



Course Sections, Reedley College:

51614: TTh, 12:30 P.M. – 1:45 P.M., SOC 30

Prerequisite: Eligibility for ENG 1A or ENG 1AH

Professor: Dr. Tellalian

Email: bryan.tellalian@reedleycollege.edu

Office Hours: Thursdays, 2:30 P.M. – 3:30 P.M.

Fridays, 10:00 – 10:30 A.M. & 1:00 – 2:30 P.M.

Office: Forum 7

Required Texts:

Alexander Hamilton, John Jay, and James Madison. *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Ralph Ketcham, ed. *The Anti-Federalist Papers and the Constitutional Convention Debates*. New York, NY: Signet Classics, 2003.

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 PolSci 2H Blackboard page unless otherwise indicated. The supplemental materials that will be assigned are subject to change at any time at the discretion of the Professor.

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.

All exams will consist of essays and will be worth fifty points.

Exam 1: 50 points	Final: 50 points	A = 418.5 – 465	F = 278 & Below
Exam 2: 50 points	Honors Thesis: 75 points	B = 372 – 418	
Exam 3: 50 points	Debates: 90 points	C = 325.5 – 371	
Exam 4: 50 points	Participation: 50 points	D = 279 – 325	

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.

Bluebooks:

Unless notified otherwise, please use an 8 ½ x 11 Bluebook and a pencil or pen for all examinations.

Final Exam Date:

51614: TTh, 11:00 A.M. – 12:15 P.M., **Tuesday, May 17, 2016, 12:00 P.M. – 1:50 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 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, 2016. 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:

In this class, the Socratic, or Discussion, Method is used rather than lecture. With regard to the Socratic Method, the professor ***asks questions and guides the discussion***. He ***does not*** lecture. **As such, students are expected to complete the reading assignments before coming to class, think about what they read, and write down any observations or questions they have.** In this way, when students are called on to answer a question posed by the professor, students are prepared to contribute. Students will be called on randomly and may use their notes. *During the course of lecture, if students repeatedly demonstrate they are unprepared, the entire class will be subject to a pop quiz.*

Additionally, if a student demonstrates that he is not prepared for class or otherwise unwilling to participate, the student will incur a five point deduction. A five point deduction will occur for each incident. Students will not be deducted more than fifty points. Please be advised that being unprepared or unwilling to participate is different than saying "I don't know" after being asked a number of in-depth questions under the Socratic Method. Students will be deducted points for the former and not the latter.

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.

Behavior, cont.:

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 CCI-203**, 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.

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.

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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 the Founding Fathers Paper & Assignments:

Handouts detailing all of the requirements for the Founding Fathers paper 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 honors thesis 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, January 22, 2016 – Last day to drop a full-term class for a full refund.

Friday, January 29, 2016 – Last day to register for a full-term class for Spring, 2016; last day to drop a full-term class to avoid a “W” in person.

Sunday, January 31, 2016 – Last day to drop a full-term class on WebAdvisor to avoid a “W” for Spring, 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, February 5, 2016 – Last day to change a class to or from “Pass/No Pass.”

Friday, March 11, 2016 – Last day to drop a full-term class in person. Letter grades will be assigned after this date.

Friday, March 25, 2016 – Deadline to file Intent to Graduate via WebAdvisor

Monday, May 16, 2016 – Friday, May 20, 2016 – Finals Week

Friday, May 20, 2016 – End of Spring, 2016 Semester; Commencement

Holidays:

Monday, January 18, 2016, Martin Luther King, Jr. Day Observed, No Class, Campus Closed

Friday, February 12, 2016 – Lincoln Day Observed, No Class, Campus Closed

Monday, February 15, 2016 – Washington Day Observed, No Class, Campus Closed

Monday, March 21, 2016 – Friday, March 25, 2016 – Easter Break, No Classes, Campus Open

Caveat:

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

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.

Course Readings, Assignments, & Exam Dates, cont.:

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 on p. 542 in The Federalist Papers.

Week 1 (1/11 – 1/15) – The Trial & Death of Socrates

Plato. *Apology*, Translated by Benjamin Jowett. Cambridge, MA, The Internet Classics Archive, 2009. <http://classics.mit.edu/Plato/apology.html>.

Week 2 (1/18 – 1/22) – Government

Aristotle. *The Politics*, Book I, Part I – II, Translated by Benjamin Jowett. Cambridge, MA: The Internet Classics Archive, 2009. <http://classics.mit.edu/Aristotle/politics.3.three.html>.

——— *The Politics*, Book III, Part VI – IX, Translated by Benjamin Jowett. Cambridge, MA: The Internet Classics Archive, 2009. <http://classics.mit.edu/Aristotle/politics.3.three.html>.

Matt. 22:15 – 22 (RSV-CE trans.).

John Locke. *Second Treatise of Government*, Bk. II, Chs. 1 – 3, Edited by C.B. Macpherson. Indianapolis, IN: Hackett Publishing Company, Inc., 1980.

——— *Second Treatise of Government*, Bk. II, Ch. VII, § 86 – Ch. VIII, § 99, Edited by C.B. Macpherson. Indianapolis, IN: Hackett Publishing Company, Inc., 1980.

——— *Second Treatise of Government*, Bk. II, Ch. IX, Edited by C.B. Macpherson. Indianapolis, IN: Hackett Publishing Company, Inc., 1980.

Optional but Recommended:

Leo XIII. *Diuturnum illud: Encyclical of His Holiness Pope Leo XIII on the Origin of Civil Power*. Vatican City, IT: Libreria Editrice Vaticana, 1881. http://w2.vatican.va/content/leo-xiii/en/encyclicals/documents/hf_l-xiii_enc_29061881_diuturnum.html.

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Week 3 (1/25 – 1/29) – Forms of Government & Republicanism

This week, emphasis will be placed on *Federalist 10*, *Federalist 39*, and *Essay I* by Brutus. However, this does not absolve the student from being sufficiently familiar with the other assigned readings.

Aristotle. *The Politics*, Book III, Part X – XIII, Translated by Benjamin Jowett. Cambridge, MA: The Internet Classics Archive, 2009. <http://classics.mit.edu/Aristotle/politics.3.three.html>.

Baron de Montesquieu. *The Spirit of the Laws*, Book II, § 2, Translated by Thomas Nugent. New York, NY: D. Appleton and Company, 1912.
<http://web.archive.org/web/20110216184422/http://etext.lib.virginia.edu/etcbin/toccer-new2?id=MonLaws.xml&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=5&division=div2>.

Publius [James Madison]. *Federalist 10*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 39*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Brutus [pseud.]. *Essay I*, 18 October 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, Edited by Ralph Ketcham, pp. 288 - 293. New York, NY: Signet Classics, 2003.

Week 4 (2/1 – 2/5) – Foundations of American Political Society & Exam 1

Exam 1, Tuesday February 2, 2016 - The Trial & Death of Socrates, Government, and Democracy

Exod. 18:1 – 20:26 (RSV-CE trans.).

The Mayflower Compact. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 7 - 8. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Winthrop, John. *Model of Christian Charity*. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 13 – 18. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Jefferson, Thomas. *The Declaration of Independence*. In *The Federalist Papers*, Edited by Charles R. Kesler, pp. 528 - 532. New York, NY: Signet Classics, 2003.

The Northwest Ordinance. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 365 - 366. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Week 5 (2/8 – 2/12) – The U.S. Constitution and Federalism

Federalism

Publius [James Madison]. *Federalist 45*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 46*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Brutus [pseud.]. *Essay I*, 18 October 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 282 - 288. New York, NY: Signet Classics, 2003.

Separation of Powers

Publius [James Madison]. *Federalist 47*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 48*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Checks and Balances

——— *Federalist 51*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Centinel [Samuel Bryan], *Number 1*, 5 October 1787. In *The Anti-Federalist Papers and Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 232 - 243. New York, NY: Signet Classics, 2003.

Should the Constitution have a Bill of Rights?

Publius [Alexander Hamilton]. *Federalist 84*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

John DeWitt [pseud.]. *Essay II*, 27 October 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham. New York, NY: Signet Classics, 2003.

Week 6 (2/15 – 2/19) – The Legislative Branch & Exam 2

U.S. Const., Art. I.

Congress – General Welfare Clause, Necessary & Proper Clause, Supremacy Clause

Publius [Alexander Hamilton]. *Federalist 33*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

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Week 6 (2/15 – 2/19) – The Legislative Branch & Exam 2, cont.:

Congress – General Welfare Clause, Necessary & Proper Clause, Supremacy Clause, cont.:

Publius [James Madison]. Federalist 41. In *The Federalist Papers*, Edited by Charles R. Kesler. pp. 258 – 260. New York, NY: Signet Classics, 2003.

The House of Representatives

——— *Federalist 52 – 54*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 57*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

The Senate

——— *Federalist 62 – 63*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Exam 2, Thursday, February 18, 2016 – Foundations of American Political Society & the U.S. Constitution and Federalism

Week 7 (2/22 – 2/26) – Domestic Policy: Social Policy

De Tocqueville, Alexis. *Democracy in America*, Vol. 2, Pt. 4, Chaps. 1 – 4, 6. Translated by Stephen D. Grant, pp. 298 – 309. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.

Roosevelt, Franklin D. *State of the Union Message* (The “Four Freedoms” Speech), Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 409 - 412. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Johnson, Lyndon B. “Remarks at the University of Michigan (“The Great Society” Speech).” American Experience. 22 May 1964. <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/lbj-michigan/>.

Reagan, Ronald. *A Time for Choosing*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 674 – 679. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Week 8 (2/29 – 3/4) -- Domestic Policy: Economic Policy

Congress and the Power to Tax

Publius [Alexander Hamilton]. *Federalist 30*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Week 8 (2/29 – 3/4) -- Domestic Policy: Economic Policy, cont.:

Congress and the Power to Tax, cont.:

Brutus [pseud]. *Essay VI*, 27 December 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 293 - 302. New York, NY: Signet Classics, 2003.

General Economic Principles

Friedman, Milton. “The Relation Between Economic Freedom and Political Freedom.” Chap. 1 in *Capitalism and Freedom*. Chicago: The University of Chicago Press, 2002.

Keynes, John Maynard. “The General Theory.” Chap. 1 in *The General Theory of Employment, Interest, and Money*. Geneva, IL: Harcourt, Brace, & World, 1965.

——— “The Postulates of the Classical Economics.” Chap. 2 in *The General Theory of Employment, Interest, and Money*. Geneva, IL: Harcourt, Brace, & World, 1965.

——— “Concluding Notes On The Social Philosophy Towards Which The General Theory Might Lead.” Chap. 24 in *The General Theory of Employment, Interest, and Money*. Geneva, IL: Harcourt, Brace, & World, 1965.

Week 9 (3/7 – 3/11) – The Executive Branch

U.S. Const., Art. II.

Publius [Alexander Hamilton]. *Federalist 67*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 69*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 73*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Cato [pseud.]. *Essay V*, 22 November 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 336 – 341. New York, NY: Signet Classics, 2003.

Week 10 (3/14 – 3/18) – The Federal Bureaucracy

U.S. Const., Art. I, § 1, ¶ 1; U.S. Const., Art. II, § 1, ¶ 1; U.S. Const., Art. II, §§ 2 – 3.

Publius [Alexander Hamilton]. *Federalist 76 – 77*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

OVER

Week 10 (3/14 – 3/18) – The Federal Bureaucracy, cont.:

De Tocqueville, Alexis. *Democracy in America*, Vol. 2, Pt. 4, Chaps. 6 - 7. Translated by Stephen D. Grant, pp. 304 – 316. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.

Selected portions from:

Schechter Poultry Corp. v. United States. 295 U.S. 495 (1935).

NLRB v. Jones-Laughlin Steel Corp. 301 U.S. 1 (1937).

Wickard v. Filburn. 317 U.S. 111 (1942).

United States v. Lopez. 514 U.S. 549 (1995).

Week 11 (3/21 – 3/25) – Foreign Policy & Exam 3

Exam 3, Tuesday March 22, 2016 – The Legislative Branch, Domestic Policy: Social Policy, and Domestic Policy: Economic Policy

Publius [James Madison]. *Federalist 42*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Publius [John Jay]. *Federalist 64*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Publius [Alexander Hamilton]. *Federalist 74 – 75*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Selected portions from:

Washington, George. *Farewell Address*, 19 September 1796. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 651 - 658. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Reagan, Ronald. *Remarks at the Annual Convention of the National Association of Evangelicals in Orlando Florida*. The Ronald Reagan Presidential Foundation & Library. 1983.
http://www.reaganfoundation.org/pdf/Remarks_Annual_Convention_National_Association_Evangelicals_030883.pdf.

Reagan, Ronald. *Remarks on East-West Relations at the Brandenburg Gate in West Berlin*. The Ronald Reagan Presidential Foundation & Library. 1987.
http://www.reaganfoundation.org/http://www.reaganfoundation.org/pdf/Remarks_on_East_West_Relations_at_Brandenburg%20Gate_061287.pdf.

Week 11 (3/21 – 3/25) – Foreign Policy & Exam 3, cont.:

Selected portions from:

Bush, George W. *Second Inaugural Address*, 20 January 2005. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 927 - 929. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Obama, Barack. *Remarks by the President at Cairo University*. The White House. 2009.
<https://www.whitehouse.gov/the-press-office/remarks-president-cairo-university-6-04-09>.

Week 12 (3/28 – 4/1) – The Judiciary

Natural Law

Cicero, *The Republic*, Bk. III.

St. Thomas Aquinas, *Summa Theologica*, I-II, Q. 90, Q. 91., Art. I – IV, Q. 92, Q. 94.

The Judiciary

U.S. Const., Art. II, § 2, ¶ 2; U.S. Const., Art. III; U.S. Const., Amend. XI.

Publius [Alexander Hamilton]. *Federalist 78 – 79*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Brutus [pseud.]. *Essay XI*, 31 January 1788. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 308 – 315. New York, NY: Signet Classics, 2003.

Selected portions from *Marbury v. Madison*, 5 U.S. 137 (1803).

Competing Judicial Philosophies – Originalism & Legal Positivism

Holmes, Oliver W. *Natural Law*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 392 – 394. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Meese, Edwin. *Address before the American Bar Association*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 839 – 845. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Week 13 (4/4 – 4/8) – Civil Liberties & Civil Rights

U.S. Const., Amend. I-X; U.S. Const., Amend. XIV, § 1.

OVER

Week 13 (4/4 – 4/8) – Civil Liberties & Civil Rights, cont.:

Selective Incorporation Doctrine

Selected portions from *Gitlow v. New York*, 268 U.S. 652 (1925).

Religious Freedom

The Virginia Declaration of Rights. 12 June 1776. Vol. 1 of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 295 - 296. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Story, Joseph. *Commentaries on the Constitution of the United States*, Edited by Kermit Roosevelt, III, Book III, Ch. XLIV, §§ 984 – 992, pp. 378 – 381. New Orleans, LA: Quid Pro, LLC, 2013.

Selected portions from:

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Employment Division v. Smith, 494 U.S. 872 (1990).

Freedom of Speech

Selected portions from *Brandenburg v. Ohio*, 395 U.S. 444 (1969).

Freedom of the Press

Selected portions from *The New York Times v. United States*, 403 U.S. 713 (1971).

The Right to Bear Arms

Selected portions from *District of Columbia v. Heller*, 554 U.S. 570 (2008).

Week 14 (4/11 – 4/15) – Civil Liberties & Civil Rights, Part II

Art. I, § 2, ¶ 3; Amend. XIII-XV

Sanger, Margaret. *Birth Control and Racial Betterment*. The Public Papers of Margaret Sanger: Web Edition. 1919. <http://sangerpapers.org/sanger/app/documents/show.php?sangerDoc=143449.xml>.

Substantive Due Process and the Right to Privacy

Selected portions from:

Griswold v. Connecticut, 381 U.S. 479 (1965).

Roe v. Wade, 410 U.S. 113 (1973).

Week 14 (4/11 – 4/15) – Civil Liberties & Civil Rights, Part II, cont.:

Same-Sex Marriage

Selected portions from *Obergefell v. Hodges*, 576 U.S. ____ (2015).

The 14th Amendment Equal Protection Clause & Affirmative Action

Selected portions from:

Brown v. Board of Education, 347 U.S. 483 (1954).

Oral Argument (Audio), *Fisher v. University of Texas at Austin*, Docket No. 14-981. The Supreme Court of the United States. 2015. http://www.supremecourt.gov/oral_arguments/audio/2015/14-981.

Week 15 (4/18 – 4/22) – Voting, Campaigns, & Elections & Exam 4

Exam 4, Thursday, April 21, 2016 – The Executive Branch, The Federal Bureaucracy, & Foreign Policy

Publius [Alexander Hamilton]. *Federalist 59 – 60*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 68*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Week 16 (4/25 – 4/29) – Political Parties

Dewey, John. *Liberalism and Social Action*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 416 – 426. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Kirk, Russell. *Ten Conservative Principles*. The Russell Kirk Center for Cultural Renewal. 1993. <http://www.kirkcenter.org/index.php/detail/ten-conservative-principles/>.

Reagan, Ronald. *Address before the Conservative Political Action Committee* (“City on a Hill” Speech). Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 817 – 822. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Week 17 (5/2 – 5/6) – Interest Groups, Mass Media, & Public Opinion

Wilson, James. Pennsylvania Ratifying Convention, 1 December 1787. The Founders’ Constitution. http://press-pubs.uchicago.edu/founders/documents/amendI_speechs10.html.

Story, Joseph. *Commentaries on the Constitution of the United States*, Edited by Kermit Roosevelt, III, Book III, Ch. XLIV, §§ 993 – 996, pp. 381 – 383. New Orleans, LA: Quid Pro, LLC, 2013.

Week 17 (5/2 – 5/6) – Interest Groups, Mass Media, & Public Opinion, cont.:

De Tocqueville, Alexis. *Democracy in America*, Vol. 1, Pt. 2, Chap. 3. Translated by Stephen D. Grant, pp. 80 - 82. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.

——— *Democracy in America*, Vol. 1, Pt. 2, Chap. 7. Translated by Stephen D. Grant, pp. 109 – 114. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.

Chesterton, G.K. *Fads and Public Opinion*. In *What I Saw In America*, pp. 99 - 110. New York: Aeterna Press, 2014 (Originally published 1922).

Week 18 (5/9 – 5/13) – California Government & Politics

Johnson, Hiram. *First Inaugural Address*. 3 January 1911. The Governor’s Gallery.
<http://governors.library.ca.gov/addresses/23-hjohnson01.html>.

Brown, Edmund G. *First Inaugural Address*. 5 January 1959. The Governor’s Gallery.
<http://governors.library.ca.gov/addresses/32-Pbrown01.html>.

Reagan, Ronald. *First Inaugural Address*. 5 January 1967. The Governor’s Gallery.
<http://governors.library.ca.gov/addresses/33-Reagan01.html>.

Proposition 13: A Look Back. Howard Jarvis Taxpayers Association. 2016.
<http://www.hjta.org/propositions/proposition-13/proposition-13-look-back/>.

FINALS WEEK:

51614: TTh, 11:00 A.M. – 12:15 P.M., **Tuesday, May 17, 2016, 12:00 P.M. – 1:50 P.M.**

Course Objectives:

In the process of completing this course, students will:

1. Study the question of “power” in the American political system,
2. Consider the role of economic, geographic, philosophical, political, and social forces that influenced the writers of the Constitution of the United States,
3. Evaluate the contemporary relationships of state and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and national governments, and the political processes involved,
4. Examine and evaluate the role of Congress, the President, the Courts and state governments in the American political system,
5. Analyze the origins of political values and illustrate current examples of the expression of these values,
6. Investigate and evaluate the role of political parties, interest groups, public opinion, mass media, voting, and elections in the American political system,
7. Review the rights and obligations of citizens in the American political system, and the effect of America’s cultural diversity on values, politics, and laws,

8. Explore policy areas such as foreign and economic policy, civil rights and civil liberties policy, and environmental policy and predict or evaluate the consequences of various policy alternatives,
9. Consider the Constitution of the State of California and the nature and processes of state and local government.

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.