



# *Political Science 2*

*Introduction to  
American Government & Politics*

## **Course Sections, Reedley College:**

56734: TTh, 9:30 – 10:45 A.M., Forum 1

56736: TTh, 2:00 – 3:15 P.M., CCI-201

**Prerequisite:** Eligibility for ENG 1A or ENG 1AH

## **Professor: Dr. Tellalian**

Email: bryan.tellalian@reedleycollege.edu

Office Hours: Thursdays, 11:00 A.M. – 12:00 P.M.,  
1:00 – 1:30 P.M., Fridays, 9:30 – 11:00 A.M.

Office: Forum 7

## **Required Texts:**

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

Anagnoson, J. Theodore, Gerald Bonetto, J. Vincent Buck, Richard E. DeLeon, et al. *Governing California*, 5<sup>th</sup> 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*, 10<sup>th</sup> ed.: <https://digital.wwnorton.com/wethepeople10>

*Governing California*, 5<sup>th</sup> ed.: <https://digital.wwnorton.com/govcali5>

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

Only students who are assigned to play Members of Congress during the legislative simulation need to purchase a REEF Polling Access Card. Student role assignments will occur in February.

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 eight (8) of this syllabus. You can retrieve the supplemental materials on your PolSci 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.

## **Grades and Make-Up Exams**

*Assigned readings are the starting point for understanding political science, not the end.* As such, students will be tested on the assigned reading, lecture, and handouts. If a topic is covered during lecture but not in the assigned reading or handouts, that topic can be tested in an exam. If a topic is covered in the assigned reading but not in lecture or the handouts, that topic can be tested in an exam. If

a topic is covered in a handout but not in the assigned reading or lecture, that topic can be tested in an exam.

### **Grades & Make-Up Exams, cont.:**

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

Exam 1: 50 points	Final: 50 points	A = 369 - 410	F = 245 & Below
Exam 2: 50 points	Leg. Project: 120 points	B = 328 - 368	
Exam 3: 50 points	Assignments: 40 points	C = 287 - 327	
Exam 4: 50 points		D = 246 - 286	

**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 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, regardless of section, 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 professor reserves the right to give pop quizzes at any time.** For example, if students consistently demonstrate that they have not done the reading or reviewed their notes from the previous class when called on during lecture, students could be subject to a pop quiz.

*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.

### **Final Exam Dates:**

56734: TTh, 9:30 – 10:45 A.M., **Thursday, December 15, 2016, 9:00 A.M. – 10:50 A.M.**

56736: TTh, 2:00 – 3:15 P.M., **Tuesday, December 13, 2016, 2:00 P.M. – 3:50 P.M.**

## **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 by the next class meeting** (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.

If a student is absent for an in-class activity, the student must give prior notice, a valid reason, and verifying documentation by the next class period. Otherwise, the student will receive a "zero" for the in-class activity. 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.*

## **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, such activity 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 below. 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 at the discretion of the instructor) or being dropped from the course. Students may also be subject to further disciplinary action by the College.*

### **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.*

**A student who has missed two weeks of instruction in a full term class will be dropped. 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, March 11, 2015. A letter grade will be assigned after this date.

**Students are responsible for keeping track of their attendance. Students are also responsible for keeping track of information and assignments missed during their absence.** If a student misses a lecture, it is the student’s responsibility to obtain that information. To do this, the student who misses a class should ask one of his classmates for a copy of his notes and ask what else he missed. If questions remain, the student should ask the professor for clarification.

### **Participation:**

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. During the course of lecture, if students repeatedly demonstrate they are unprepared, the entire class will be subject to a pop quiz.

### **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 or SOC-32**, if you arrive late, please enter through one of the **rear** entrances and take your seat by walking down either the right or left isle. **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.

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## **Behavior, cont.:**

**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.

## **Blackboard:**

**You will find important resources for this class on Blackboard.** To use Blackboard, go to the Reedley College website. Click on the Blackboard box. You will then use your student ID number as both your user name and password. Once you have 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 a number of tabs, including, but not limited to Announcements, Course Syllabus, Lecture Materials, and others.

**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 Syllabus tab. If you do not have a computer or access to one, you can use the media center/library at Reedley College. **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.

## **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.

**Children and Guests in Class:**

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

**Add/Drop Dates:**

*Friday, August 26, 2016* – Last day to drop a full-term class for a full refund.

*Friday, September 2, 2016* – Last day to register for a full-term class for Fall, 2016; last day to drop a full-term class to avoid a “W” in person.

*Monday, September 5, 2016* – Last day to drop a full-term class on WebAdvisor to avoid a “W” for Fall, 2016.

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 9, 2016* – Last day to change a class to or from “Pass/No Pass.”

*Friday, October 14, 2016* – Last day to drop a full-term class in person. Letter grades will be assigned after this date.

*Monday, December 12, 2016 – Friday, December 16, 2016* – Finals Week

*Friday, December 16, 2016* – End of Fall, 2016 Semester.

**Holidays:**

Monday, September 5, 2016, Labor Day, No Class, Campus Closed

Friday, November 11, 2016 – Veterans Day, No Class, Campus Open

Thursday, November 25, 2016 – Friday, November 26, 2016 – Thanksgiving Holiday, No Class, Campus Closed

**Caveat:**

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

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## Course Readings, Assignments, & Exam Dates:

*Assigned readings are the starting point for understanding political science, not the end.* As such, students will be tested on the assigned reading, lecture, and handouts. If a topic is covered during lecture but not in the assigned reading or handouts, that topic can be tested in an exam. If a topic is covered in the assigned reading but not in lecture or the handouts, that topic can be tested in an exam. If a topic is covered in a handout but not in the assigned reading or lecture, that topic can be tested in an exam.

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 (8/15 – 8/19) – 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>

### **Week 2 (8/22 – 8/26) – Government**

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

*PolSci 2 Supplement:*

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

### **Week 3 (8/29 – 9/2) – Democracy & Exam 1**

**Exam 1, Thursday, September 1, 2016 - The Trial & Death of Socrates, Government, & 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.

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**Week 4 (9/5 – 9/9) – The Founding and the U.S. Constitution**

**Assignment:** Chap. 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.

*Governing California*, Ch. 2, pp. 19 - 40

**Week 5 (9/12 – 9/16) – The U.S. Constitution and Federalism**

**Assignment:** Chap.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 (9/19 – 9/23) – The Legislative Branch (U.S. & CA)**

**Assignment:** *Congress*, Chap. 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.

*Governing California*, Chap. 5, pp. 113 - 131

**Week 7 (9/26 – 9/30) – Exam 2 & Domestic Policy: Social Policy**

**Exam 2, Tuesday, September 27, 2016 – The Founding and the U.S. Constitution, The U.S. Constitution and Federalism**

**Assignment:** Social Policy, Chap. 17, pp. 685 – 717.

**Week 8 (10/3 – 10/7) -- Domestic Policy: Economic Policy**

**Assignment:** Government and the Economy, Chap. 16, pp. 641 – 677.

**Week 9 (10/10 – 10/14) – The Executive Branch (U.S. & CA) & Exam 3**

**Exam 3 – Thursday, October 13, 2016, The Legislative Branch, Social Policy, & Economic Policy**

**Assignment:** *The Presidency*, Chap. 13, 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.

*Governing California*, Chap. 6, pp. 135 - 154

**Week 10 (10/17 – 10/21) – The Federal Bureaucracy**

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

**Week 11 (10/24 – 10/28) – Foreign Policy**

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

**Week 12 (10/31 – 11/4) –The Judiciary (U.S. & CA) & Exam 4**

**Exam 4 – Thursday, November 3, 2016, The Executive Branch, The Federal Bureaucracy, & Foreign Policy**

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

*Governing California*, Chap.7, pp. 159 - 175

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**Week 13 (11/7 – 11/11) – Civil Liberties**

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

**Legislative Simulation: Written Witness Testimony Due**

**Week 14 (11/14 – 11/18) – Civil Rights & Legislative Simulation, Part I – Subcommittee Hearing**

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

**Legislative Simulation: Oral Witness Testimony, Committee Chair & Ranking Member Opening Statements (Oral & Written), Committee Member Questions (Oral) Due.**

**Week 15 (11/21 – 11/23) – Political Parties (U.S. & CA)**

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

*Governing California*, Chap. 4, pp. 69 - 81

**Week 16 (11/28 – 12/2) – Public Opinion, Voting, Campaigns, & Elections (U.S. & CA)**

**Legislative Simulation, Part II – Floor Debate**

*Assignment:* *Campaigns and Elections*, Chap. 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.

*Governing California*, Chap. 4, pp. 82 - 103

**Legislative Simulation: Floor Debate Speeches from Members of Congress assigned to Floor Debate (Oral), Exhibits used by Members of Congress in conjunction with speech (Optional), “Dear Colleague Letters” from Members Assigned to Subcommittee, Committee, and Floor Debate, Constituent Letters to Congressmen (Written), Interest Group Op-Eds Due (Written), Interest Group Radio Ads or Direct Marketing Ads, Constituent Radio Ads or Direct Marketing Ads Due.**

**Week 17 (12/5 – 12/9) – Interest Groups (U.S. & CA) & Mass Media**

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

*Governing California*, Chap. 3, pp. 45 - 65

**FINALS WEEK:**

56734: TTh, 9:30 – 10:45 A.M., **Thursday, December 15, 2016, 9:00 A.M. – 10:50 A.M.**

56736: TTh, 2:00 – 3:15 P.M., **Tuesday, December 13, 2016, 2:00 P.M. – 3:50 P.M.**

**Course Objectives:**

*In the process of completing this course, students will have the opportunity to:*

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.

## Course Objectives, cont.:

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.

**While good faith efforts will be made to present the students with the opportunities listed above, students are ultimately responsible for the preparation needed to achieve these objectives.**