

Political Science 2: American Government & Politics Spring 2017 Course Syllabus

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Office Hours: After class, subject to Instructor availability; also by email

Reedley College (Section 59113)

M/W, 6:00pm-7:15pm

Forum Hall 1

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 Learning 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 for Reedley College only:

1. Ginsburg, Benjamin, Theodore J. Lowi, Margaret Weir, and Caroline J. Tolbert. *We The People*, 10th ed. New York: W.W. Norton & Company, 2015.
2. 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>

Supplemental resource materials—e.g., handouts, online lectures, websites—may be made available or referenced to you from time to time and may, or may not, be included in this syllabus. Prior notice of the introduction of any supplemental resource materials will be made in class or communicated to each of you via Canvas or e-Mail at the instructor’s discretion. Students will be responsible for all material contained in all supplemental resource materials assigned and, as such, may be tested on any of the materials in any exam where that content may be tested (i.e., depending on in which week the content is introduced and whether or not the test is cumulative or not.)

Important Administrative Dates: (all dates 2017)

January 9	First day of Instruction for Spring 2017
January 16	Martin Luther King Jr. Holiday**
January 20	Last day to drop class for a full refund
January 27	Last day to add class or drop in person without a “W” grade
January 29	Last day to drop a course via WebAdvisor without a “W” grade
February 17	President Lincoln Holiday**
February 20	President Washington Holiday**
Contact Registrar	Last day to drop course (a letter grade will be assigned thereafter)
April 10-14	Spring Break (Campus closed Friday)**
May 15-19	Finals week
May 19	End of Spring 2017 Semester

** (No classes and Campus Closed)

Attendance Requirements:

Under State Center Community College District (SCCCD) policy, attendance records must be kept. To this end, attendance will be kept by way of a seating chart and sign-in sheets. Failure to sit in your assigned seat at the beginning of class may result in your being marked absent.

Policy regarding absences: Being present for lectures and course discussions is essential to your understanding of the course subject matter and, accordingly, your performance in this class. The dates and times for this course were published in advance of student registration; if this course does not suit your schedule, it is recommended you register for another course that will. Each student will be allowed three (3) absences in this course. On the fourth absence, the student may be dropped from the course. If the fourth absence occurs after the ninth week of instruction, beyond the drop deadline where a letter grade must be assigned to the student, that student may fail the course. Because each student is allowed three absences to use at his or her discretion, there is no need to notify your Instructor as to the cause of the absence; however, in order to either turn in required work upon your return to class or to take a test you missed—you must excuse your absence to be eligible. (Please see the section below regarding make-up exams and work). In any event, I recommend that you use these absences very wisely, if at all. If a student intends to drop this course at any point, it is his or her responsibility to properly do so. Students do not have a reasonable expectation that they will be automatically dropped upon their fourth absence.

Policy regarding arriving to class late or leaving class early: Again, being present for the entire lecture and course discussion is essential. Furthermore, both arriving to class late and leaving class early are distracting to the instructor and your fellow classmates. As a result, incidents of arriving late or leaving early will count toward a student's allotted absences. Specifically, two incidents of arriving late or leaving early will be counted as one absence. Arriving to class more than thirty (30) minutes late or leaving class more than thirty (30) minutes early will count as a full absence.

Children and Guests in Class:

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

Participation:

To assist students in synthesizing the course subject-matter, the instructor will call on students at random to answer questions during lecture. It is, therefore, imperative that students complete the assigned reading before the class on which the reading material is to be discussed. It is highly recommended that when reading, students take notes on the reading material to review before class. Participating in this process is highly beneficial to student learning and understanding. Furthermore, this exercise will train students to “think on their feet”, articulate ideas and build confidence: skills that are beneficial well beyond our classroom.

COURSE GRADING:

Exam 1:	100 points	Canvas Quizzes:	100 points (10 each)
Exam 2:	100 points	Term Paper:	200 points
Exam 3:	100 points	Reflection paper:	100 points
Exam 4:	100 points	Final Exam:	200 points

TOTAL POINTS: 1000

Please note that opportunities for extra credit may arise during the semester. At the end of the semester, your Instructor may award up to 20 (twenty) extra credit points to students who consistently contribute in a meaningful way to class discussions, and/or otherwise demonstrate exceptional efforts to synthesize the course material, where these 20 (twenty) points would be determinative of the final grade. The decision to award these points is within the sole discretion of the Instructor. Students may opt out of consideration for these extra credit points should they choose. Failure to opt out of consideration for participation extra credit will be considered a waiver of a student's ability to challenge any points awarded or not awarded by the Instructor.

The first four exams are not cumulative and will cover only content introduced since the last exam (e.g., Exam 2 will cover only that content introduced since Exam 1, and so forth.) Exam 1 will cover all material introduced before its administration. **The final examination is cumulative and may cover all course content.**

FINAL GRADES:

900-1000:	A
800-899	B
700-799	C
600-699	D
0-599	F

Contacting the Instructor regarding your grade in any way after final grades are posted in *Canvas* but before official final grades are published in *WebAdvisor* is strictly prohibited. Students shall receive the letter grade which corresponds to the number of points they earned during this course. Your score on the final exam will likely be posted on Canvas before official grades are published on WebAdvisor. During this period of time, you may not contact the professor in any way regarding your grade in the course. This includes, but is not limited to, contacting the Instructor because the student is numerically close to the next highest grade, the student has earned a failing grade, to ask for or negotiate participation extra credit. Simply put: just do not contact me regarding your grade in any way during this period. I kindly recommend you avoid this anxiety and the accompanying temptation to contact me by dedicating sufficient effort to this course to earn a grade with which you will be satisfied. Do not put yourself in a position where you are dependent on "rounding", or more, to graduate, transfer or earn the grade you wish. Violating this policy will subject the student to the disciplinary

procedures set forth in this syllabus and a 50 (fifty) point deduction from his or her final grade.

Anonymous Grading on all written work:

Please note, due to the subjectivity involved in grading your written responses and in order to ensure these written composition grades are based solely on the merit of that particular response, your written work will be graded anonymously. **YOU WILL IDENTIFY YOURSELF ON ALL WRITTEN WORK WITH YOUR STUDENT IDENTIFICATION NUMBER ONLY.** Students are expressly prohibited from writing their names on any written compositions. Similarly, students are expressly prohibited from writing anything in written responses that may identify them to the Instructor in any way (e.g., referencing a specific conversation that took place in office hours where the student's identity would be clear, or including any unique characteristic about the student in the response that would indicate his or her identity.) It is the student's responsibility to know his or her student identification number and to write it down accurately on written responses. Failure to comply with this policy will adversely affect a student's grade on the term paper in the way of a fifty (50) point deduction from its earned score. Please avoid this penalty by being attentive and following this important procedure.

Formatting requirements for all written work:

Written responses MUST include a "Works Cited" 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. Please note that your bibliography and, should you choose to include one, your title page do NOT count as substantive pages toward a page requirement for a given paper. Page requirements are enforced and failure to meet stated page requirements on a given paper will result in point deductions at the sole discretion of the Instructor. 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 and times they are due at the very beginning of 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.

USE OF *TURNITIN.COM* FOR SUBMISSION OF WRITTEN ASSIGNMENTS:

To ensure the integrity and originality of all written work submitted, *Turnitin.com* shall be used for all written submissions this semester. At a later date, you shall receive

written and oral instructions regarding the manner in which written assignments shall be submitted this semester.

Canvas Student Interface:

You will find some important resources for this class on Canvas. To use Canvas, you can go to the Reedley College or any State Center Community College District website. Click on the Canvas box. Follow instructions to access your account. Once you've gained access to your Canvas account, you can then click on any of your classes.

Canvas Quizzes must be completed by 11:59pm on the date they are due. Quizzes will become available online via the Canvas student interface the Monday preceding their respective due dates.

You should check your Canvas account several times a week for important announcements, quizzes, and course documents. The course syllabus will be available under the Syllabi & Written Assignment Prompts tab. If you do not have a computer or access to one, you can use the media center/library at Clovis Community 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 Canvas, please do not hesitate to ask me.

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 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. However, laptop personal computers are allowed so long as they are used for note-taking purposes and nothing else. “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 Clovis Community College 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.

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), **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). 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.

The same policy applies to the assigned papers. That is, the assigned papers must be turned in on the date specified unless you qualify for the above exemption. If you do qualify for an exemption and provide the appropriate documentation, you will have one week from its due date to turn in the assigned paper. Failure to do so will result in forfeiture of all credit for the assigned paper (i.e., a grade of “zero.”)

All written assignments are due at the beginning of class. Subject to the same exemptions and procedures above, **failure to turn in a particular written assignment when they are collected at the beginning of class will result in a 25% reduction in the score that particular paper would have received were it timely submitted.**

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.

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.

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.

Course Readings, Assignments, & Exam Dates

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Please note this schedule is tentative and subject to change at the Instructor’s discretion.

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Week 1 (Jan. 9 & 11) Syllabus Review & American Political Culture

Assignment: read *We the People*, Chapter 1

Week 2 (Jan. 18—remember: no school on Jan. 16!) the Founding and the Constitution

Assignment: read *We the People*, Chapter 2

Week 3 (Jan. 23 & 25) Federalism

Assignment: read *We the People*, Chapter 3

First Canvas Quiz due Jan. 29, 2017

Week 4 (Jan. 30 & Feb. 1) Exam 1 & Civil Liberties

Assignment: read *We the People*, Chapter 4

Exam 1: January 30, 2017

Week 5 (Feb. 6 & 8) Civil Liberties, *continued*, & Civil Rights

Assignment: read *We the People*, Chapter 5

Canvas Quiz #2 due Feb. 12, 2017

Week 6 (Feb. 13 & 15) Civil Rights, *continued*, & Exam 2

Canvas Quiz #3 due Feb. 19, 2017

Exam 2: February 15, 2017

Week 7 (Feb. 22—remember: no school Feb. 20!) Public Opinion

Assignment: read *We the People*, Chapter 6

Week 8 (Feb. 27 & Mar. 1) Media & Political Participation and Voting

Assignment: read *We the People*, Chapters 7 & 8

Canvas Quiz #4 due March 5, 2017

Week 9 (Mar. 6 & 8) Political Parties & Campaigns and Elections

Assignment: read *We the People*, Chapters 9 & 10

Canvas Quiz #5 due March 12, 2017

Week 10 (Mar. 13 & 15) Review & Exam 3
Exam 3: March 15, 2017

Week 11 (Mar. 20 & 22) the Presidency & the Bureaucracy/Interest Groups
Assignment: read *We the People*, Chapters 11, 13, 14 (focus on 13)
Canvas Quiz #6 due March 26, 2017

Week 12 (Mar. 27 & 29) the Courts
Assignment: read *We the People*, Chapter 15
Canvas Quiz #7 due April 2, 2017

Week 13 (April 3 & 5) the Congress
Assignment: read *We the People*, Chapter 12
Canvas Quiz #8 due April 9, 2017
TERM PAPER DUE APRIL 5, 2017

Week 14: **April 10-14 SPRING BREAK!!!**

Week 15 (April 17 & 19) Institutions Review & Exam 4
Exam 4: April 19, 2017

Week 16 (April 24 & 26) Economic Policy & Social Policy
Assignment: read *We the People*, Chapters 16 & 17
Canvas Quiz #9 due April 30, 2017
EXTRA CREDIT ASSIGNMENT DUE APRIL 26, 2017
REFLECTION PAPER ASSIGNED

Week 17 (May 1 & 3) Foreign Policy & California Government/Politics
Assignment: read *We the People*, Chapter 18; read *Governing California*, TBA

Week 18 (May 8 & 10) California Government/Politics & Final Review
Canvas Quiz #10 due May 14, 2017
REFLECTION PAPER DUE MAY 10, 2017

FINAL EXAM: May 15, 2017, at 6pm