



REEDLEY COLLEGE
POLITICAL SCIENCE 2
Introduction to American Government

Semester: FALL 2018

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Office Hours: TBA

Remind: Text @rctues6pm to 81010 to join OR go to <https://www.remind.com/join/rctues6pm>

Section: 54167

Class Meets: Tues 6pm – 9:05pm

Room: Forum Hall, Room 1

Phone/Text: 559-797-1321

CATALOG COURSE DESCRIPTION: “An introduction to the principles and problems of national, state, and local government with particular emphasis on the Constitution of the United States and the state and local government of California.”

REQUIRED MATERIALS:

Textbook:

Globalyceum American Government

Rakove, Jack, Dara Strolovitch, et al.

To access text go to: <https://www.globalyceum.com>, register, and subscribe for this course with the following Unique Section Number: **J79JUTZQ** (This number is case sensitive.) You can also purchase a print copy of the essays, or text chapters, on the site. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are debit/credit, or check/money order.

Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, and Firefox. If you have any technical problems during the term, please contact: support@globalyceum.com. You can CC me on the email, but your first contact should be with Globalyceum.

PREREQUISITES: It is advised that students are eligible for **English 1A or 1AH**.

STUDENT LEARNING OUTCOMES: Upon completion of this course, students will be able to:

1. Recognize the Constitutional processes and principles as they occur in modern U.S. and California politics.
2. Relate the structures, roles and powers of the national, state and local governments.
3. Recognize the impacts of various “policy inputs” on the development of public policy in the United States and in California.
4. Identify the categories of policies made by governments within the United States, and relate the questions underlying these policies.

OUTCOME ASSESSMENT:

Students will have achieved course objective if they complete all coursework and/or assignments with a cumulative average grade of C or better.

LEARNING METHODS:

Lectures, active learning, required readings from the textbook, newspaper and/or journal articles, internet articles, assignments and class discussions.

INTERNET/EMAIL/CANVAS:

CANVAS will be utilized for test scores and announcements. Make sure you check Canvas often.

The new 24/7 Online Support is now LIVE. You can reach them by calling 1-844-629-6837.

EMAIL: College of the Sequoias will use your student email account as the primary means to communicate with you. Communication with all students will be via district provided email unless you choose to receive notices about your student account by U.S. Mail. Email accounts can be accessed from any of the lab computers on campus or from an off-campus computer with Internet access.

COURSE OBJECTIVES:

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.

CLASSROOM GUIDELINES:

While these guidelines are not all encompassing, they do provide a basic idea of acceptable classroom behavior for you to follow. Failure to follow these guidelines could result in the following: (1) Meeting with the instructor; (2) Loss of points earned in class; (3) Other disciplinary action and/or removal from class.

1. Talking should be kept to class-related discussions.
2. The use of cell phones should be for class purposes only. Any use other than academic will be considered disruptive and you will be asked to put it away.
3. Reading newspapers or other material or work for other classes should be done outside of class.
4. Sleeping is done better at home than in the classroom.
5. If you must leave early you must receive prior permission unless in case of emergency (my definition, not yours).
6. Arrive to class on-time. Late is more than 5 minutes (and this is pushing it). If you are habitually late to class, this will be considered behavior that is disruptive to the class.
7. Respectful treatment of fellow students and their opinions concerning class-related topics. This means NOT making or directing any comments of a personal nature to any one of your fellow class members. It also means paying attention and remaining silent when someone else is talking.
8. Laptops and tablets may be used for note taking purposes only. Uses other than academic will not be tolerated.

ONLINE CLASSROOM GUIDELINES:

1. Proper online etiquette should be used at all times. This includes the following:
 - **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
 - **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
 - **Help Others:** You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
 - **Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
 - **Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
 - **Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
 - **Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
 - **Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.
 - **Respect Diversity:** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
 - **No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).
 - **No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

- Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.
- Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

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

ACADEMIC FREEDOM:

“All faculty members shall be free to pursue instruction, grading, scholarship, policy discussions, and public discourse in an environment free of intimidation and censorship. All faculty members shall exercise their academic freedom in a manner that promotes the District’s mission and that abides by the Institutional Code of Ethics (AP 3050). The merit of academic ideas, theories, arguments, and views shall be measured against the established standards of relevant academic and professional organizations. Academic freedom includes freedom of inquiry and instruction for every faculty member, including freedom in presenting and discussing subjects related to his academic discipline. Academic freedom also includes, but is not limited to, freedom to:

1. Inquire about, present, and explore difficult and controversial material that is relevant to the official course outline of record;
2. Express differences of opinion with and among students, faculty, staff, and administration on academic matters;
3. Demonstrate, teach, and defend critical thinking skills and intellectual honesty.

Every faculty member is a member of a learned profession and shall have the freedom to use his professional scholarship, and present this scholarship in any academic discourse.

EXAMINATIONS and ASSIGNMENTS:

In this course you will have five exams, one essay, and one final group presentation. Exams may consist of multiple choice, True False, matching, and essay questions.

Exams:

All exams must be taken on Canvas (unless you have been approved for accommodations). You must log on to Canvas on the scheduled exam day to take the exam. The exam will be available from 12:00AM to 11:59PM on the scheduled exam day. Specific instructions will be given in class. If available, examination review guidelines and writing assignment guidelines can be accessed on Canvas.

WRITING ASSIGNMENTS:

The writing assignment will adhere to the Modern Language Association (MLA) style. Writing assignments must be submitted on Canvas.

Research Paper: this writing assignment will be a research paper on a current member of the House of Representatives that you choose. You must use a minimum of two sources. You must submit this paper on Canvas. Late papers and hard copies will **NOT** be accepted. Specific guidelines will be provided at the appropriate time in class. Paper length: 5 to 7 pages, plus references.

Reflection Paper: this writing assignment will be a reflection paper on your political thoughts and attitudes of American government and politics. Sources are not required, however if you use a source, it must be cited appropriately. You must submit this paper on Canvas. Late papers and hard copies will **NOT** be accepted. Specific guidelines will be provided at the appropriate time in the class. Paper length: 3 to 5 pages, plus references.

CANVAS QUIZZES:

Throughout the course you will be required to log on to Canvas and complete a total of 10 quizzes. Each quiz will consist of 5 questions worth 2 points each for a total of 10 points. These quizzes will be available throughout the duration of this course. You will have two opportunities to take the quiz. Once you enter a quiz the timer will begin and you will have 15 minutes to complete and submit the quiz. When the timer expires, your quiz will be automatically submitted. Canvas will keep your highest score. Quizzes will have a “due date” as a guideline to help you progress through the course, however there is no penalty for submitting a quiz past the due date. It is your responsibility to log on to Canvas and complete the quizzes **BEFORE** the end of the semester. It is highly recommended that you take the quizzes throughout the semester as opposed to waiting until the very end. Canvas quizzes cannot be made up. If you experience technical difficulties you must let the instructor know as soon as possible.

QUICK WRITES:

Throughout the course we will have 7 quick writes. **Two of the lowest scores will be dropped.** These will consist of receiving information in class and then writing your thoughts and opinions on the subject presented. It is expected that you will write about one half to one page and that it is legible. **Quick writes will not be announced and cannot be made up.** You will need to use lined notebook paper and a pen or pencil. If you are late, leave early, or otherwise miss the few minutes of your class when a quick write occurs, you will get a zero.

LATE ASSIGNMENTS AND MISSED EXAMS:

Students who miss an exam will have an opportunity to take a Make-up exam. Make-up exams will only be given to students who make prior arrangement **BEFORE** the scheduled exam or can show valid proof (Doctors appointment, family emergency, etc.) that missing the exam could not be avoided. The Make-up exam may be different than the version taken on the scheduled exam date and may consist of all essay and short answer questions.

Essays are due on the scheduled date. Late papers **will not** be excepted. Exceptions can be made for extenuating circumstances with communication with the instructor.

CHEATING AND PLAGIARISM:

“Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.”

“Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.”

GRADING:

Assignment	Points
Reflection Paper	7.5% (75 points)
Exams (5) 100 points each	50% (500 points)
Canvas Quizzes (10) 10 points each	10% (100 points)
Quick Writes (5) 35 points each	17.5% (175 points)
Research Paper	15% (150 points)
TOTAL	100% (1000 points)

GRADING SCALE:

A	1000 points to 900 points
B	899 points to 800 points
C	799 points to 700 points
D	699 points to 600 points
F	599 points and below

PARTICIPATION AND ATTENDANCE:

“Students are expected to attend all sessions of classes for which they are enrolled. Excessive absence will jeopardize a student’s satisfactory progress in a class. Students may be dropped from class if they fail to attend the first class session of the semester. There are no institutionally approved excused absences for any reason. Only the instructor may excuse an absence. Absences caused by personal engagements, transportation delays and business affairs will not be excused, nor will absences from class to complete registration or add/drop activities.”

PARTICIPATION includes active listening, taking notes, participating in activities, answering and asking questions, responding with nods or other gestures, and engaging in class discussion. Simply showing up for class does not qualify as participation.

LAPTOPS AND MOBILE DEVICES:

Cell phones must be silenced or off during class. I will ask any student to leave the class if I notice or am told of any cell phone or electronic device being used during class that causes a disruption to the learning process. Notebook computers, if used, must be battery powered. Excessive noise, as defined by those around you, will result in not being allowed to use the computer or any other mobile device in class.

STUDENTS WITH DISABILITIES:

Upon identifying themselves to the instructor, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Access and Ability Center (AAC) at 559-730-3805.

"If you have a verified need for an academic accommodation or materials in alternate media (ie: Braille, large print, electronic text, etc.) per the American with Disabilities Act or Section 504 of the Rehabilitation act please contact your instructor as soon as possible."

HELP IS AVAILABLE:

There are many services available to students to help them succeed and I would be happy to recommend these services to you.

RESOURCES

Canvas—Help Desk 1-866-401-7784	Health Services—559-638-0328
Web Advisor—559-499-6070	Psychological Services—559-638-0300 x3210
Library/Computer Lab—559-638-0352	DSP&S—559-638-0332
Academic Counseling—559-638-0337	EOP&S—559-638-0340
Tutoring Services—559-638-0358	Career Services—559-6372543
Writing Center—559-638-0300 x3619	

EXTRA CREDIT OPPORTUNITIES:

You may choose to attend in person any of the listed locations below and write a paper on your experience. You must describe your experience in detail and relate it to any relevant area covered in your textbook and/or class discussions. Your paper must comply with MLA guidelines including 1” margins, double spaced, and Times New Roman 12pt font. Sources must be cited appropriately and include a Works Cited page. The paper length should be 3-5 pages (not including Works Cited). Each assignment is worth up to 25 points. You may submit a maximum of two extra credit assignments. Completed extra credit assignments are due on Finals day. Late assignments will **NOT** be accepted. There will be no exceptions.

Reedley City Council (Meeting). See website for schedule and agenda.

http://reedley.com/government_meetings/?p=city_council

State Center Community College District Board of Trustees Meeting. See website for schedule.

<http://www.scccd.edu/events/index.html>

Fresno County Board of Supervisors (Board Meeting). See website for schedule.

<http://www.co.fresno.ca.us/departments/board-of-supervisors>

Fresno City Council (Meeting). See website for schedule.

<https://www.fresno.gov/citycouncil/Fresno>

Local Agency Formation Commission (Hearing). See website for more information.

<http://www.fresnolafco.org/>

Fresno County Historical Museum

<https://www.fresnofair.com/fresno-county-historical-museum>

*Other governmental meetings may be approved by the instructor with prior notice.

TENTATIVE COURSE OUTLINE:

Week 1-4	The Democratic Republic The Constitution Federalism Exam 1 on Chapters 1-3	Chapter 1 Chapter 2 Chapter 3 Tuesday, Sept 4, 2018
Week 4-7	Civil Liberties Civil Rights Exam 2 on Chapters 4-5	Chapter 4 Chapter 5 Tuesday, Sept. 25, 2018
Week 7-11	Public Opinion The Media Participation & Voting Political Parties Campaigns & Elections Interest Groups Exam 3 on Chapters 6-11	Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11 Tuesday, Oct. 23, 2018
Week 11-15	The Congress The President The Bureaucracy The Courts Research Paper DUE Exam 4 on Chapters 12-15	Chapter 12 Chapter 13 Chapter 14 Chapter 15 Tuesday, Nov. 20, 2018 Tuesday, Nov. 20, 2018
Week 15-18	Economic Policy Social Policy Foreign Policy California Politics and Government Exam 5 on Chapters 16-18 & CA Reflection Paper DUE	Chapter 16 Chapter 17 Chapter 18 California Chapters TBD Tuesday, Dec. 11, 2018 Tuesday, Dec. 11, 2018

The instructor retains the right to change or modify this syllabus as necessary.