thursday, September 24, 2015 – The Founding and the U.S. Constitution, The U.S. Constitution and Federalism

Week 8 (10/5 – 10/9) – The Federal Bureaucracy

Assignment: *Bureaucracy in a Democracy*, Ch. 14, pp. 559 – 573, 578 -- 581; Art. I, § 1, ¶ 1; Art. II, § 2, ¶ 1; Art. II, § 3, ¶ 3.

Week 9 (10/12 – 10/26) – The Judiciary & Exam 3

Assignment: *The Federal Courts*, Ch. 15, pp. 599 -- 634; Art. II, § 2, ¶ 2; Art. III, Amend. XI.

Exam 3, Tuesday, October 13, 2015 – The Legislative Branch, The Executive Branch, & The Federal Bureaucracy

Week 10 (10/19 – 10/23) – Civil Liberties

Assignment: *Civil Liberties*, Ch. 4, 115 – 137, 142, 144 – 149; Amend. I-X, Amend. XIV, § 1

Week 11 (10/26 – 10/30) – Civil Rights

Assignment: *Civil Rights*, Ch. 5, pp. 157 – 180, 184 – 187, 191 – 193, 195 – 199; Art. I, § 2, ¶ 3; Amend. XIII-XV

Legislative Simulation in Class: Committee Hearing: Tuesday, Thursday

Due on Tuesday, October 27, 2015: Witness Testimony (Oral & Written), Committee Chairman & Ranking Member Opening Statements (Oral & Written), Committee Member Questions (Oral)

Week 12 (11/2 – 11/6) – Voting, Campaigns, & Elections

Assignment: *Campaigns and Elections*, Ch. 10, pp. 387 – 425; Art. I, § 2, ¶¶ 1-5; Art. II, § 3, ¶¶ 1-3; Art. I, § 4, ¶ 1; Art. I, § 5, ¶ 1; Art. II, § 1, ¶¶ 2-5; Art. VI, ¶ 3; Amend. XIII-XV; Amend. XVII; Amend. XIX - XX; Amend. XXII; Amend. XXVI.

Week 13 (11/9 – 11/13) – Exam 4 & Political Parties

Assignment: *Political Parties*, Ch. 9, pp. 341 – 377

Exam 4, Tuesday, November 10, 2015 - The Judiciary, Civil Liberties, & Civil Rights

Week 14 (11/16 – 11/20) – Interest Groups & Mass Media

Assignment: *Groups and Interests*, Ch. 11, pp. 433 – 463, *Federalist 10*, pp. A21 – A23; *The Media*, Ch. 7, pp. 257 – 291.

Legislative Simulation in Class: Full Committee Hearing: Legislative Mark-up, Tuesday, Thursday
Due on Tuesday, November 17, 2015: Committee Chairman & Ranking Member Opening Statements (oral & written) & Questions, Committee Member Questions and Debate Due (oral not written), Constituent Letters to Congressmen (written), Interest Group Op-Eds Due (written),

Interest Group Radio Ads, Constituent/Coalition Radio Ads, "Dear Colleague Letters" from Members Assigned to Subcommittee, Committee, and Floor Debate

Week 15 (11-23 – 11/25) – California Government & Politics

Assignment: Ch. 1, Ch. 2, Chs. 5 - 7

Week 16 (11/30 – 12/4) – Foreign Policy

Assignment: Foreign Policy and Democracy, Ch. 18, pp. 725 – 755; Ch. 14, pp. 573 – 579

Legislative Simulation in Class: Floor Debate: Tuesday, Thursday

Due on Tuesday, December 1, 2015: Member Speeches (oral), Optional: Member Exhibits used in Conjunction with Speeches.

Week 17 (12/7 – 12/11) – Domestic Policy

Assignment: Government and the Economy, Ch. 16, pp. 641 – 677; Social Policy, Ch. 17, pp. 685 – 717

FINALS WEEK:

56881: TTh, 9:30 A.M. – 10:45 A.M., **Tuesday, December 15, 2015, 9:00 A.M. – 10:50 A.M.**

56883: TTh, 2:00 P.M. – 3:15 P.M., **Thursday, December 17, 2015, 2:00 P.M. – 3:50 P.M.**